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EDUCATION

**Generating Greater Interest to Improve Performance in Writing through
Video Presentation of Des Young Journalists SY 2018-2019**

Heartie Vivian Alvarez, Department of Education - Cavite City

Abstract

INTRODUCTION

To find whether video clip can help students learn and appreciate Journalistic writing and more.

METHODS

20 respondents learned the journalistic writing skills using the conventional way while the other groups were taught with the intervention of video presentation.

RESULTS

The use of conventional way/ fact sheets is better but the use of video presentation enhanced the interest of pupils.

DISCUSSIONS

It is suggested that public schools continue the implementation of using both the conventional and use of technology to teach journalism.

KEYWORDS: SPA

SUBMISSION ID: R04A-CAVITC-0118

Generation Z's Learning Preferences: Basis for Effective Classroom Instruction

Jing Andrea Alviz, Department of Education

Abstract

INTRODUCTION

Generation Z is the demographic cohort following Generation Y, also known as the Millennials or the Millennial Generation. In this study, researcher will discover the learning preferences of selected Generation Z learners at Banaba Elementary School. Moreover, researcher will design ways how to improve classroom instruction.

METHODS

The researcher adapted a questionnaire based on the learning preferences of Generation Z. Questionnaire has two parts. Part A is about the learning preferences of Generation Z. Part B contains the learning sources of generation Z such as (1) books, (2) internet, (3) teachers, and (4) peers. Researchers adapted a questionnaire focusing on the learning preferences of Generation Z such as (1) Visual, (2) Verbal, (3) Physical, (4) Logical, (5) Social, and (6) Solitary. Researcher employed simple frequency count to identify learning preferences of respondents.

RESULTS

Learning preferences of the respondents were as follows: 21 out of 25 respondents preferred using pictures, images and graphic organizers or Visual Learning Style; 25 out of 25 respondents chose Verbal Learning Style or prefer using words. 8 out of 25 selected the Physical Learning Style or prefer in using their body, hands and sense of touch. 24 out of 25 respondents prefer using logic, reasoning and system. 13 out of 25 respondents preferred Social Learning Style. Lastly, 4 out of 10 respondents liked Solitary Learning Style.

DISCUSSIONS

Generation Z is leading the change in how learning takes place.

KEYWORDS: generation z, learning preferences, effective classroom instruction

SUBMISSION ID: R04A-BATANP-0288

**Genetic Mutation: The Process of Alteration among the Characters in
Miss Peregrine's Home for Peculiar Children**

Lance Dela Pena

Abstract

INTRODUCTION

The study aims to acquire rigorous consultation to discuss the different relevant details of the novel and mutation.

METHODS

Through discourse and content analysis, the novel by Ransom Riggs entitled Miss Peregrine's Home for Peculiar Children was extracted to reveal the manifestations of mutation. The careful analysis of the plot and other related elements of fiction, and the significant moral and spiritual aspects of the novel supported the concept of mutation.

RESULTS

The incorporation of the subject of mutation in the novel provided support and comprehension to the concept of genetic mutation. The concept helped in molding the plot of the novel, in which all the elements studied were related to mutation. Also, the variation in mutation was abundant. The language used by the author and lines lifted from the novel provided strong support to the concept presented therein. These also showed in-depth essential and moral spiritual values that were secretly hidden from the context of the novel.

DISCUSSIONS

It was evident that literature has a very big role in the society for novels did not only provide entertainment but also lessons that could make people better in terms of physical and moral worth. With the novel, people become more understanding with regard to their own abilities and self-worth.

KEYWORDS: genetic, mutation, process, alteration, characters, Miss Peregrine's, home, peculiar, children

SUBMISSION ID: R04A-LIPAC1-0199

**Genetic Mutation: The Process of Alteration among the Characters in
Miss Peregrine's Home for Peculiar Children**

Jean Eumira Pateña, Boris Wayne Madlangbayan, & Carlo Toreja

Abstract

INTRODUCTION

The study aims to acquire rigorous consultation to discuss the different relevant details of the novel and mutation.

METHODS

Through discourse and content analysis, the novel by Ransom Riggs entitled Miss Peregrine's Home for Peculiar Children was extracted to reveal the manifestations of mutation. The careful analysis of the plot and other related elements of fiction, and the significant moral and spiritual aspects of the novel supported the concept of mutation.

RESULTS

The incorporation of the subject of mutation in the novel provided support and comprehension to the concept of genetic mutation. The concept helped in molding the plot of the novel, in which all the elements studied were related to mutation. Also, the variation in mutation was abundant. The language used by the author and lines lifted from the novel provided strong support to the concept presented therein. These also showed in-depth essential and moral spiritual values that were secretly hidden from the context of the novel.

DISCUSSIONS

It was evident that literature has a very big role in the society for novels did not only provide entertainment but also lessons that could make people better in terms of physical and moral worth. With the novel, people become more understanding with regard to their own abilities and self-worth.

KEYWORDS: genetic, mutation, process, alteration, characters, Miss Peregrine's, home, peculiar, children

SUBMISSION ID: R04A-LIPAC1-0203/R04A-LIPAC1-0204

Geogebra Graphing Calculator Mobile Application for Activity-Based Learning Materials in Teaching Mathematics 8

Julious Joseph Taroy, Mambuyan National High School

Abstract

INTRODUCTION

The researcher used GeoGebra Graphing Calculator Mobile Application to develop learning activities in mathematics to help the students learn concepts, motivate participants to become more active and enhance the academic performance of the students.

METHODS

The experimental method of research was utilized in this study with the questionnaire as the data gathering instrument. Purposive sampling was utilized by the researcher to determine the respondents of this study. The sources of data for utilizing the GeoGebra Graphing Calculator Mobile Application were 50 students of Grade 8 handled by the researcher from Mambuyan National High School in Antipolo City for SY 2016-2017.

RESULTS

The findings of the study were as follows: the ten topmost topics in Mathematics 8 for which Activity-Based Learning Materials with GeoGebra Graphing Calculator Mobile Application could be developed based on the perceptions of the Mathematics Teacher respondents. There is a significant difference between the pretest and posttest mean scores of the experimental group. There is a significant difference between the posttest mean scores of the control group and experimental group. The student respondents "Agree" that the use of GeoGebra Graphing Calculator Mobile Application in learning selected topics in Mathematics 8 are functional, easy to use, available, accessible and relevant.

DISCUSSIONS

Based on the results of the study, GeoGebra Graphing Calculator Mobile Application in Mathematics from Grade 8 students could be used as prescribed by the Mathematics teachers. It was effective as evidenced from the results of the posttest of the two groups and also from the results of the pretest and posttest of the experimental group and the perception of the respondents about GeoGebra Graphing Calculator Mobile Application are functional, easy to use, available, accessible and relevant for Activity-Based Learning Materials.

KEYWORDS: GeoGebra Graphing Calculator Mobile Application, Activity-Based Learning Materials

SUBMISSION ID: R04A-ANTIPO-0004

Geothermal Education Integration Program, a Localized Curriculum: An Assessment

Lorena Basco & Salvador C. Combo, Naga NHS

Abstract

INTRODUCTION

Prior to the implementation of Geothermal Education (GeoEd) Integration Program, geothermal issues resulting to destruction of geothermal facilities were frequent. Thus, Department of Education and Philippine Geothermal Production Company came up with the program "Geothermal Education Integration across the Learning Areas in the Basic Education Curriculum". After Lesson Plan Exemplars (LPEs) for both elementary and secondary were crafted, the program was implemented in three pilot schools of Tiwi. With its full implementation throughout Tiwi, both Department of Education and PGPCI would like to assess how effective and efficient the program was.

METHODS

The researchers have utilized descriptive method of research to evaluate its effectiveness. The study involved 793 respondents composed of school heads, teachers, students and parents in both elementary and secondary schools of Tiwi while the Statistical Treatment used were weighted mean and Analysis of Variance.

RESULTS

Majority of school heads and teachers in geothermal schools have fully implemented GeoEd Program in both Revised Basic Education and K to 12 Curriculum. However, in non-geothermal schools, it was moderately implemented. Major benefits derived from GeoEd program include: common misconceptions about the negative impact of geothermal energy were corrected; community learned that it is a renewable energy that contributes to the economic sustainability of Tiwi; and developed environmental awareness of the community that resulted to their care of the geothermal facilities.

DISCUSSIONS

The results demonstrated that to sustain the program, it must be revisited and new school heads and teachers must be capacitated. School heads should conduct close monitoring and supervision of the localized curriculum. Every teacher should practice on-site experiential teaching approach for the integration of GeoEd concepts. It is also being encouraged that schools render community extension services in geothermal barangays. Pilot schools should also have a Geothermal Science Centrum and miniature geothermal facility for simulation activity. Lastly, Naga National High School should be a "Center of Excellence" for the GeoEd Program.

KEYWORDS: geothermal, education, localized, curriculum, assessment

SUBMISSION ID: R005-ALBAYP-0024

G-FORCE (Grade-Five Oral Reading Comprehension Enhancement) in Filipino

Donnalyn Villanueva, Teacher III

Abstract

INTRODUCTION

The researcher's primary purpose of conducting the action research is to enhance the Oral Reading Comprehension of Grade Five Pupils of Mariano C. Anacay Memorial Elementary School through the use of the intervention BIG BROTHER.

METHODS

The study made use of weighted mean to determine the percentage of the pupils that will undergo the study based on the result of the Pre-Test in PHIL-IRRI in Oral Reading in Filipino.

RESULTS

The proponent recommended to organize an intervention (BIG BROTHER) or peer teaching that will help the learners in Grade Five to improve their oral comprehension level in Filipino.

DISCUSSIONS

The study showed the improvement of the oral reading comprehension in Filipino of Grade Five pupils and the effectiveness of the intervention used in this program.

KEYWORDS: Oral Reading, Comprehension, Enhancement, Slow Reader, Moderate Reader, Intervention, BIG BROTHER

SUBMISSION ID: R04A-CAVITP-1179

**Game-Based Learning Supported Thinking Skills: A Merged Strategy in
Enhancing Mathematics Performance of Grade Five Pupils at Puting
Kahoy Elementary School**

Dionisio G. Matira & Marjhorie C. Anarna, Puting Kahoy Elementary School

Abstract

INTRODUCTION

The main objective of this study was to determine if the use of game-based activities in mathematics lessons improved the pupil's mathematics performance and ascertain if 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, due to the fact that the participants were chosen as a convenience, cluster sample. 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 data in this study were collected, tabulated and analyzed with the application of the statistical procedure.

RESULTS

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. There is a significant difference between the academic performance in Mathematics of both control and experimental groups in the posttest.

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-1374

Ginger Patch: An Alternative Medicine to OTC Drugs

Mary Ann Castro & Ramil Rozul, Balite I Elementary School, Department of Education - Silang

Abstract

INTRODUCTION

The purpose of study is to prove that local medicinal plants can really be an alternative to over-the-counter drugs to relieve cough caused by bronchitis. We chose ginger as the target plant because it is available to almost everyone in the country.

METHODS

In order for us to know how this ginger patch works, we have utilized scientific method for this study.

Materials / Ingredients:

1 tbsp of fresh, shredded or pounded ginger 0.5 tsp coconut oil

0.5 tsp flour

shredder

mortar and pestle

katsa or used cloth or gauze 2x3 inch masking tape

Procedure:

Carefully combine the coconut oil and flour Add the ginger and mix well again.

Put the mixture on katsa and tape it over your chest and to your throat.

Keep it on overnight (children should use it for about 3 hours before bedtime).

RESULTS

75% out of 20 respondents strongly agree that the manually prepared ginger compress is an effective patch for cough. 2 or 10% of the respondents agreed that the compress was effective. 1 or 5% Slightly Agree and 2 or 10% slightly disagree.

DISCUSSIONS

Based on the results of the study and the participants' response on the effectiveness of the patches the researchers conclude that the manually prepared ginger compress patches are a sustainable patch for cough or an effective cough reliever. You can have a cheap product that works as well as other brands (more affordable than conventional medicine and hold beneficial, healing properties). Easier to obtain than prescription medications. You are sure that the medicine you are using has no side effects.

KEYWORDS: alternative medicine, ginger patch, local medicinal plant

SUBMISSION ID: R04A-CAVITP-1149

Governance Opportunities for Learners in Junior High Schools and their Relationship to Lifelong Learning: towards an Outcomes-Based Student Leadership Framework

Ameriza Besana, Researcher

Abstract

INTRODUCTION

The main purpose of the study was to determine the relationship of governance opportunities on learners among selected Junior High Schools. The findings served as bases for the development of an outcome-based student leadership framework. The following questions were specifically dealt in the study: (1) the extent governance opportunities provided for learners; (2) the extent lifelong learning outcomes observed through the governance opportunities; (3) relationship between the lifelong learning outcomes and the governance opportunities ;(4) learner's experiences as regards to governance opportunities provided by the school; and (5) proposed outcomes-based student leadership framework.

METHODS

The researcher conducted both quantitative and qualitative research.

RESULTS

The findings revealed that the governance opportunities for SSG ($x=3.74$) and classroom officers ($x=3.60$) are always provided and sometimes provided for club officers($x=3.42$). High observance of lifelong learning outcomes on self-leadership($x=3.54$), leadership skills ($x=3.62$) and interpersonal and organizational skills($x=3.68$) and an observance on the application of inclusive leadership (3.48) and critical thinking (3.19) make the evaluation of their relationship on lifelong learning on student leadership and teaching-learning development necessary. As to learner's experiences, four essential emerging themes were identified namely: Theme 1 Happiness highlighted the enjoyment despite the difficulty that they encounter. Theme 2 Personal Development enumerated what they have learned as student leaders. Theme 3 Time Management centered on balancing their time in academics and extracurricular activities. Theme 4 Critical thinking aided them the importance of problem solving in their daily life.

DISCUSSIONS

To strengthen the significant contribution of governance opportunities on student's lifelong learning, there is a need to implement programs that will maximize the benefits and potentials of students' leaders. It is highly recommended that the student leadership framework offered herein be a supporting structure in the development of student leaders and their impact on their lifelong learning.

KEYWORDS: Student Leader, Governance opportunities, lifelong learning, student leadership framework

SUBMISSION ID: R04A-STAROS-0039

Grade Six Pupils' Reading Level and attitude: Basis in Developing Reading Strategies

Elizabeth Ferrer, Department of Education

Abstract

INTRODUCTION

The purpose of this study was to compare the English reading comprehension abilities of Grade Six pupils in Rudes Elementary before and after using reading strategies; and to study the students' attitude towards teaching English reading comprehension using essential reading strategies.

METHODS

This research utilized the experimental method. It compares the reading proficiency level of the 31 Grade Six pupils of Rudes Elementary School of before and after using meta cognitive strategies.

RESULTS

There is a significant relationship between the pupils' attitude towards teaching using meta cognitive strategies and the English reading proficiency level. The findings revealed that the pupils' weighted mean on pretest and post-test reading proficiency level on English reading skills were 15.64 % and 15.51% respectively. The students' English reading comprehension ability after learning with meta cognitive strategies was found significantly higher than before with significance at the .05 level.

DISCUSSIONS

The learners were trained to focus on using the strategies to call attention to reading and could realize themselves in learning successfully using meta cognitive strategy. Thus, the pupils' attitude towards teaching English reading comprehension with meta cognitive strategies was at a good level.

KEYWORDS: reading comprehension, reading strategies, attitudes

SUBMISSION ID: R012-SARANG-0054

**Grade 10 Science Teachers Teaching Outside of Subject Specialism:
Challenges and intervention for Concept Mastery**

Nicanor Reyes II, Department of Education

Abstract

INTRODUCTION

This research was conducted in order to determine the challenges faced by teachers when teaching science concepts outside of their field of specialization.

METHODS

Questionnaires were distributed and interview was conducted to the Grade 10 science teachers of Dasmarinas North National High School. Learning Action Cell and Focused - Group Discussion were the interventions done during the conduct of the research.

RESULTS

LAC sessions, focused group discussion and peer mentoring increased the concept mastery of the teachers. Moreover, their confidence in teaching the lesson to the student increased after the interventions.

DISCUSSIONS

Teachers teaching outside of their subject specialism faced different challenges in teaching the subject matter which lead to poor concept mastery and low confidence level on teaching the topics. However, Learning Action Cell, focus group discussion, and peer mentoring provided help to address these problems. In general, support from the workplace was found to be an effective strategy to help teachers deal with their weaknesses in subject matter.

KEYWORDS: science education, out of field teaching, concept mastery, subject specialism

SUBMISSION ID: R04A-DASMAR-0014

**Grade 9 Students' Assessment of the English Teaching Strategies in
Selected Public High School in Sta. Rosa, Laguna**

Jabilah D. Saripada, Department of Education - Sta. Rosa City

Abstract

INTRODUCTION

A study was conducted to determine the grade 9 students' assessment of the English teaching strategies in selected public high school in Santa Rosa, Laguna.

METHODS

A total of 342 grade 9 public high school students and 14 grade 9 public high school English teachers from the 4 selected public high school in Santa Rosa, Laguna. The statistical treatments of data included were Slovin's formula, frequency percentage, and mean and Spearman Rho Rank Correlation. Likert Scale was also used to determine the grade 9 students' assessment.

RESULTS

The strategy used most of the time by the grade 9 English teachers in speaking as perceived by the grade 9 students is Pronunciation Drill with a weighted mean of 3.90 %. While the strategy used most of the time in Reading is Think Aloud Activity with a weighted mean of 3.61 %. When it comes to strategy in Writing, the strategy used most of the time is Response Notebook with a weighted mean of 3.81 %. While the most used strategy in Listening is Question-Answer Relation with a weighted mean of 4.15 %. The strategy used most of the time by the grade 9 English teachers in Viewing as perceived by the grade 9 students is Film Showing with a weighted mean of 3.68 %.

DISCUSSIONS

The English teachers must be able to regularly update their teaching strategies on the new trends where they can attend the needs of their students. 21st century teachings can gauge the classroom and tasks conflicts towards millennial or the 21st century learners.

KEYWORDS: Assessment of the English Teaching Strategies

SUBMISSION ID: R04A-STAROS-0072

**Grade 9 Students' Knowledge and Practices on Waste Management at
Balayan National High School: An Assessment**

Anelie Jalme, Balayan National High School

Abstract

INTRODUCTION

This paper provides an analysis assessment of the solid waste management knowledge and practices of Grade 9 students at Balayan National High School.

METHODS

Based on reviewed literature, a questionnaire was designed on students' knowledge and practices of waste management at home and in school. It was made up of three parts. The first part consisted of 10 items, 3-point Likert scale seeking information on knowledge of waste management, the waste management practice at home component consisted of 10 questions also on a 4- point Likert scale - Very often, often, seldom, and never. Respondents were randomly selected obtaining 35 male and 35 female respondent students.

RESULTS

Findings revealed that Grade 9 students from Balayan National High School were very knowledgeable of waste problems on their school compounds, and possessed positive waste management practices in school and at home. The study showed that propensity for waste management practices does not differ by gender of students. No significant difference was observed between students' gender and their level of knowledge and practices of waste management in school and at home.

DISCUSSIONS

Students waste management practices show a positive practice. Students possessed high environmental knowledge of local environmental issues and global environmental issues. Furthermore, the students actively participate and concern about waste management by practicing waste management in school and at home constantly.

KEYWORDS: Waste management, Knowledge, Balayan National High School

SUBMISSION ID: R04A-BATANP-1001

Grade 9-STEM Students Profile: As Predictor of Emotional Intelligence

Manilyn Galarosa, Sonia Taa, & Thelma Baleros, Department of Education -
Calamba City

Abstract

INTRODUCTION

This research analyzes the effect of age, gender, and their monthly family income to the four domain of emotional intelligence which are Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management.

METHODS

The study used Total population Sampling and was carried out on fifty-seven (57) Grade 9-STEM students of Looc Integrated School. To assess the emotional intelligence, "The Quick Emotional Intelligence Self-Assessment" by Paul Mohapel was used. This tool has four domains which are Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management. Each domain has statements and the students ranked them 0 (Never), 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Always). Pearson's correlation coefficient (PCC) was used to determine the relationship of profile of students-respondents and their emotional intelligence.

RESULTS

Results showed that males, the middle child, the young ones and the students who have low family income got the highest percentage of scores ranging from 0-24 and require attention and development to strengthen their Emotional Intelligence.

DISCUSSIONS

This study provides an insight about emotional intelligence and the profile of students-respondents. Results demonstrated that gender, birth order and parents' average monthly income of Grade 9-STEM students has a significant relationship on their emotional intelligence.

KEYWORDS: Emotional Intelligence, Emotional Awareness, Emotional Management, Social Emotional Awareness, Relationship Management

SUBMISSION ID: R04A-CALAMB-0426

**Grade Nine Learner's Perspective about the Qualifying Examination:
Inputs for Effective Class Distribution in TLE Specialization S.Y. 2019-
2020**

Carminica Aycardo, RNHS

Abstract

INTRODUCTION

TLE Specialization Teachers are outnumbered based on the class size each year. A teacher can teach specialized subjects if he/she had her/his training for it. Furthermore, without National Certificate for the specialized subjects, a teacher isn't allowed to teach it unless he/she is currently undergoing the training while teaching. To address the problem about TLE Specialization class distribution last year, the TLE Department agrees to give the qualifying examination to the Grade Eight Learners.

METHODS

The researcher used the purposive sampling. All the data was then organized, tabulated, and presented in a series of tables and charts. Frequency counts and percentage weight value were used in the analysis and interpretation of data. A well-constructed and authentic survey questionnaire was made by the researchers to collect the data based on the research problem. A descriptive research design was used to get the perception of the learners about the qualifying examination.

RESULTS

Based on the study, the respondents answered that the test construction was on average level. It means that it wasn't easy nor difficult to understand. Most of the respondents belongs to the average class size and most of them says that the distribution technique helps them get the specialization that they want. The study also reveals that the content of the qualifying examination was based on the exploratory courses offered during 7th and 8th grade. Thus, the respondents agreed to it. Almost majority of the respondents are satisfied with the specialization that they have right now. And it shows that the qualifying examination were a good way to know their specialization and to help them choose the track they want.

DISCUSSIONS

The study will know the perception of the learners about the qualifying examination in choosing their specialized courses and to determine the effectiveness of qualifying examination for class distribution in Rosario National High School so the researchers could formulate plans, projects, and programs for better teaching-learning process.

KEYWORDS: Perception, Qualifying Examination, Specialization, TLE Courses, Class Distribution

SUBMISSION ID: R04A-CAVTP-0123

Grade One Topaz Pupils' Absenteeism of Benigna Dimatatac Memorial Elementary School

Leny M. Manimtim, Department of Education - San Jose District

Abstract

INTRODUCTION

Absenteeism in Grade One-Topaz of Benigna Dimatatac Memorial Elementary School is very alarming. Thus, the researchers want to come up with proposed activities to lessen absenteeism among these grade One-Topaz pupils.

METHODS

The study employed descriptive quantitative method of research which aims to determine the effects of excessive absenteeism in grade One-Topaz pupils. The researchers used two data gathering procedures: non-structured interview and focused group discussion. Baseline data were also gathered to support the study. Survey questionnaire was also administered to attain the objectives of the study.

RESULTS

The researchers identified several factors which resulted to pupils' absenteeism. Physical factor like distance of home, health factor like sickness, pupil factor such as their attitude towards their studies, and home-related factors such as poverty and lack of parents' support were some of the factors which contributed to pupils' absenteeism.

DISCUSSIONS

The results recommend the full implementation of the proposed activities to lessen the absenteeism among grade One-Topaz pupils. These proposed activities should be followed religiously in order to increase the percentage of pupils' attendance in school.

KEYWORDS: absenteeism, physical factor, pupils' factor, home-related factors, health factors, proposed activities

SUBMISSION ID: R04A-BATANP-1869

Grade Schoolers School Survival: Enhancing Student Leaders Common Knowledge on Signages at San Antonio Elementary School

Christine Joy Castillo, Elva Antonio, & Janeth Filaro, Department of Education - Batangas

Abstract

INTRODUCTION

This action research aims to determine the common reasons why student leaders cannot understand school signages which will serve as baseline data in developing suggestions for improvements intended to enhance the common knowledge on school signages.

METHODS

The respondents of the study were the Student Leaders (Supreme Pupil Government) of San Antonio Elementary School who were identified based on the following criteria: a. they have common knowledge in school signages, b. they have the same reasons why they cannot understand school signages, c. they manifest interest in enhancing common knowledge on school signages. The researchers used survey method to gather information about the problem. Also, checklist and questionnaire were used to attain the objectives of this study.

RESULTS

Student leaders of San Antonio Elementary School responses were gathered through a survey to identify their common knowledge on school signages and their various reasons why they don't know school signages. In this case, the researchers proposed an innovation and intervention in enhancing school signages.

DISCUSSIONS

The result showed that there is a need to have knowledge on school signages among our student leaders. Parents, teachers together with the SPG officers developed different ways to have a better knowledge.

KEYWORDS: signage's, leaders, grade schooler, survival

SUBMISSION ID: R04A-BATANC-0548

Grade Six Pupils Classroom Misbehavior Affecting Academic Performance as Basis for Classroom Management Interventions

Ligaya De Guia, Prenza Elementary School, Lian, Batangas

Abstract

INTRODUCTION

This research aimed to examine the conceptions of elementary pupils' misbehavior in classroom and identified the most common disruptive and acceptable pupil problem behaviors from teachers' perspectives which have proven as a cause of loss of attention and interest, and disturbances in the classroom which hinder learning.

METHODS

Descriptive and exploratory qualitative research was used. A self-constructed semi-structured interview guide was used for each individual interview. The interviewees were asked to define "problem behaviors" based on their own understanding and interpretation.

RESULTS

The 12 teachers revealed that pupils' behavior hindered the flow of the lesson and disturbed the peace in the classroom. The most frequently encountered misbehavior by teachers were disturbing the flow of the lessons, making noise disobeying the rules, damaging classroom property, dealing with other things, fighting, asking irrelevant questions, easily getting angry, making harsh jokes, talking without permission and talking with friends or seatmates.

DISCUSSIONS

The results show that teachers should make themselves aware of the importance of classroom management and its effects on pupils' success.

KEYWORDS: misbehavior, intervention, classroom management

SUBMISSION ID: R04A-BATANP-0603

Grade VI Pupils Retention in Science Concepts: Basis for Learning Enhancement Program

Charisse V. Silang, Daisy Agbay, & Maryjane M. Abela

Abstract

INTRODUCTION

The objectives of this study are to find out the factors that really affect pupil's retention in Science skills and formulate solutions for this problem for the improvement of the NAT results for the coming year.

METHODS

This study involves 66 Grade VI pupils, 25 teachers and select 20 parents of CENTEX Batangas to assess retention level of the lesson in Science during the S.Y. 2017-2018. The researchers used qualitative and descriptive design for this research. In gathering of data, the researchers used checklist and survey questionnaires for students, parents and teachers.

RESULTS

The result showed that having good study habits contributed to an improved academic performance. Their responses also reflected that the factors affecting their retention skill were poor study habits, lax attitude towards performance of academic excellence and their negative feelings, attitudes and experience at school during Science classes. The participants also responded that lack of home connection, playing gadgets and other media paraphernalia were also huge factors that affect the retention level of the Grade Six pupils in CENTEX Batangas.

DISCUSSIONS

It is recommended that integrating technology in teaching the lesson helps the pupils during the discussion. The use of discovery approach and think-pair-share will not only promote an improved retention skill among students but also collaborative and experiential opportunities to improve their learning process.

KEYWORDS: Our research abstract contains 389 characters.

SUBMISSION ID: R04A-BATANP-1286

Grafted and Un-grafted Eggplant: Comparison on its Growth Rate and Resistance against Pests

Marlo Mapple G. Calpito & Ralph Rhyon T. Sugue, Saguday National High School

(Adviser: Charina Saclamitao-Medina)

Abstract

INTRODUCTION

The researchers described the difference between a grafted and un-grafted or regular eggplant in terms of its growth rate and resistance against pest.

METHODS

This research study used experimental method. The study was conducted at Magsaysay, Saguday, Quirino where resources are already available. Casino-901 which is a hybrid variety of eggplant was used in the experiment. The researchers recorded the height, leaf condition and stem size using an observation checklist tool starting from the date of grafting which is December 16, 2018 to January 14, 2019. The data gathered was analyzed using T-test.

RESULTS

The grafted eggplant was proven to have a better growth rate than the un-grafted eggplant. In terms of pest resistance, the un-grafted eggplant has a better resistance against pest attacks.

DISCUSSIONS

The results demonstrate the need for serious care for the eggplant because of its vulnerability to pest. When grafted successfully, the eggplant will have better growth rate and development.

KEYWORDS: Grafting, growth rate

SUBMISSION ID: R002-QUIRIN-0053

**Grammar Recognition Errors and Factors Affecting the Writing Skills of
Grade Seven Students at Wenceslao Trinidad National High School:
Basis for Writing Skills Development Module**

Mike Keivin Mayuga, Teacher II

Abstract

INTRODUCTION

The main objective of this study was to investigate the grammatical errors committed by the students in their written composition, and the factors that affect their writing skills at Wenceslao National High School.

METHODS

Respondents of the study were 180 randomly chosen Grade 7 students of Wenceslao Trinidad National High School in Laurel, Batangas, Philippines. The study was done during the school year 2016-2017. The descriptive study is anchored on the Theory of Corder's explanation of errors and mistakes. According to him errors occur because of gaps in the learner's English knowledge whereas mistakes occur when the learner has not yet learned how to master a certain grammatical form (Ellis & Barkhuizen 2005).

RESULTS

The study showed that the students (24%) committed mistakes in verb tense and form. However, incomprehensibility of grammar rules with a weighted mean of 3.55 is the most influential factor that affects the writing skills of the students. Based on the findings, the researcher proposed a Writing Skill Development Module which will help the teachers to strengthen the knowledge of their students.

DISCUSSIONS

The writing skills development as an output of this study would be a great help for the students to improve and develop their grammar skills and to construct an error free piece of writing.

KEYWORDS: Grammatical errors, development module, descriptive design

SUBMISSION ID: R04A-BATANP-0636

Grammatical Competence of Grade Eleven Humanities and Social Sciences Students: Basis for Developing Supplementary intervention Materials

Elsa Villanueva, Teacher II

Abstract

INTRODUCTION

This study assessed the grammatical competence of Grade Eleven HUMMS students.

METHODS

This study purposely described the level of competence in English grammar of 37 Grade Eleven HUMSS (Hermes) students. Moreover, this is basically a research process intended to develop supplementary intervention materials which will be used to improve the level of grammatical competence of students. The pre-assessment and post-assessment scores of the respondents were used in the t-test.

RESULTS

The findings of the study showed that the level of competence of the students in English grammar was fairly competent. Furthermore, there was a significant difference between the respondents' pre-test and post-test scores. The findings implied that the students could make simple sentences but found difficulty in combining short, related phrases or clauses by using the proper connectors, or conjunctions. Likewise, the respondents found difficulty in determining whether a sentence was declarative, interrogative, a command or request, or an exclamatory sentence, and fail to place the correct punctuation marks for each kind of sentence.

DISCUSSIONS

On the basis of the findings and conclusions drawn, student-centered activities should be provided for drills and exercises to improve the communicative skills of the students.

KEYWORDS: grammatical competence, assessment, supplementary intervention material

SUBMISSION ID: R04A-BATANP-0683

Grammatical Competence of Grade Five Pupils of Batangas City East Elementary School: input on Preparation of Supplementary Exercises

Evelyn Castillo, Department of Education

Abstract

INTRODUCTION

The greater the skills in speaking and writing with a proper usage of grammar, the greater success in many aspects of life could be attained. On the other hand, many pupils find grammar boring in nature but correct usage of which will help them in better understanding language.

METHODS

The descriptive method of research design was used in this study. The researchers used the diagnostic test as the main instrument in determining the pupils' performance and difficulties in grammar.

RESULTS

The results revealed that interjection which ranked first with a mean percentage score (mps) of 63.59 was the easiest among grade five pupils. Adjective and noun both ranked 2.5 with an mps of 62.82. This could mean that majority of the pupils found these parts of speech quite easy. In addition, adverb ranked fourth with the mps of 61.79.

DISCUSSIONS

Based on the findings of the study, the researcher drafted supplementary exercises which could be used to enhance the pupil's grammatical competence.

KEYWORDS: Grammatical Competence of Grade Five Pupils of Batangas City East Elementary School

SUBMISSION ID: R04A-BATANC-0436

**Grammatical Competence of Selected Grade 11 Students: Basis for
Proposed English Language Program**

Rana May Compas, FABINHS

Abstract

INTRODUCTION

Grammatical competence is a synthesis of an underlying system of understanding and skill needed for communication. In this study, it refers to the conscious or unconscious knowledge of an individual about language and about other aspects of language use. It is the ability to produce distinctive grammatical structures of a language and use them in communication.

METHODS

This study used an educational research employing a mixed method. The respondents were composed of 104 students from GAS and ICT strand of Grade 11. In this study, the student-respondents responded to a set of structures questionnaire through survey and interview. The result of the survey questionnaires was tallied, tabulated and analyzed. SPSS version 20 was used to generate results, tables and computed values.

RESULTS

It has been revealed that the students were exposed in the English language since they attend English class session in school. On the other hand, majority of the students were fair user of English and only small number of students were considered as very competent when it comes to grammatical use.

DISCUSSIONS

The results demonstrated that the students need more practice to improve their grammatical competence. The activities that can be proposed to improve the level of grammatical competence of the students were an English Language Program. The English language program was entitled "GRAMMAR" which means Grammatical competence Refining Augmentation; Measuring and Mounting the Ability of the students to build Rapport.

KEYWORDS: Grammatical Competence, Proficiency, Rules of Grammar

SUBMISSION ID: R04A-LIPAC1-0036

Grammatical Difficulties Encountered by Grade 10 Venus: Basis for Grammar Enhancement Program

Rebecca Buenviaje, Department of Education

Abstract

INTRODUCTION

The English language has its grammar governed by rules. Speakers of the language have to make concerted effort to learn how words are put together to form sentences to enable them to effectively communicate in the language. Inadequate knowledge of English grammar or poor language proficiency affects the performance of students in their various disciplines and for that matter their academic progress. In this study I identified the grammatical difficulties encountered by the students.

METHODS

Different methods were used. First were interviews from the students. Second, set of sentences were given, checked and evaluated. Grammatical difficulties were tallied. Third, focus group discussion from English Teachers was done.

RESULTS

It was found that most of the students from G10 Venus found difficulty in Subject and Verb Agreement, followed by Verb Tense and using the parts of speech. These difficulties hinder students to communicate and participate during the discussion.

DISCUSSIONS

The results show that there should be interventions, innovations and strategies to enhance the grammar of the students. With the implementation of these strategies there would be changes in the part of students once they participated in the oral discussion.

KEYWORDS: innovations, grammatical competence, subconscious mechanism

SUBMISSION ID: R04A-BATANP-1595

**Granting Local Service Credits to Teachers of Florita Herrera Irizari
National High School for Services Rendered on Overtime and
Weekends**

Roka Unichu E. Camacho, ADAS

Abstract

INTRODUCTION

The researcher aims to see if the granting of school-based or local service credits would be effective not just in compensating the overtime efforts of the teachers but also in motivating them considering the fact that rendering such entail sacrifices on their part as well.

METHODS

The participant observation was used in the conduct of this study. On December 2018, there were successive calls for services of the teachers in view of the Centennial Celebration of Lanuza on December 10. As observed by the researcher, just like the usual, for the first day, only 13 teachers extended their services to help the LGU-Lanuza in the preparation. This stimulated the researcher to propose the granting of Local Service Credits to the teachers on December 9 and 10 to see if they will be encouraged to extend their services on the said dates.

RESULTS

When the granting of the Local Service Credits was approved by the School Head, the researcher has observed a dramatic increase on the attendance of the teachers on Dec. 9, Sunday, to help prepare in the preparation. From 13 teachers on the previous day, 29 teachers went on to help or a staggering 146% increase of attendance. On Dec. 10, a local holiday, the teachers' attendance was 100%.

DISCUSSIONS

Granting of local service credits for the services extended by the teachers on overtime and weekends have been effective in encouraging them. It may be understandable in the sense that these teachers have also considerably sacrificed on their part and should also be justly compensated.

KEYWORDS: service credits, overtime

SUBMISSION ID: R013-SURSUR-0085

Group Activities Applied in Teaching Types of interrelationship in the Ecosystem among Grade Six Pupils at Muzon Elementary School

Melody Panganiban, Department of Education

Abstract

INTRODUCTION

There are lots of approaches and strategies in making science enjoyable to learn. One of the most used techniques is the group activity. It aims to cater to individual differences, develop students' knowledge, generic skills and attitudes. The main purpose of the study is to evaluate the use of group activity in teaching types of interrelationship in the ecosystem.

METHODS

The researcher prepared a detailed lesson plan. In the plan, the researcher utilized group activities a positive learning environment. To be able to gather the data needed in the study, a test will be administered by the researcher after the lesson had been finished. The results were statistically treated.

RESULTS

The children will learn to clarify and consolidate their thoughts and to generate ideas by working within groups. When children are working in groups, they are working collaboratively.

DISCUSSIONS

There are different group activities that pupils can manipulate and participate. Majority of the pupils have a high performance in using group activity in teaching types of interrelationship in the ecosystem. The proposed materials to supplement this group's activity are Using pictures, PowerPoint presentation and video clips.

KEYWORDS: ABSTRACT

SUBMISSION ID: R04A-BATANP-1760

Group Activities as Used in Teaching Parts of the Brain among Grade Six Pupils in Escribano Elementary School

Ann Cristine Andaya

Abstract

INTRODUCTION

The present study was conceived because the researcher recognizes the importance of using group activity. As a grade six teacher, she found that group activity is one of the best teaching strategies in teaching science particularly the parts of the brain.

METHODS

The respondents of the study were 35 grade 6 pupils of Escribano Elementary School. They composed one section; no sampling was used in the study. To be able to gather the data needed in the study, a test will be administered by the researcher after the lesson had been finished. The results were statistically treated.

RESULTS

Group work is important because it gives students the opportunity to learn from each other, teaches them communication skills and helps them develop interpersonal relationship skills.

DISCUSSIONS

Group activity used in the lesson may be applied to enhance teaching parts of the brain and other lessons in Science.

KEYWORDS: intervention, group work, brain

SUBMISSION ID: R04A-BATANP-1701

**Group Activities Used in Teaching Decimal Numbers among Grade
Five Pupils of Julian A. Pastor Memorial Elementary School**

Lester Patrick Labay, JAPMES

Abstract

INTRODUCTION

The most important aim of education would be to prepare pupils for future life, for the unknown, for work, and for real-life problems. The researcher believes that Mathematics provides pupils with the essential skills in reasoning, decision-making and problem solving to help them make sense of many aspects of our rapidly changing world.

METHODS

The research sample is composed of forty (40) Grade Five pupils at Julian A. Pastor Memorial Elementary School. The primary data gathering method used was the formative test of the pupils based from the three lessons to determine their performances in Mathematics. This research used document analysis and no questionnaire was used.

RESULTS

Based on research, the distinct feature of group activities may arouse pupils' interest and increased individual achievement compared to students working alone. Group activities can be used in teaching decimal numbers as to lesson on addition, subtraction and multiplication. The proposed materials to supplement the use of group activities in teaching Mathematics are flashcard, dominos and charts.

DISCUSSIONS

Based on research, proposed activities could be conducted or implemented to improve the numeracy skills of pupils. More exercises and practice skills could be given to pupils during remedial lesson.

KEYWORDS: decimal number, group activity

SUBMISSION ID: R04A-BATANC-0282

**Group Dynamics in Teaching Community Based Disaster Risk
Reduction Management among Grade 10 Students of Fermin Larosa
National High School Division of Batangas Province Cuenca District**

Sharon Harina, Department of Education, Fermin La Rosa NHS

Abstract

INTRODUCTION

The importance of having lesson about disaster risk reduction grounded on the idea that education does not stop inside the classroom. In this study, the use of group dynamics (cooperative learning) in teaching were done.

METHODS

The study used the descriptive method to gathered data regarding the use of group dynamics in teaching disaster risk reduction. It also utilized the four lesson plans in teaching Community-Based disaster risk reduction for Grade 10 students of Fermin La Rosa National High School (FLRNHS).

RESULTS

The result shows that group dynamics is one of the most versatile interactive learning techniques in teaching disaster risk reduction management. Students participating in group dynamics exercises earn higher grades and better scores on tests for both volume and accuracy of material, long term retention, and problem solving and higher reasoning ability.

DISCUSSIONS

Group dynamics was described as classroom activities into academic and social learning experiences. It provides time and structure for thinking in a given topic and tasks, enabling the students to formulate individual ideas and show these ideas with their peers. Group dynamics can be used in different topics in Araling Panlipunan. However, supplementary materials are recommended for utilization like video clips and educational games.

KEYWORDS: Group dynamics, learners, cooperative learning

SUBMISSION ID: R04A-BATANP-2178

**Group Dynamics Strategy in Teaching Technology and Livelihood
Education in Pedro A. Paterno National High School**

Emelia M. Aytona, Jenny Rose J. Espiritu, & Maria Jessica Marasigan

Abstract

INTRODUCTION

Group dynamics as a teaching strategy is perceived to uplift the students' attitude and encourage them to help and support peers in their group rather than compete against one another. As this strategy provides an air of openness to learning, group dynamics may assist students in checking on their poor study habits and improving their attitudes.

METHODS

The descriptive method of research was employed by the researcher and the questionnaire was the main data gathering instrument. There were 10 TLE teachers as respondents. The percentage, weighted mean and coefficient of correlation were the statistical tools applied in treating the data.

RESULTS

As a whole, all group dynamics strategies were utilized by the TLE teachers to a great extent. Group dynamics greatly affected the students on the cognitive, affective, behavioral and social domains. The problems met by the teachers in utilizing the group dynamics strategies in TLE were considered moderately serious.

DISCUSSIONS

The strategies utilized most by the teachers were group reporting, peer teaching and problem solving. Students were able to widen their knowledge, develop values, change behavior and beliefs and develop socialization. The problems encountered by the teachers in utilizing group dynamics strategies were felt moderately serious. Insufficient supplies of teaching guides and manuals was the most pressing problems encountered by the teachers.

KEYWORDS: Group Dynamics

SUBMISSION ID: R04A-BATANP-0357

**Group Meditation and Counseling: A Strategy to Manage Misbehaviors
and Improved Performance Rating of Grade -I Special Education Fast
Learners of HSCES**

Arlyn Granada, Department of Education - Hinatuan South

Abstract

INTRODUCTION

This study specifically focuses on the effect of group meditation and counseling to the learning process of the eight identified low performing pupils with misbehavior in Grade I Special Education Fast Learners for the School Year 2016-2017.

METHODS

Observation and interviews were employed mixed with measurable data. Everyone was included as respondent. A daily anecdotal record and the class performance to organize observation for the whole class were made during the first quarter. Pupils with low class performance were identified and closely monitored. Anecdotal record and some related documents were gathered and kept safely. Interviews from the previous teachers were conducted to crosscheck the validity of the recorded observations. Focused group discussions were evident. Parents of identified pupils were met to inform them about the performance of their children for the first quarter. Group counseling and meditation before and after remediation were introduced to them as an intervention. Upon their approval, the said intervention was implored and initiated only to eight identified low performing pupils with misbehavior daily in a playful style.

RESULTS

Based on the findings, it was found out that there was a great increase in class performance of the eight identified pupils after applying the said intervention. Five pupils had positive four grade difference, two had positive six grade difference and one had positive eight grade difference after employing the intervention. The result itself determined the impact of intervention to pupils' performance.

DISCUSSIONS

The results demonstrated the need for teacher counselors to look into the great contribution of pupil's heart to their academic performance. Touching their hearts in an early stage make a big difference as they grow. Utilization of this strategy would be very effective if everyone cares.

KEYWORDS: misbehavior, performance, assessment, interventions

SUBMISSION ID: R013-SURSUR-0104

Growth and Challenges of Master Teachers in the Province of Batangas

Larry Ojales

Abstract

INTRODUCTION

Teaching is not only a profession; it is also an art as well as a science. It involves creativeness and imaginativeness. It is also a system of actions and interactions between the teachers and their students. The most important change in education has to do with attitude and behavior of teachers toward their work and the education of students.

METHODS

This study used the descriptive research design to find out the growth and challenges of master teachers in the Province of Batangas the findings of which will serve as basis for designing a scheme toward a more productive performance of master teachers in the province of Batangas.

RESULTS

The personal, social, instructional and professional attributes are possessed by the master teachers to a very great extent. There are highly significant differences on the respondent's assessment on the level of execution of the master teachers in the areas of research, instruction and community extension.

DISCUSSIONS

The master teachers are evidently satisfied with their job and have viable potentials which enhance their job description. The topmost problems confronting the selection and role function of master teachers are: they cannot perform instructional supervision due to full teaching loads, lack of training to perform instructional supervision and difficulty in the utilization of instructional technologies. Among the issues confronting the selection and role function of master teachers are the delayed results of ranking of applicants, appointment to position by seniority and difficult qualification guidelines and requirements.

KEYWORDS: Growth and challenges

SUBMISSION ID: R04A-BATANC-0353

Guava Tree Bark and Coconut Healing Oil

Benedicta Macalindong

Abstract

INTRODUCTION

The researcher's main objective in conducting this study is to cure skin diseases out of simple and cheaper materials. Instead of using commercial products, the researcher used herbal medicines from guava tree and coconut oil. This investigative project aims to answer the following questions: How effective is guava tree bark and coconut oil in healing wounds? How to resolve skin problems with simple and cheap materials?

METHODS

This research study used the experimental method to allow the proper execution of the research.

RESULTS

The results determined that the guava tree bark can be used as antifungal, antibacterial and antiseptic. The antibacterial properties of the bark make it useful to treat cuts, wounds and abrasions. Coconut oil reduced inflammation and helping heal wounds. The medium chain fatty acids found in coconut oil also possess antibacterial properties that can help treat acne and protect the skin from harmful bacteria. Guava tree bark and coconut oil has no negative effect on one's health.

DISCUSSIONS

The researcher created different trials in creating the product. The result of the first trial did not reach the standards of the researcher, using guava tree bark only to cure skin diseases, so it was decided that a second trial will be performed. The second trial was successful. The researcher combined the guava tree bark and coconut oil in treating and healing wounds. It was able to achieve the goal of the research. The researcher therefore conclude that the finished product serves as alternative medicine for treating skin diseases.

KEYWORDS: guava tree bark, coconut oil

SUBMISSION ID: R04A-CAVITP-1193

Guidance Activities for Gulod Senior High School Students

Nonaliza Cueto, Gulod Senior High School

Abstract

INTRODUCTION

The job of the class advisers requires exceptional communication skills to be able to connect to even the most difficult students and their parents. If these teachers perform their tasks right, they can serve as secondary parents to these students whom the latter can trust and confide in.

METHODS

The researcher used the descriptive method of research which was deemed the most appropriate method for this study. The participants of this study were the 25 advisers of Grades 11 and 12 of the TVL track at Gulod Senior High School, District 6 Division of Batangas City.

RESULTS

The study revealed that adviser-respondents often showed competencies in providing relevant responsive services in relation to behavioral problems among their students. However, results showed that respondents sometimes manifest guidance counseling techniques in providing crisis counseling or emergency intervention when needed.

DISCUSSIONS

This study likewise revealed that respondents have observed behavioral problems among their students in relation to instruction, discipline and social relations. Findings reflected that they sometimes experienced difficulty in performing their dual roles as adviser and guidance counselor.

KEYWORDS: Guidance Activities

SUBMISSION ID: R04A-BATANC-0341

Guidance and Counseling Initiatives for Overseas Filipino Workers' (OFW) Children in Selected Secondary Schools of Lobo District

Donna Susana Godoy, Department of Education

Abstract

INTRODUCTION

Increasing population of Filipinos working abroad affects the entire family left behind. Part of the mission of the Department of Education is to create a supportive and motivating learning environment for learning to happen. In response to this mandate, comprehensive guidance and counselling initiatives for OFW children was proposed.

METHODS

The initial purpose of the study was to propose guidance and counselling initiatives for OFW's children of Lobo District. Teachers were the respondents of the study while 136 OFW's children served as student-subjects. A questionnaire was used as the main instrument in identifying the behavior of the students, while documentary analysis was used to identify the academic performance of the OFW's children. The statistical treatments used to gain the results of the study were weighted mean, frequency and percentage.

RESULTS

OFW children in Lobo were composed of both male and female from Grades 7 to 10. Most OFW parents worked as domestic helpers while few worked in Education and Human resource. Teachers described students' behavior in terms of personhood, social skills and classroom behavior as moderately manifested. There was no significant relationship between the academic performance and the profile variables of the OFW's children.

DISCUSSIONS

An awareness/orientation seminar regarding the proposed initiatives among school heads, guidance counsellors, teachers and parents in Lobo District may be conducted.

KEYWORDS: academic performance, behavior, OFW children

SUBMISSION ID: R04A-BATANP-0149

**Guidance and Counseling of San Juan West Central School of the
Division of Batangas Province: Basis for Program Enhancement**

Kennedy Salimo, Department of Education

Abstract

INTRODUCTION

This study focused on the analysis of the assessment of public elementary school principals, guidance counselors, teachers and PTA presidents of San Juan West District, Division of Batangas Province in the level of implementation of guidance and counseling programs in their respective schools. The study participants comprised of 118 respondents wherein 85 were teachers; and the principals, guidance counselors and PTA presidents composed 11 respondents.

METHODS

Descriptive evaluative survey was used. Qualitative research design was used to better understand the answers of the respondents. A small number of key informants were interviewed based on the issues in the research instrument.

RESULTS

This study showed that there was no significant difference in the mean assessment of the respondents in the status of implementation in terms of objective, guidance counselor, resources and projects and activities when grouped according to their marital status, age, current teaching rank, educational attainment, length of service as a teacher and as a guidance counselor and their position as principal, guidance counselor, teacher and PTA president.

DISCUSSIONS

Based on the results of the study, the school personnel should endeavor to pursue graduate educational attainment higher than their present educational attainment. Dissemination of the objectives of school guidance and counseling program should be undertaken for stakeholders.

KEYWORDS: Guidance counseling, enhancement, program

SUBMISSION ID: R04A-BATANP-1761

**Guidance and Counseling Services of Junior High School in Natalia V.
Ramos Memorial National High School: Towards an Enhanced
Guidance Program**

Benjamin M. Plata Jr, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION

There is a need to enhance the guidance and counselling services of Junior High School students of Natalia V. Ramos Memorial Integrated School. Thus, researcher wants to emphasize the status of guidance and counselling services for Junior High School students.

METHODS

This study used a self-made questionnaire. The variables included: the activities, program and services of guidance and counselling program, strengths of guidance and counselling program; and problems encountered in the implementation of guidance and counselling program.

RESULTS

The student-respondents, parent-respondents and teacher-respondents found the weak points in the implementation of the guidance and counselling program.

DISCUSSIONS

This enhanced guidance and counselling program aims to help the school motivate students, and for parents and teachers to show good performance in everything that they do.

KEYWORDS: Guidance, Counselling, Attitude

SUBMISSION ID: R04A-BATANC-0382

Guiding Misbehavior among Grade Two Pupils of Wawa Elementary School through a Gmrc intervention Material

Alme Perucho

Abstract

INTRODUCTION

The researcher observed that there had been a complete struggle on the part of the teacher when it came to classroom management. Teachers were forced to deal with disruptive behavior in the classrooms that consequently took away most of their teaching time. Thus, children needed guidance and, with Character Education, they were introduced to concepts such as moral, respect and integrity.

METHODS

This study aimed to investigate the misbehavior among Grade Two pupils of Wawa Elementary School and eventually check these misbehaviors through a GMRC Intervention Material. It aimed to determine the disruptive behavior manifestations observed among Grade Two pupils of Wawa Elementary School.

RESULTS

Results showed that the disruptive behavior manifestations observed in Grade Two pupils of Wawa Elementary School were hyperactivity, yelling, talking out of turn, frequent going to the comfort room and eating while the discussion is on-going. Chair-hopping, quarreling with classmates and absenteeism were also rampant.

DISCUSSIONS

According to the teachers, Character Education plays a vital role in the positive discipline of the pupils. Thoughts and beliefs are being harnessed to become good citizens of the country. It should be given emphasis that, through efficient doings of the teacher can be taught using exemplifications and role playing. Books, although crudely done, were original ideas of the researcher. Finally, it was recommended that the GMRC Intervention materials be used for Grade II pupils.

KEYWORDS: misbehavior, GMRC, intervention materials

SUBMISSION ID: R04A-BATANP-1449

Gulayan sa Paaralan Cum School-Based Feeding Program

Amor Jarabe, Talaga Elementary School

Abstract

INTRODUCTION

The school has been a basic foundation of skills and learning and it is the ideal point for all Department of Education important projects such as Gulayan sa Paaralan (GPP) and School Based Feeding Program (SBFP). The said projects were both realized in Talaga Elementary School and the researchers focused on the effectiveness of Gulayan sa Paaralan as partner of School-Based Feeding Program.

METHODS

Questionnaire was used in getting information from pupils and teachers. 23 teachers; 26 males and 21 females or a total of 47 severely and wasted pupils were the respondent of the research. To quantify the values assigned in the instruments, frequency and ranking scale were adopted by the researchers to aid in the scoring and interpretation of data. Interviews, focus group discussion and the feeding records were also utilized to obtain the validity of the study.

RESULTS

Gulayan sa Paaralan Program (GPP) as partner of School-Based Feeding Program (SBFP) plays a significant role in decreasing the number of severely wasted and wasted pupils. All the harvested vegetables/crops in GPP were consumed in the SBFP. Study revealed that if GPP will be sustained, the school goal of eradicating malnutrition will be realized. In addition to this, learners were also exposed to garden works and their work ethics enhanced.

DISCUSSIONS

The study reveals that feeding beneficiaries should also be exposed to gardening for them to realize the importance of food production as well as eating vegetables to have healthy bodies.

KEYWORDS: Effectiveness, Gulayan sa Paaralan, feeding program, partner

SUBMISSION ID: R04A-BATANP-1039

**Gulayan sa Paaralan Project (GPP): As Correlates to Nutritional Status
of Pupils in Upli Elementary School**

Rowena Alcedo

Abstract

INTRODUCTION

The study of nutrition is of prime importance throughout a person's life. School gardens are a great way to get children to learn about nutrition. In this study, we explore the importance of Gulayan sa Paaralan in improving the nutritional status of the pupils.

METHODS

The research used descriptive design to describe systematically the results of the study. The respondent was selected through the baseline results of nutritional status. Regular monitoring of the weight and height of concerned pupils was conducted.

RESULTS

Out of 213 pupils, 2 pupils belonged to severely wasted and 18 pupils belonged to wasted pupils during the base line in terms of their weight and height respectively, After the introduction of nutritional garden, the consumption of indigenous vegetable increased in their daily diet which contributed towards the good health. During the midline (after 60 days of feeding), 15 pupils belonged to normal in weight and height and only 5 belonged to wasted. Purchasing of the ingredients for the daily menus given by the Division Office and International Institute of Rural Reconstruction (IIRR) was fully implemented. In end line (post weighing), 100% of SBFP recipients belonged to normal - an indication that the food served during the feeding were rich in vitamins and nutrients.

DISCUSSIONS

The results revealed that the benefits of GPP assures continuous supply of fresh indigenous vegetables and inculcation of knowledge in agriculture. Using school garden produce in school food service programs has been suggested as means to improve the nutritional quality of food served at SBFP, integrate food service with nutrition education, and possibly reduce the cost of budget.

KEYWORDS: correlates, interrelate, indigenous, physiological, severely wasted, wasted

SUBMISSION ID: R04A-CAVITP-1127

Gulayan Sa Paaralan Program in San Isidro Elementary School: An Assessment

Silvina Belo

Abstract

INTRODUCTION

The Gulayan sa Paaralan Program (GPP) serves as the main source of commodities to sustain supplementary feeding. Let us educate the learners the methods of sustainable production of food such as vegetable production and consumption which are applicable to their homes and important for household security.

METHODS

This research employed descriptive approach to determine the extent of teachers and school children participation. The study also used documentary analysis and personal interviews to validate the accuracy and reliability of the data gathered.

RESULTS

The parents, learners and other stakeholders of the school actively participated in preparing the soil and the trellis, and other needed materials for the Gulayan sa Paaralan Program. Schedule of day to day activities were followed by all concerned members. Different seeds and variety of vegetable plants were planted. Organic vegetables were also introduced to all beneficiaries of the Gulayan sa Paaralan Program. Proper insecticides and pesticides were also learned.

DISCUSSIONS

The result showed that the implementation of Gulayan sa Paaralan Program in San Isidro Elementary School is remarkably better and effective.

KEYWORDS: malnutrition, commodities, sustainable

SUBMISSION ID: R04A-BATANP-1509

Gulayan sa Paaralan: Its Impact on the Health and Nutrition of Pupils

Aireen V. Hernandez, Dionisia M. Sangalang, Maria Jocelyn A. Ricalde, &
Maryrose Haplag, Department of Education - Batangas

Abstract

INTRODUCTION

This study aims to determine the impact of Gulayan sa Paaralan to the health and nutrition of pupils in Ayao-iyao Elementary School. One of the programs of Department of Education is the school feeding program for undernourished pupils. Pupils classified as "wasted" or "severely wasted" are the priority target of this program.

METHODS

This study utilized 89 parents of feeding program beneficiaries and 13 class advisers of Ayao-iyao Elementary School. Interview and focus group discussion were also used in the study as supplementary data gathering procedure.

RESULTS

The study reveals that the SBFP implementation was very successful to ease the malnutrition through the harvest of vegetables in Gulayan sa Paaralan. There is a very high attainment in the rehabilitation of at least 12 severely wasted and 35 wasted beneficiaries to normal nutritional status at the end of 100 to 120 feeding days. SBFP beneficiaries improved their attentiveness, academic performance inside the classroom and sustained good attendance with average weighted mean of 4.20.

DISCUSSIONS

Gulayan sa Paaralan plays an important role in the health and nutrition of pupils to fight malnourishment as revealed with a composite mean of 4.56. Improving the health and nutrition values and behavior contributes to good academic performance.

KEYWORDS: nutrition, impact, feeding program, gulayan sa paaralan, health, effect

SUBMISSION ID: R04A-BATANP-0821

Habitual Browsing on Social Medias and its Impact on Academic Engagement of Grade 10 Students

Rose Ann Dilao, Pansol National High School

Abstract

INTRODUCTION

In this new millennium, social media brought big changes in people's way of living specifically to students who were very fond of using this. Students who were very fond of using different social media sites like Facebook, Twitter, etc. tend not to notice how this habitual act of using social networking sites can affect their performance in school. This leads to poor academic performance.

METHODS

The descriptive method was used and employed in gathering and analyzing the necessary data, which involves the description, recording, analysis and interpretation of the condition. To provide adequate answers to the problem and issue, questionnaires was distributed to the respondents and reviewed by the researcher.

RESULTS

The study showed that the favorite and most visited site of the respondents is Facebook. Students spend 2 to 3 hours in browsing their social media accounts each day.

DISCUSSIONS

It is a reminder to use properly the social media accounts by putting limits when necessary. Students having phones with internet access should be encouraged to either use it to supplement their research in the library.

KEYWORDS: epalnene0901

SUBMISSION ID: R04A-BATANP-1963

Hand Use Multiplication Strategy: to Improve the Performance of the Pupils in Multiplying 3-4 Digit Numbers in Multiplicand

Luisita C. Obenza, Bahi Elementary School

Abstract

INTRODUCTION

The purpose of this action research was to develop the poor numeracy skill in multiplying 3-4 digit in multiplicand in Grade IV pupils of Bahi Elementary School during the school year 2017-2018. In this study HUMS peer coaching technique was introduced.

METHODS

The researcher found out that most of the pupils cannot solve multi-step routine & non-routine problems involving multiplication. HUMS (Hand Use Multiplication Strategy) Peer Coaching was a simple intervention introduced by the researcher using fingers in multiplying numbers 6, 7, 8, and 9. It was an intervention crafted to address the identified Grade IV BES pupils below mastery level. This activity happened daily every last period in the afternoon in 4 months and was done through a buddy system.

RESULTS

After the intervention, another test was administered to the pupils with items in multiplying 3-4-digit numbers in multiplicand. The results showed that there was an increase in the raw score of the pupils. Out of 22 pupils who belonged to below mastery level, three were in near mastery and the rest mastered after the intervention was introduced.

DISCUSSIONS

The results of the HUMS intervention brought positive impact to the pupils in BES. Each pupil who have undergone the intervention shared his/her knowledge and skills to other pupils in other grade levels.

KEYWORDS: Performance, Hand-Use Multiplication

SUBMISSION ID: R013-SURSUR-0124

Handling Learners with Multiple Disabilities in Special Education Centers of Camarines Norte

Wilma Tanzo, Department of Education

Abstract

INTRODUCTION

Just like other normal learners, children with multiple disabilities have needs. Aside from food, clothing and shelter, concern and education are also prioritized to be given to them. On the profile of the learners with multiple disabilities, majority were in the age group of 9-11. Dysgraphia was the disability with the highest frequency. There were four (4) support groups who were with them in supporting their education such as 4Ps, UNICEF, and funds from both provincial and municipal sources.

METHODS

Data and information were elicited from teachers who are handling learners with multiple disabilities in three SPED Centers in Tagalog Speaking municipalities. This study utilized an interview guide, documents analysis framework, and focus group discussion.

RESULTS

In delivering instruction, doing individual teaching, giving extra time for them, extending patience and compassion, discovering and employing other teaching techniques learned from experience, knowing their level as learners, and consulting peers and mentors and parents were found. As to managing behavior, treating them as ordinary children, leading them to develop self-care or self-help for self-confidence, giving stories with moral lessons, involving them in class activities to imitate the behaviors of others, used role modeling technique, and always remind them of the class rules. As to integrating socialization, the following information were revealed: called their attention to participate and share, utilized activities that mirror the essence of friendship, gave inspirational stories, infused the value of helpfulness in class, and developed the sense of grouping, pairing and playing while learning. In valuing one's self, motivating them to become class leaders, making them develop the importance of listening, giving stories and movies with moral values, scheduling one on one conversation, and utilizing activities that develop self-exploration were noted. Using appropriate teaching styles and materials, low frustration tolerance of learners, lack of motivation from parents, peer pressure and parents' denial were the challenges encountered in handling them.

DISCUSSIONS

Learners with multiple disabilities are provided with educational interventions to respond to their exceptionalities, cater to their needs, and to make them utilize their innermost strengths. Handling them involves extending educational intervention marked by modification of strategies and accommodation of new ideas that respond to their needs.

KEYWORDS: Handling, Learners with Multiple Disabilities, Special Education Centers

SUBMISSION ID: R005-CAMNOR-0022

Handling Millennials: Teachers' Lived Experiences in Students' Behavior towards Learning

Angelie Joyce S. Gomez, Caroline J. Bobiles, & Philipp James A. Manila,
Department of Education City Schools Division of Cabuyao

Abstract

INTRODUCTION

This study sought to further characterize, analyze, and clarify the behavior of learners as a dynamic issue. This led to delving much of the lived experiences of teachers on coping with the students' behaviors towards learning.

METHODS

The researchers employed the Transcendental Phenomenology. There were three teachers who were the participants of this study and were chosen through purposive sampling. The participants have a minimum of two years of teaching experience in senior high school.

RESULTS

From the data analyzed, nine themes emerged from the extensive descriptions provided through study participants' interviews. As per the teacher's lived experiences in handling the behavior of millennial students, the themes were: Perceived Millennial Behavior, Adjusting to Millennial students, Various Ways of Disciplining Students, Polarizing Views on Imposing Rules to Millennials, Inspiring Learners. These presented the teachers' acumens on millennial behaviors, how they adapt to millennial students, the different ways of correcting learners, experiences in giving rules, and ways of inspiring the students. The remaining themes explain how teachers help students in the learning experience: Managing the Learning Environment, Making Learning Meaningful, Utilizing Learning Activities as Motivators, and Exerting effort in Classroom Management. These explained how the teachers handled the classroom, made learning important, used different tasks as inspiration, and gave effort in managing the class.

DISCUSSIONS

A primer entitled 10 Ways to Deal Better with Millennials has been developed which can be used to understand and deal with millennial behaviors.

KEYWORDS: millennials, behavior, handling millennials, teaching millennials

SUBMISSION ID: R04A-CABUYA-0080

Handmade Paper Envelope Out of Corn Husk

Jennelyn Tibayan, Teacher III

Abstract

INTRODUCTION

This study was conducted at Tagaytay City Science National High School from July to December 2017. This aims to contribute to saving money by making DIY paper envelope, and to help the schools and offices. Most importantly, it can also save the environment.

METHODS

Researcher chose paper envelope making to help people who need business. The ingredients are 100 grams of corn husk, 50 grams of cornstarch, 5 grams of dye and 1 L of water. To prepare, soak in warm water just until pliable; remove any silk strands; wash thoroughly. Cover with warm water. let stand two hours or until soft. To store, keep in a cool dry place. After the product is done, researcher used observations as research instrument with questionnaire.

RESULTS

Researcher tested the durability of the paper envelope by using weights. Based on the result of the study, handmade paper envelope out of corn husk can be used as an effective component for paper envelope making.

DISCUSSIONS

The study is recommended determine the durability and flexibility of a paper envelope and other products to be able to improve the use of envelope paper out of corn husk.

KEYWORDS: Corn husk, Water, Dye, Cornstarch, Paper envelope, Durability

SUBMISSION ID: R04A-CAVITP-0936

**Hands-on Minds-on Strategy in Teaching information and
Communication Technology among Grade Ten Students of PSTMIS**

Pilar Monton, PSTMIS

Abstract

INTRODUCTION

The study is concerned primarily with the improvement of ICT skills of Grade 10 students through the application of Hands-on Minds-on. Specifically, this study sought to determine how the technique could be used in improving the skills of the students. Also, it aimed to identify the performance of the learners in response to the proposed technique.

METHODS

The study focused on the performance of the students. Therefore, the researcher proposed materials and instruction that may contribute to more active involvement.

RESULTS

The researcher recommends that the school administration use Video tutorial in teaching ICT which can improve students' performance. And that similar study may be conducted using experimental method to further establish the validity of the findings of the study.

DISCUSSIONS

Hands-on Minds-on activities has the ability to enhance students learning in ICT and meet the needs of diverse learners; and teachers can utilize this strategy in every aspect of the lesson. It also helps teachers to design their lesson plan in an effective, creative and interesting approach that would result in students' active learning. Previous researches proved that the use of ICT in teaching will enhance the learning process and maximize the students' abilities in active learning.

KEYWORDS: HANDS-ON MINDS-ON

SUBMISSION ID: R04A-BATANC-0085

Hands-on and Engagement Activities for Kindergarten

Maricris Sandoval, SDO – Batangas, Julian D. Luna ES

Abstract

INTRODUCTION

As a kindergarten teacher, the researcher wanted to conduct this study for pupils to be ready for primary education. The researcher is concerned about improving the performance of the pupils.

METHODS

The researcher utilized descriptive research using the Philippine Early Childhood Development (PECD) to identify pupils' level of performance using appropriate statistical tool. The researcher tabulated data and analyzed existing document. Then, hands-on and engagement activities were formulated to address the needs of the learners to improve their performance. This study also recognized the effectiveness of the proposed hands-on and engagement activities.

RESULTS

The performance of kindergarten pupils in terms of gross motor, fine motor, self-help, receptive and expressive language, cognitive, and socio-emotional domains is high. Different problems encountered by the pupils in learning different domains are: dependence of pupils, lack of parental support, maintaining attention, non-attendance to Day Care Center, and misbehavior. The hands-on and engagement activities are helpful in improving the learners' performance level.

DISCUSSIONS

Learners can improve hands-on and engagement activity performance by taking time to discuss the importance of each part of the activity, and by relating the activity to real world examples and reflecting on what the activity is supposed to demonstrate.

KEYWORDS: Kindergarten, Hands-On, Engagement Activities, Philippine Early Childhood Development (PECD)

SUBMISSION ID: R04A-BATANP-0822

Hands-on Learning Strategy in Science and its Effect on Students' Achievement

Rose Ann Rizare
(Adviser: Rose Ann Rizare)

Abstract

INTRODUCTION

In this study, we look into the effectiveness of hands-on learning strategy in teaching science.

METHODS

This study focused on the receptive skills of the grade nine students which present a number of potential problems. 100 students used the hands-on learning strategy. Comparison of pre-test and post-test results were used to find the effectiveness on students' achievement.

RESULTS

As a result, students performed better in post-test than pre-test in Chemistry under hands-on learning strategy. The Science teachers and Grade 9 students perceived the hands-on learning as an effective strategy in teaching Science.

DISCUSSIONS

The result demonstrates the need of the teachers to be equipped with the different strategies in teaching science as the nature of work is significantly changed by the trends of the 21st century.

KEYWORDS: assessment, effectiveness, hands-on

SUBMISSION ID: R04A-BATANP-0380

Happy Readers Project

Michelle Samulde, Richelle P. Papiona, & Rocell O. Bautista, Department of Education

Abstract

INTRODUCTION

The growing number of non-readers and frustration level readers among pupils is very alarming. This problem is distressing and it affects their school performance. It is very important to identify its root causes so that proper intervention could be done to address the problem.

METHODS

The participants from Grade II-Jaena of Rosario Elementary School of school year 2016-2017 were identified using the PHIL IRI post test results. PHIL-IRI assessment showed that 64% or 25 out of 39 pupils of Grade Two Jaena were identified as nonreaders. Hence, thorough analysis of potential problems or root cause of related concerns were performed and validated. Also, an informal reading inventory for pretest and posttest which evaluated the alphabet knowledge, phonemic awareness and word recognition of the participants was employed. The team modified the reading inventory and patterned it from ELLN digital testing materials.

RESULTS

The comparative results of pretest and post test showed a significant difference in the alphabet knowledge and word recognition of the nonreaders. Moreover, the identification of the root causes directed the CIP team to develop a modified reading instruction process to be utilized as a reading intervention. Thus, the modified approach used has improved the word recognition of the nonreaders. Through this Happy Readers Project, there is an improvement in the word recognition skills of the pupils that developed their confidence and performed better in school. Moreover, the team was able to produce a localized reading material which can be used for the reading intervention.

DISCUSSIONS

This project showed that reading instruction is a highly-systematic process. Thus, instructional planning should be anchored on the learners' needs and interests. Hence, prioritizing the development or supply of reading materials should also be a concern. Reading teachers should attend adequate trainings in reading instruction.

KEYWORDS: ELLN (Early Language Literary and Numeracy), Alphabet Knowledge, Phonemic Awareness

SUBMISSION ID: R04A-CAVITP-0371

**Healthy Lifestyle and Personal Control of Grade 7 Students: Basis for
Re-engineering the Feeding Program Work Plan**

Aireen Hernandez, May-Ann Caponpon, & Delon Ching

Abstract

INTRODUCTION

The action research was conducted to re-engineer the existing feeding program work plan of the school which is based from the assessed healthy lifestyle and personal control variables set in the study.

METHODS

The research adopted the descriptive design in determining the healthy lifestyle and personal control of the 30 severely wasted student-recipient of the feeding program for SY 2018-2019.

RESULTS

It was found that student-recipient of the feeding program have a low level of dietary healthy choice; that they are not engaged in physical exercise; and with an average sense of social and mental balance. These affect their nutritional status and academic performance in school. With that, this research highly recommends its re-engineered work plan for severely wasted students to ensure that the programs set are being followed.

DISCUSSIONS

In the early ages of the students, they need to be aware of their nutritional status. They need to ensure that the normal weight and height must be observed. It is also recommended that enough sleep must be maintained. Students should be careful in their dietary habits. Teacher-in-charge of the school feeding program can create a monitoring log to strictly control the proper food selection of the students in and out of the school premise.

KEYWORDS: Healthy Lifestyle, Personal Control, Feeding Program

SUBMISSION ID: R04A-CALAMB-0382

Heart and Hands Extended for Learners' Progress (HELP) in Jose Rizal Memorial School, Division of Calamba City: Significance of the Program in Terms of Dropout Rate and Pupils' Academic Performance

Clariza Terones, Gervacio De Guzman, & Kanela Maglantay, Department of Education

Abstract

INTRODUCTION

Studies show that the Philippine Education System is facing two alarming problems: low performance of students and high dropout rate. To address the existing problems, HELP Program was then fully implemented at Jose Rizal Memorial School (JRMS) in SY 2016- 2017. The tremendous impact of the program reflected in the dropout cohort report of the school from 3.32% in SY 2015-2016 to 0.65% in SY 2017-2018. The study aimed to determine the significance of the program in relation to the dropout rate and academic performance of the Pupils who are At Risk of being Dropout (PARDOs) during the school year 2018-2019. The research identified the factors that hinder PARDOs from coming to school regularly; suggest appropriate interventions to solve the problem; measure the effect of the program through their academic performance; and determine the number of dropout/s from the learners who were under the program.

METHODS

The researchers used descriptive method in order to answer the questions of this study. There were 121 pupils and 67 teachers that served as the respondents. Self-made questionnaire was used in order to find out the factors that hinder the pupils from coming to school regularly.

RESULTS

Findings showed that financial-related factor is the main reason why pupils in JRMS often leave the school even in the middle of the school year. School-based Adopt-a-Child is the intervention administered by the larger number of teachers to make them stay during the First Grading Period of the S.Y. 2018-2019 and to continue their studies up to the last grading period. Based on the results, 98 out of 121 respondents reached the passing grade while 23 pupils were below 75%.

DISCUSSIONS

The following conclusions were drawn from the result of the investigation: 1) Poverty is the moving factor that contributes to increasing dropout rates in school. 2) Interventions such as adopt-a-child and school feeding program were effective in addressing finance-related causes. 3) Regular class attendance among pupils may not gain them high academic standing in class but will ensure that they will learn. 4) HELP Program was effective and has significance for the First Quarter of School Year 2018-2019 for the PARDOS of Jose Rizal Memorial School.

KEYWORDS: significance, drop-out rate, academic performance

SUBMISSION ID: R04A-CALAMB-0129

Helping Behavior among Children

Heidi Del Rosario

Abstract

INTRODUCTION

Helping is an everyday behavior that occurs frequently and spontaneously among people of all age, from the very young to the elderly, and it exists in countless forms. One of the central questions of this study is why these people, particularly the young children, do help. At one level, there is a very simple answer. The researcher of this study was really interested in understanding how, when and why children help and what influences them.

METHODS

The researcher conducted the study in one private School in Manila and one private School in a Province. The respondents were composed of students from Preparatory, Grade 1 and Grade 2 levels. The researchers used random sampling in selecting the respondents of the study. From each level, the researchers had 15 participants. To obtain pertinent data, the researcher used Interview and Observation. The interview provided the researchers as well with some data.

RESULTS

31.11% answered that they help if they have a close relationship to the person in need, and only 6.67% answered that there is a need for them to be required to help and in the presence of others. The researchers also concluded that females help more than boys.

DISCUSSIONS

Children should be observed at home and in school so that the researcher will know the difference in the behavior of the children whether they are at home or in school. For the future researchers, it would be better to include the socio-economic status of the children in studying their helping behaviors.

KEYWORDS: Find out the helping behavior among children.

SUBMISSION ID: R04A-CAVITP-1405

High Five with the Five-Finger Retell intervention: An Assessment on Reading Instructional Strategy at San Antonio Elementary School

Charife S. Malvecino, Jinky G. Hernandez, & Lailanie Recio, Department of Education - Batangas

Abstract

INTRODUCTION

Abreast with the increasing number of pupils who find it difficult to comprehend of what they read, especially in San Antonio Elementary School, the researcher creates an intervention program for the English teachers to use in order to enhance pupils reading comprehension performance.

METHODS

The researchers utilized frequency, percentage and T-test in analyzing and interpreting data. The participants of this study where thirty (30) pupils coming from the Grade 4 to 6 levels of San Antonio Elementary School. The study was a month-long experimentation allowing teachers and pupils to properly execute the five-finger retell intervention program. Pretest and posttest scores of the pupils where recorded, tallied and tabulated.

RESULTS

Findings show that the five-finger retell intervention successfully created an outstanding result for Grade 4 to 6 levels. During the 1st week of intervention Grade 4 to 6 lowest frequencies in score ranges from 10%, 20% and 10% respectively. However, at the end of the intervention program experimental week their lowest to highest frequencies in score ranges from 50% to 100% in reading comprehension. Inferential statistics shows significant difference from the pre- and post-test scores thus the five-finger retell intervention program is a very good instructional strategy to increase reading comprehension of Grade school pupils

DISCUSSIONS

The best practices in utilizing the five-finger retell intervention was that teachers can have full command over comprehension instruction that may initially seem like a daunting task to undertake. As pupils' progress through school, the focus of reading shifts from learning to read, to reading to learn, and the need for comprehension of content knowledge and expository texts becomes greater. If pupils are not afforded consistent and intensive instruction, they are at a disadvantage.

KEYWORDS: Five-Finger, Retell, Intervention

SUBMISSION ID: R04A-BATANC-0522

**High School Dilemma: Factors influencing Students' Preference among
Senior High School Tracks and Strands in Emiliano Tria Tirona
Memorial National High School S.Y. 2018-2019**

Annie Jane N. Jaminal, Jose B. Feratero, & Luke Mark M. Narbonita,
Department of Education, ETTMNHS

Abstract

INTRODUCTION

In this study, the researchers explored the factors affecting Grade 10 students' preference in choosing their track and strand in Senior High School.

METHODS

The sampling technique that the researchers employed in this study is simple random sampling. The researchers made use of a validated Likert Scale which focuses on their preference in selecting future career.

RESULTS

Data revealed that most of the respondents consider the following factors in determining their career choice: 1.) Academic Experience, 2.) Educational Aspiration or Expectation, 3.) Advice of other people, 4.) Peer Influence, and 5.) Family Background. On the other hand, the least factor which influenced in choosing track and strand is Educational Aspiration or Expectation followed by Academic Experience, and Advice of other people.

DISCUSSIONS

Results from this research showed the variation of the preferences of the junior high school students when it comes to career choices. This implies the importance of strengthening the career guidance program for this junior high school completers in order for them to select the best senior high school track and strand.

KEYWORDS: track, strand, career, factors, student preference

SUBMISSION ID: R04A-CAVITP-1104

Higher Order Thinking Skill Activities in Enhancing Reading Comprehension and Science Vocabulary Words

Jennifer Icaro

Abstract

INTRODUCTION

To further develop students' critical thinking, the researcher can guide them to understand the concept by giving various activities and strategies to comprehend well. However, how can students develop and achieve meaningful reading experience? One possible way is to use Higher Order Thinking Skill activities.

METHODS

The study is qualitative, experimental, and used pre-test and post-test. The study used 312 Grade VI pupils of Naic Elementary School. Frustration Level was utilized to determine the performance level of Grade VI pupils towards reading comprehension and vocabulary words. There were 44 (14%) pupils in Level of Frustration.

RESULTS

The significant difference of Grade VI pupils using higher order thinking skill activities in enhancing reading comprehension and vocabulary words wherein highly effective response showed p-value of 0.00805 reject the null hypothesis at 0.05 level of significance.

DISCUSSIONS

The results showed that the Higher Order Thinking Skill activities gave a great impact to increase the reading comprehension and vocabulary words of the pupils. Thus, reading strategies help to develop reading performance of the pupils nowadays and in the near future. In order to achieve this continuously, the teacher will need more thought-provoking tasks to further strengthen pupils' critical thinking skills.

KEYWORDS: HOTS Activities in Enhancing Reading Comprehension and Vocabulary Words

SUBMISSION ID: R04A-CAVTP-0798

Higher Order Thinking Skills Activities in Mathematics for Grade 10 Students in Batangas City

Lorenzo Hernandez, Teacher

Abstract

INTRODUCTION

The researcher sought to assess the performance of Grade 10 Students in Mathematics as regards to the numeracy test, pre-test, and first periodical test results and the extent of respondents' evaluation on the skills development using Higher Order Thinking Skills.

METHODS

The study used questionnaire as the main data gathering instrument. There were 200 students who were selected as respondent using simple random sampling. The statistical tools used on the analysis of data were frequency, percentage, ranking, weighted mean and chi-square.

RESULTS

The results showed that the majority of the respondents were nearly numerates in terms of numeracy level, beginning on pre-test level of proficiency, and proficient on periodical test. However, Higher Order Thinking Skills in learning Mathematics in terms of critical thinking, decision-making, problem solving and creative thinking showed great extent. There is a significant relationship between Higher Order Thinking Skills in terms of creative thinking and first periodical test result of the students; while there is no significant relationship in terms of critical thinking and numeracy test result of the students; there is no significant relationship in terms of decision making and numeracy test result of the students; and there is no significant relationship in terms of problem solving and pre-test result of the students. Results also showed that, generally, students met problems on computational weaknesses, difficulties in word problems, and lack of technology for advanced levels of proficiency in Mathematics.

DISCUSSIONS

On the basis of the findings and conclusions, the researcher recommended that there was a need for the proposed Higher Order Thinking Skills Activities to address the problems encountered by G10 students in learning Mathematics. The researcher also recommended that teachers must understand the idea that every student has a unique way of learning which can be used as a guide in selecting appropriate instructional method, pedagogy and materials.

KEYWORDS: Higher Order Thinking Skills, numeracy, performance, critical thinking and pedagogy

SUBMISSION ID: R04A-BATANC-0418

Highlighting Technology Utilization in English instruction for 21st Century Learners in Mabini Central School

Haydee Joy Rellis, Mabini Central School

Abstract

INTRODUCTION

Educators practice utilizing technology in the teaching learning process in able to develop 21st century learners. The use of multimedia helped a lot in pupils' involvement in the process. There are some difficulties encountered in technology utilization which were needed to be addressed. Mentors should have all the knowledge in technology utilization in English instruction for the pupils' enhancement of learning. There should be seminars and trainings about utilizing technology in teaching.

METHODS

A quantitative approach using descriptive survey research design was used. Twenty-five English teachers from different grade levels in Mabini Central School answered the self-made questionnaire. This compromises three aspects which includes teacher's technology utilization level, common difficulties encountered in technology utilization, and the proposed guideline in technology utilization in English.

RESULTS

Responses in the questionnaires administered revealed that insufficient resources, lack of time in preparing lessons using technology, lack of training and equipment were the most dominant difficulties that prevent them from using technology in teaching. Therefore, teachers need to seek assistance from possible sources and look for appropriate interventions to overcome the difficulties.

DISCUSSIONS

The results show the need for intensive technology-based trainings specifically on ICT skills. Hands-on courses to develop teachers' e-mail skills, web skills and presentation or PowerPoint skills would be thoroughly provided. Easy access in the available technology in the school must be prioritized.

KEYWORDS: highlight, technology utilization, instruction

SUBMISSION ID: R04A-BATANP-1132

Hindering Factors and Problems Encountered by Grade 10 Students of Wenceslao Trinidad Memorial National High School in Speaking the Second Language: Basis for Enhanced English-Speaking Campaign

April Juane & Clarize Magsumbol, Department of Education

Abstract

INTRODUCTION

The study intends to identify the factors hindering Grade 10 students from speaking English, and the problems encountered in using the language. Moreover, the researchers would like to present practical ways on how English teachers can enhance the English-speaking campaign in school.

METHODS

An adapted questionnaire was used to ask 100 Grade 10 students of Wenceslao Trinidad National High School about the factors hindering them from speaking English. The researchers employed simple random sampling.

RESULTS

This study proved that the top five hindering factors are: pressure to perform well, time for preparation and confidence, motivation to speak, time allowed to perform a speaking task, and anxiety. The study also revealed that the top five problems are: worried about making mistakes, shy, fearful of criticism, could not think of anything to say, and spoke very little if not at all.

DISCUSSIONS

The students viewed that the most influential factor that affect their speaking performance is the pressure to perform well (56%). They also thought that the following could affect their speaking performance: time for preparation and confidence (40%), motivation to speak (30%), time allowed to perform a speaking task (27%), anxiety (15%), listeners' support (14%) and topical knowledge (12%). The study revealed that 67% of the students are worried about making mistakes, 51% were shy, 22% are fearful of criticism or losing face, 14% could not think of anything to say, 13% speak very little if not at all and 11% have no motivation to express themselves.

KEYWORDS: Anxiety, Confidence, Criticism, Listener's support, Listening Ability, Motivation, Pressure, Speaking Tasks/Activities, Time for Preparation, Topical Knowledge

SUBMISSION ID: R04A-BATANP-0725

Hindrance in the Endeavor of the Education Graduates in Taking the Licensure Examination

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Lumbang Na Matanda National High School

Abstract

INTRODUCTION

Licensure Examination is one of the hurdles to a person who desires to impart knowledge and learning's about the lessons that students have to know. However, it is not that simple for a person to surpass this assessment and to attain the aim of being a professional teacher. In this study, we delved into the factors that affect the endeavor of the education graduates in taking the said examination.

METHODS

Utilizing a descriptive method and random sampling technique, we administered our research study in 100 respondents from different learning areas. The inventory was also managed by using qualitative analysis on the gathered data.

RESULTS

The Education graduates who respond in our research study identified the problems in taking the licensure examination from: 1) getting low scores in the major examinations when in college; 2) failing in actual or written activities regarding the major subjects of teaching profession; 3) pressure from expectations and being degraded by feedbacks from peers. In some situations, they experienced emotional issues such as doubting their readiness in taking the examination.

DISCUSSIONS

The results showed the need to assess the hindrances in taking the licensure examination and required graduates to enroll on review classes, and must take a look on their emotional and environmental or peer issues.

KEYWORDS: Licensure Examination, endeavor, hindrance, peers, emotional issues

SUBMISSION ID: R04A-BATANP-1518

**Holistic Development of Padre Garcia National High School TVL-HE
Senior High School Students through TLC (Teaching and Learning
Across Curriculum)**

Carol Macalalad

Abstract

INTRODUCTION

PGNHS-SHS has three TVL heterogeneous classes. Students have taken different TLE specializations which are: agriculture, ICT, and home economics. Thus, the students' background has played a crucial factor in the delivery of Bread and Pastry Production (BPP) competencies. To achieve the competencies and develop holistic students, the researcher was interested to conduct this research in order to propose an intervention through TLC (Teaching and Learning Across Curriculum). This study aimed to provide a systematic integration of the core subjects with the specialized subjects to produce students who have holistic development of their chosen career.

METHODS

The researcher used a mixed quantitative and qualitative research design to answer the research question. Among the methods conducted were: survey among 72 students, focus group discussion with 11 other teachers of the students, and document analysis from the files of the subject teacher.

RESULTS

Results show that all the current subjects of the TVL-HE students can be integrated with the competencies of BPP thereby making it possible to create a holistic curriculum.

DISCUSSIONS

All the other subjects of TVL-HE students have competencies that can be integrated in the BPP curriculum. Given the low level of skills of students in the concerned subjects, they need integrated activities and materials which can assist in their holistic development. TVL-HE teachers should coordinate with other teachers during IM preparation to attain learning across the curriculum.

KEYWORDS: Holistic Development; Teaching and Learning Across Curriculum; TVL-HE Students

SUBMISSION ID: R04A-BATANP-0597

**Home and School Link: Partnership in Carrying Out School Projects at
Dagatan Elementary School, Dagataan, Taysan, Batangas**

Felicidad Evangelista, Joy Boulivard, & Maritess Panganiban, Department of
Education - Batangas Province

Abstract

INTRODUCTION

The focal point of the research is to address the school and parents' partnership in carrying out school projects at Dagatan Elementary School.

METHODS

A descriptive qualitative research was used by the researchers. The design of the research followed three phases. The pre-design stage includes gathering of literature about action research writing, preparation of research questions, treatment of gathered data. The design stage includes retrieval of data. Finally, the post-design stage includes the proposed action to increase the level of parents' participation.

RESULTS

The study revealed that there are school projects that require involvement of parents. Brigada Eskwela ranked 1 and has the greatest number of participation because parents have full awareness in the project and because it is done annually. It was followed by Fund Raising Project. Child Protection Policy ranked third. K to 12 Orientation ranked 4. Gulayan sa Paaralan is the project least participated by the parents.

DISCUSSIONS

Schools and parents often have a different understanding of what involvement should look like. Creating a partnership between schools and parents can have a significant impact on student achievement. A proposed action was recommended to increase the level of participation of stakeholders for school projects.

KEYWORDS: involvement, participation, project, action plan

SUBMISSION ID: R04A-BATANP-1031

Home and School Partnership in Enhancing the School Based-Feeding Program (SBFP) at San Ignacio Elementary School: An Assessment

Bernadette Magnaye, Teacher III

Abstract

INTRODUCTION

Home and school participation are vital for the successful implementation of the School-based Feeding Program. The researcher decided to conduct an action research on home and school partnership in the SBFP implementation.

METHODS

This is a Descriptive Qualitative Research which aims to identify the causes of the existing problem and to strengthen the participation of parents in the preparation of foods. Survey questionnaire was used to gather information. To evaluate the extent of home and school participation, the researcher used weighted mean to interpret the data gathered.

RESULTS

The primary reason of 96% or 64 out of 67 of the respondents why they couldn't participate in school feeding was their busy schedule. Three of them were unable to cook due to lack of knowledge in cooking. The researcher organized parents' daily schedule based on their most available time. Out of 67 respondents, 4 always came, 6 often came, and 33 seldom came to school to assist in school feeding activities. The remaining 24 respondents never came to school due to their busy schedule.

DISCUSSIONS

The result reveals that parents' participation is very much needed for the successful implementation of SBFP. Parents can find ways and means on how they can extent their support despite their busy schedule.

KEYWORDS: partnership, strengthen

SUBMISSION ID: R04A-BATANP-1424

HOME CARE (Home-Based Obligation in Making Every Child a Reader): An intervention to Reading and Parents' Participation

Rosemarie P. Aguba & Thereza A. Lumanglas, Department of Education

Abstract

INTRODUCTION

Teachers use the flexibility period to help the struggling readers in their class. How about the parents? What is the vital role in developing reading skills of their children? That's why the researcher wanted to work on how parents play a part on the reading activities of their children.

METHODS

This study used the descriptive survey method. A questionnaire and checklist were used to determine the parent's participation and the reading ability of non-readers and struggling readers. All the data gathered from the sixty- six pupils and parents' respondents were organized, tallied, tabulated and presented in a series of tables.

RESULTS

As revealed in the survey on the parents' participation to the reading activities of the struggling and non-readers in PKES, 23 or 35% of the parents had no initiative to have follow up reading at home. They neglected their duties. 8 or 13% were working parents, 20 or 30% sometimes initiated efforts for reading activities, 10 or 15% claimed that their children refused to read. 5 or 7% were illiterate parents. From the result of having 36 struggling readers and 28 non-readers on the pre oral reading assessments through HOME CARE the Post Reading Assessment reveals that 93% of 28 non-readers can read and 92% of struggling readers gained progress in reading.

DISCUSSIONS

The percent of increase gain in developing reading among non-readers and struggling readers demonstrate that HOME CARE through the parents' participation is significantly important. Teachers and parents' tandem in pursuing the project play a vital role in helping pupils to solve reading problems.

KEYWORDS: struggling, significant, non-readers

SUBMISSION ID: R04A-BATANP-1197

**Home Factors, Behavior, Economic Status of Family: Their Effects in
the Performance in Social Studies of Grade Six Pupils in Santor
Elementary School**

Jay Arr Casilagan, Department of Education - Tanauan City

Abstract

INTRODUCTION

The home, environment, school and community influence the child's accomplishment of developmental tasks. These factors vary from case to case since they constitute people of different status. Some of the causes of hardships in educating the children at present are the social, economic and home environment.

METHODS

Questionnaire was used to 75 Grade Six pupils and 30 parents for the year 2015-2016. Forty-one of the pupils were from section A and the remaining thirty-four pupils were from section B.

RESULTS

The educational materials would not be enough to unburden the pupils since their foundation as elementary students are very helpful and important for their preparation in the next level of their study; home environment has significant effect with above average and average pupils as far as their performance in Social Studies is concerned but independent to poor pupils; behavior of pupils is independent from their academic performance in Social Studies; economic status has significant effect with those above average and average pupils as far as their performance in subject is concerned but independent to poor pupils; and, the significant relationship exists between home factors, behavior, economic status of the pupils and the academic performance of the pupils in Social Studies.

DISCUSSIONS

There should be a need to tap the innate ability of poor pupils to discover themselves that they are as normal as above and average pupils. There should be a deeper understanding of the behavior and attitudes of the poor pupils.

KEYWORDS: home factors of Santor ES

SUBMISSION ID: R04A-TANAUA-0156

Home Visitation and Academic Performance of Grade IV Pupils of San Miguel Central Elementary School

Edwilyn D. Polinar

Abstract

INTRODUCTION

Academic performance of a pupil/student in the school is one of the most valued concerns of every teacher in the classroom. Once a pupil frequently misses attendance in class, the teacher may initiate an intervention like a home visit to find out the whereabouts and the conditions of his/her pupil.

METHODS

This study involved the analysis of quantitative data to determine a significant difference before and after employing home visits as an intervention to the decreasing performance of the Grade IV pupils in the 1st and 2nd grading periods of SY. 2018 - 2019 in San Miguel Central Elementary School. With the performance of the 20 Grade IV pupils of SMCES, it is alarming to the teacher as to how these pupils pass the next grading period. Because of the teacher's interest, Home Visitation was given priority to identify various factors that can be given attention to develop the learners' interest and performance.

RESULTS

With the various reasons either in the environment, peers, home or in school, including the technology, or health, and family; still, it is the responsibility of a school to find ways in order to serve the objectives of the department among the school children.

DISCUSSIONS

No matter how crucial the situation is, if school and home will hold together to carry the children's' right to education, then everything will be attainable.

KEYWORDS: home visit, pupils' performance

SUBMISSION ID: R013-SURSUR-0188

Home Visitation Approach: As Remedial Education tool in Earth and Life Science Subject among the Senior High School Students in San Pascual District

Chris B. De Jesus, San Pascual Senior High School 1

Abstract

INTRODUCTION

This study saw that most of the attention of modern learners were divided into different activities. In this research, another Learning Approach was developed which help in enhancing student's performance, build intellectual capacity and skills in science. Other researchers focused only on remedial education or solely in-Home Visitation yet in this study these two were combined and incorporated with different strategies which resulted to an Effective Teaching Approach.

METHODS

The study used a questionnaire designed for parents and students and Pre -test and Post-test specifically for students. Slovin's Formula was used to achieve Two hundred fifty-five (255) parents who were asked to answer questionnaire. Two hundred fifty-five (255) students answered the questionnaire and 30-item pretest and 30-item post-test. The collected data were treated through quantitative analysis which employed specific statistical tools such as Rank, Percentage and Frequency Distribution, Weighted mean and t-Test of correlated or paired samples.

RESULTS

Home Visitation Approach as Remedial Education gave reinforcement activities to the students, provided better opportunity and time for learning, motivated the students to correct behavior toward school, and increased level of student's performance and decreased students' dropouts. The performance of the students was also tested before and after the remedial education through home visitation, and the results were fairly satisfactory and very satisfactory respectively. It was also revealed that there is a significant difference in the students' performance before and after the remedial education. Action Plan utilized in this study was also recorded as effective based on the general result of the study.

DISCUSSIONS

The results present that the students need to give importance to Home Visitation Approach as Tool in Remedial Education to increase level of performance. The teachers should also lend time to have Home Visitation and Remedial Education to provide students better opportunity and time for learning. They may also use Action Plan incorporated into this study. Likewise, parents and teachers need to work hand in hand to use the developed learning approach.

KEYWORDS: remediation, home visitation

SUBMISSION ID: R04A-BATANP-1970

Home Visitation as a Tool in Tracking Student's Progress: Teachers and Parents Perspective

Abigail Umali, Cherie Grace Zamuco, Chezka Marie Montoya, & Lacey Vertus

Abstract

INTRODUCTION

This study was conducted to investigate the perceived benefits of home visitation in keeping the students in school. Moreover, this study aimed to determine the difference between the points of view of parents and teachers with regard to helpfulness of this program in tracking students' progress.

METHODS

Descriptive-comparative research design was used to determine the difference between the perception of parents and teachers with regard to home visitation. Purposive sampling technique and total population technique were used to select the respondents of this study. All Senior High School teachers and 19 parents whose children have been visited were the sources of data.

RESULTS

The study obtained an average level of 4.026 from the teacher-respondents in terms of helpfulness of home visitation falling under effective; while an average level of 4.121 from the parent-respondents. The two tailed test presents 2.715 with the obtained value of t is -1.8. This means that there is no significant difference between the perspective of teachers and parents on home visitation as a tracking tool in students' progress.

DISCUSSIONS

The result demonstrates that home visitation is a helpful tool based on the perspectives of both teachers and parents. Teachers should continue having home visitation to continuously inform the parents about the problems and progress of their children in school.

KEYWORDS: Abigail

SUBMISSION ID: R04A-CAVITP-1450

Home-School Link Material (HSLM): Its Effectivity in Teaching Mathematics to Grade 9 Adonis in Pedro Guevara Memorial National High School

Lowie Gaceta

Abstract

INTRODUCTION

The researcher wants to find out the effectiveness of the Home-School Link Material (HSLM) in the performance of the students belonging to Grade 9 - Adonis who obtained the lowest MPS in Mathematics during the third quarter.

METHODS

This action research made use of two instruments. First was the test questionnaire which was used to gather information on the level of students' performance in pretest and posttest. Another important instrument was the prepared Home-School Link Materials. The 52 students from Grade - Adonis were divided into two groups, twenty-six (26) students in the control group (without the use of HSLM) and twenty-six (26) students in the experimental group (with the use of the HSLM).

RESULTS

The statistical treatment of data revealed the following findings: (1) Level of Students' Performance in the Pretest and Posttest without the use of the HSLM, the level of students' performance in the pretest was poor while the level of students' performance in the posttest was average. (2) Level of Students' Performance in the Pretest and Posttest with the use of the HSLM, the level of students' performance in the pretest was poor while the level of students' performance in the posttest was very satisfactory.

DISCUSSIONS

The results prove that the use of Home-School Link Material (HSLM) affects the students' performance in positive way. It is suggested that the Mathematics teachers should use the HSLM in teaching and learning Mathematics. Teachers are encouraging to develop more HSLM in different topics not only in Trigonometry but in other fields of Mathematics and other areas of learning.

KEYWORDS: accessible, develop, positive way

SUBMISSION ID: R04A-LAGUNA-0007

Home-to-School Travel and the Attendance of Grade 11 Senior High School Students of San Juan National High School

Sherjane Madrid, San Juan National High School
(Adviser: Simeon Brillantes)

Abstract

INTRODUCTION

This study aims to know the travel time and the distance of a student's house from the school and its possible effect with his or her school performance.

METHODS

A validated researcher-made questionnaire was used to gather data from a sample of 50 Grade 11 students of San Juan National High School. Samples were identified through cluster random sampling technique. The research tool contained questions regarding the location of the residence of the respondents, means of transportation between school and home, the number of absences and of tardiness in a month period. Pearson r correlation coefficient and t-test for correlation were used to determine the degree of relationship between variables and to decide if there is a significant relationship between them.

RESULTS

It was found out that (a) the average distance of grade 11 students' house from school is 4.286 kilometers, (b) the average time spent travelling from home to school is, (c) the most common means of transportation is through riding tricycle, (d) the average number of absences per month is 3.06 and (e) the average number of tardiness is 3.84 among the Grade 11 students. The values of calculated Pearson r correlation coefficient and t-value indicate that there is a very strong significant relationship between the distance from home to school and students' absences as well as between the distance from home to school and students' tardiness.

DISCUSSIONS

The results have shown that, on average, the Grade 11 students are residing within the 5-kilometer away from the school and that there were no substantial difficulties on their home-to-school travel. Consequently, the researcher suggests that the average number of absences and tardiness per month can be further lessened through interventions in the part of the school administration focusing on the solutions to the issues brought about by the distance of students' residence to school.

KEYWORDS: Home-to-School Travel, Absenteeism, Tardiness, Attendance

SUBMISSION ID: R005-CAMSUR-0154

**Honesty is the Best Policy: Cheating Habits Done Practices among
Students of Emiliano Tria Tirona Memorial National High School -
Integrated Senior High School SY. 2018-2019**

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Department of Education, ETTMNHS

Abstract

INTRODUCTION

This study intends to know the different kinds of cheating habits done by Grade 12 senior high students and aims to give awareness and preparation for prevention.

METHODS

In this descriptive study, stratified sampling with simple random sampling was used. Data were collected from a sample of 84 student participants from the overall population of Grade 12 students. This study used a validated Likert scale as instrument.

RESULTS

Level of awareness of each participant from the given cheating habits (plagiarism, copying to your seatmates, sharing information regarding exam, secretly signaling the answer, bring an answer key and changing answer while checking paper) concluded that they are aware of it but knew little about how it's done. Participants often cheat from the given cheating practices and also often cheat among their peers. Student participants displayed different attitudes toward cheating habits. Level of satisfaction of each participant toward cheating practices stated unsatisfied during and after they cheat.

DISCUSSIONS

Research data revealed that there is a culture of cheating among the students of ETTMNHS-SHS. Surprisingly, although students are aware that cheating is taboo in the academe, still they are guilty of committing one. This implies the importance of strengthening the values of the students when it comes to honesty by providing interventions as well as training for teachers to be more vigilant.

KEYWORDS: Cheating Habits, Behavior

SUBMISSION ID: R04A-CAVTP-1076

Honesty Store: Students' Home for Education and Development

Conrado Jr. Obar, Teacher/ Department of Education, Joie Buendia,
Principal/ Department of Education, & Gina Alberto, Teacher In Charge/
Department of Education

Abstract

INTRODUCTION

Honesty is a positive attitude which connotes integrity, truthfulness, loyalty, fairness and sincerity. Honesty Store, based on the idea of the Division of Cavite's program Students' Home for Education, is a five-month intervention program which aims to develop and enhance the Core Values of the students from three sections of Luis Aguado National High School South Summit Ridge Extension (LANHS-SSRE) using school supplies as materials for selling and testing.

METHODS

This study utilized purposive sampling since the target participants are the three volunteer sections, one section from Grade 7, Grade 8 and Grade 10. Honesty Store was implemented in the respective rooms of the target participants: Grade 7 Santol, Grade 8 Zinnia, Grade 10 Gregorio. It started on November 20, 2017. School supplies/materials were utilized and sold to the pilot sections. Students bought and paid the goods on their own. Daily remittances to the canteen manager were recorded to monitor the progress of the program. Inventory was done at the end of each week. Interviews were conducted to the participants of the pilot sections and to their teachers.

RESULTS

The study found out that after the program implementation, students of LANHS-SSRE were more responsible and honest. They were able to remit the total and exact amount of the school materials that had been sold in a week to the school canteen manager. Teachers witnessed the change in behavior and characters of the participants. They saw that the program promoted self-awareness on the real essence of honesty and it challenged learners to put honesty in action.

DISCUSSIONS

Department of Education gave a directive to post the quotation "Honesty is the best policy" in every classroom so that this character will be embedded in the hearts of the Filipino youth.

KEYWORDS: Honesty, Education. Development

SUBMISSION ID: R04A-CAVITP-1060

**Hope and Empowerment to Learners with Disabilities Project: A
Home-to-School Collaborative Partnership in Helping Children with
Special Needs**

Joy Linao, LPT

Abstract

INTRODUCTION

The Special Education Program of Department of Education had provided a holistic approach in catering the needs of learners with various exceptionalities. However, teachers had little knowledge on managing skillfully the mainstream class. Parents were disinterested in the welfare of their children. This is why this Project Hope and Empowerment with Learners with Disabilities (HELD) was introduced and implemented.

METHODS

Descriptive research method was used to describe the survival rates, the coping mechanisms and the helping strategies done by the teachers and parents to support the learners with disabilities in gaining access to education. Purposive sampling was used to select the eight teacher-respondents; 17 learners with disabilities; and seventeen (17) parent-respondents who provided information on handling their children with exceptionalities in Lower Omon Elementary School Ragay District.

RESULTS

Findings revealed that classroom situations were improved with teachers working with pupils with disabilities. Project Hope and Empowerment with Learners with Disabilities (HELD) strengthened teachers, parents and community partnership through collaboration of works. It was also revealed that the support programs were effective. The 3 HELD ways brought out the best in special needs pupils. The HELD Day motivated learners with disabilities to continue coming to school, and the Lower Omon Elementary School Facebook Social Support Group Account encouraged parents to give tips on how to help each other. Furthermore, there was an increase in the survival rate from 29% to 94% (16 out of 17) of learners with special needs.

DISCUSSIONS

Results implied positive impact on the improvement of survival rates of learners with disabilities in school.

KEYWORDS: learners with disabilities, special needs, empowerment, exceptionalities, inclusive education, collaborative, hope, mainstream

SUBMISSION ID: R005-CAMSUR-0049

**Hoping for Higher Ed: Effects of Parental Expectations on the
Academic Stress of Selected Senior High School Students of Ettmnhs-
Ishs S.Y 2018-2019**

Angelo Arcel Crisostomo, Lalaine Mancilla, & Morris S. Maitem, Department
of Education, ET^TTMNHS

Abstract

INTRODUCTION

In this study, the researchers determined the effects of parental expectations to the Senior High School students' academic stress.

METHODS

The researchers randomly picked 30 subjects from Academic Strand Grade 12 Senior High School students. A survey was conducted with the use of Academic Scale to determine the effects of parental expectations on the academic stress of the students.

RESULTS

Most of the respondents from Grade 12 Senior High School agreed that parental expectation affects the students. Expecting to finish the education, frustrations from low academic achievements, importance of grades for their parents, maintaining the grades that they have are the expectations that were common.

DISCUSSIONS

The result implies that parental expectation is one of the major factors that triggers the students to experience academic stress. This expectation may affect the parent-child relationship where in some parents dictate or manipulate their child to strive harder to gain more achievements thus the role of parents towards their children's academics should be strengthened in order to foster positive development among the learners.

KEYWORDS: Parental Expectation, Academic Stress, Stress

SUBMISSION ID: R04A-CAVITP-1062

How are you, teachers?

Ryan Race, Department of Education, Division of San Pablo City

Abstract

INTRODUCTION

Happy teachers make happy learners, and happy learners learn better. This study aimed at knowing the perception of teachers on their work condition and how the government responds to their concerns.

METHODS

A mixed method design was used. 304 common teacher-respondents to two consecutive surveys were included in the study. They were asked to rate their work satisfaction level, their top three wishes, and their opinions and suggestions on how the government responds to their concerns. Semi-structured interviews were conducted to validate survey results. Frequencies, percentages, t-test, coding and thematic analysis were used to present and analyze data.

RESULTS

Majority of the teachers were satisfied with their condition, and think that the government is addressing their concerns. They want their salary to be increased, their paperwork/workload to be reduced, to be provided with sufficient and quality learning and instructional materials; and their school facilities to be improved. The actions taken by the government after the first survey may be a factor for the significant increase in the work satisfaction level of the teachers on the 2nd survey, which was given a month after.

DISCUSSIONS

The results show that despite the many challenges of the teachers, most of them are satisfied with their condition. The importance of constant communication between the government and the teachers was also highlighted. Government awareness and response to teachers' concerns are key factors to the latter's work satisfaction.

KEYWORDS: teachers, work satisfaction

SUBMISSION ID: R04A-SANPAB-0117

**How the Social Life of Children in their Relocation Community Affects
their Learning Habit and Classroom Behavior**

Rovyn Joy Signo

Abstract

INTRODUCTION

The study aims to determine how the social life of children in their relocation community (Naic Verdant Residence) affects their learning habit and classroom behavior.

METHODS

Questionnaire was distributed, interview was conducted and family backgrounds of the pupils were checked. Reading evaluation in English and Filipino was administered.

RESULTS

Findings show that the respondents are mostly reader, and the economic status of the family are in the low class. Only one parent worked, some work abroad, most are jobless. Eighty percent of the respondents were in a big family. Most likely they lived with their grandparents or guardians. Children spent most of their time out on the streets.

DISCUSSIONS

Building houses means we need to build family. Redesign the facility, proper recreation area must be provided to see to it that the children do not spend their time in the street. Create sports organization to develop young children. Provide qualitative activity for the parent who stays inside the house.

KEYWORDS: redesign facility manipulate generation

SUBMISSION ID: R04A-CAVTP-0513

Human Resource Development Practices of School Heads, School and Teacher Performance in Public Elementary School

Jomar Battung, Teacher/SDO Calamba City

Abstract

INTRODUCTION

The study focused on the extent of principal's practices to build human resource development of public elementary teachers. It utilized survey questionnaire as the main instrument. It involved 12 school heads and 100 public elementary school teachers in Calamba West District. Statistical formula includes simple mean and Spearman rho rank-order correlation.

METHODS

Two groups were included in this study consisting of school head-respondents and teacher-respondents. From each school, the school heads are (12) and teachers are (100).

RESULTS

The researcher concluded that; 1) 'The school heads' performance of their functions in the practices of employee training, career development, performance management, coaching, mentoring, organizational development, and strategic planning are at high level. 2) 'The human resource development practice is significantly related to the schools' SBM level only on specific indicator of mentoring, organizational development, and strategic planning. 3) 'The findings of the study showed that a significant relationship exists between the school heads' high level of practices of human resource development and schools' SBM level and NAT performance and so as with teachers' IPCRF ratings.

DISCUSSIONS

The researcher offered the following recommendations: 1) 'The school heads and teachers need to collaboratively maintain and enhance the high level of human resource development practices; 2) A school-based action research needs to be conducted to examine the effective practices of human resource development program that can strengthen correlation with school and teacher's performance; 3) It is imperative that both school heads and teachers draw collaborative actions that will lead to the achievement of the overall school goals and specifically determine each role in delivering exceptional performance.

KEYWORDS: human resource, career development, SBM level, NAT performance

SUBMISSION ID: R04A-CALAMB-0195

Hydrometeorological Disaster Preparedness of the Residents in Calle Putol, Labac, Naic, Cavite

Herson Madrigal, Joan Barrera, Maria Carla Nazareno, & Princes Miesie Anata,
NAIC NHS

Abstract

INTRODUCTION

Calle Putol, Labac, Naic, Cavite is vulnerable to a number of natural hazards. This includes hydrometeorological hazards such as flooding and storm surges. Many of the hazards that threaten the area have the potential to cause loss of life or injury, and a serious disruption of the functioning of the community involving widespread human, material, economic, or environmental losses and impacts.

METHODS

The research aimed to determine the preparedness of Calle Putol, Labac, Naic, Cavite in different hydrometeorological hazards. This will provide a baseline data on the current status of disaster preparedness which can be utilized by the authorities in their planning. The researchers solicited the views of the residents through questionnaires and interview. The research sample consisted of ninety-four (94) families. The questionnaire was checked and verified by the Municipal Disaster Risk Reduction Management Office in Municipality of Naic.

RESULTS

The research showed that 3% of the residents are somewhat prepared, 69% are moderately prepared and 28% are extremely prepared. In terms of survival kit, 34% of the residents have a survival kit while 66% of them have no survival kit.

DISCUSSIONS

The contribution of this study to the body of knowledge is to provide a baseline data on the current status of disaster preparedness in Calle Putol, Labac, Naic, Cavite.

KEYWORDS: Disaster, MDRRMO, Hydrometeorological, Calle Putol

SUBMISSION ID: R04A-CAVITP-0930

Hydrometeorological Disaster Preparedness of the Residents in Calle Putol, Labac, Naic, Cavite

Joan Barrera, NAIC NHS

Abstract

INTRODUCTION

Calle Putol, Labac, Naic, Cavite is vulnerable to a number of natural hazards. This includes hydrometeorological hazards such as flooding and storm surges. Many of the hazards that threaten the area have the potential to cause loss of life or injury, and a serious disruption of the functioning of the community involving widespread human, material, economic, or environmental losses and impacts.

METHODS

The research aimed to determine the preparedness of Calle Putol, Labac, Naic, Cavite in different hydrometeorological hazards. This will provide a baseline data on the current status of disaster preparedness which can be utilized by the authorities in their planning. The researchers solicited the views of the residents through questionnaires and interview. The research sample consisted of ninety-four (94) families. The questionnaire was checked and verified by the Municipal Disaster Risk Reduction Management Office in Municipality of Naic.

RESULTS

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DISCUSSIONS

The contribution of this study to the body of knowledge is to provide a baseline data on the current status of disaster preparedness in Calle Putol, Labac, Naic, Cavite.

KEYWORDS: Disaster, MDRRMO, Hydrometeorological, Calle Putol

SUBMISSION ID:

Hydrometeorological Disaster Preparedness of the Residents in Calle Putol, Labac, Naic, Cavite

Herson Madrigal, NAIC NHS

Abstract

INTRODUCTION

Calle Putol, Labac, Naic, Cavite is vulnerable to a number of natural hazards. This includes hydrometeorological hazards such as flooding and storm surges. Many of the hazards that threaten the area have the potential to cause loss of life or injury, and a serious disruption of the functioning of the community involving widespread human, material, economic, or environmental losses and impacts.

METHODS

The research aimed to determine the preparedness of Calle Putol, Labac, Naic, Cavite in different hydrometeorological hazards. This will provide a baseline data on the current status of disaster preparedness which can be utilized by the authorities in their planning. The researchers solicited the views of the residents through questionnaires and interview. The research sample consisted of ninety-four (94) families. The questionnaire was checked and verified by the Municipal Disaster Risk Reduction Management Office in Municipality of Naic.

RESULTS

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DISCUSSIONS

The contribution of this study to the body of knowledge is to provide a baseline data on the current status of disaster preparedness in Calle Putol, Labac, Naic, Cavite.

KEYWORDS: Disaster, MDRRMO, Hydrometeorological, Calle Putol

SUBMISSION ID: R04A-CAVITP-0935

Hydrometeorological Disaster Preparedness of the Residents in Calle Putol, Labac, Naic, Cavite

Princes Miesie Anata, NAIC NHS

Abstract

INTRODUCTION

Calle Putol, Labac, Naic, Cavite is vulnerable to a number of natural hazards. This includes hydrometeorological hazards such as flooding and storm surges. Many of the hazards that threaten the area have the potential to cause loss of life or injury, and a serious disruption of the functioning of the community involving widespread human, material, economic, or environmental losses and impacts.

METHODS

The research aimed to determine the preparedness of Calle Putol, Labac, Naic, Cavite in different hydrometeorological hazards. This will provide a baseline data on the current status of disaster preparedness which can be utilized by the authorities in their planning. The researchers solicited the views of the residents through questionnaires and interview. The research sample consisted of ninety-four (94) families. The questionnaire was checked and verified by the Municipal Disaster Risk Reduction Management Office in Municipality of Naic.

RESULTS

The research showed that 3% of the residents are somewhat prepared, 69% are moderately prepared and 28% are extremely prepared. In terms of survival kit, 34% of the residents have a survival kit while 66% of them have no survival kit.

DISCUSSIONS

The contribution of this study to the body of knowledge is to provide a baseline data on the current status of disaster preparedness in Calle Putol, Labac, Naic, Cavite.

KEYWORDS: Disaster, MDRRMO, Hydrometeorological, Calle Putol

SUBMISSION ID: R04A-CAVITP-1434

Hygiene and Sanitation Practices among Selected Public Secondary Schools in Area IV, Batangas Province: Basis for a Proposed intensified Plan

Nora Dagle, Rosario West Teachers Association

Abstract

INTRODUCTION

This research was conducted to determine the level of implementation of hygiene and sanitation practices in the public schools.

METHODS

The descriptive method of research was used. The one hundred and thirty-five (135) public secondary school teachers responded to a set of modified survey questionnaire based on the Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools Program of the Department of Education.

RESULTS

The results recommend a provision for deep well or overhead water tank for schools to have regular supply of water in case unforeseen things take place. Provision of Health Kiosk in the school campus where girls will be more aware on how to develop proper hygiene; and a separate cubicle in the girls' comfort rooms for the management of menstrual hygiene. Record of each student who need deworming and who underwent deworming may be made available by the schools. Information, Education and Communication materials may be posted in conspicuous areas to enhance students' awareness about health education. The school administration may establish linkage with the Local Government Units to be proactive in safeguarding the health of students.

DISCUSSIONS

Majority of the schools near the municipality depend on the water district for their water source, but still there is a need to improve water supply since most schools in the rural areas depend on electric powered pumps. Schools are fully aware of the importance of sanitation. Hygiene development among girls need more attention from the school management especially in terms of security. The campaign for health education and public awareness has to be given more attention to ensure that the program is understood and implemented.

KEYWORDS: WATER, SANITATION, HYGIENE, DEWORMING, HEALTH EDUCATION

SUBMISSION ID: R04A-BATANP-1997

'I am Prepared' Booklet: Its Effect on Knowledge Regarding Earthquake Preparedness of Grade Four Learners

James Carlo Arville

Abstract

INTRODUCTION

In this study, a booklet on earthquake preparedness was given to Grade 4 learners for them to read and do the activities included in the material. The objective of this intervention is to increase their knowledge regarding earthquake preparedness.

METHODS

This research uses a pretest-posttest design. The participants were 40 learners from a Grade 4 heterogeneous class. Convenience sampling was used in the selection of section and learners divided into 2 groups of 20 learners each. A group was given the intervention (experimental) and the other wasn't given the intervention (control). Both groups were given pretest and posttest in multiple-choice form (10 items) adapted and modified from Department of Education Order No. 27., S. 2015. Independent Samples t-Test was used in determining the difference in the scores between groups; Paired Samples t-Test was used in determining the improvement in the test scores.

RESULTS

At the beginning of the study, the result of the pretest showed that there was no significant difference between the experimental group ($M=3.65$, $SD=1.57$) and control group ($M=3.40$, $SD=2.01$) or in other terms, they were homogenous; $t(38) = .44$, $p = .663$. In the posttest result, there was a statistically significant difference between the experimental group ($M=5.20$, $SD=1.82$) and control group ($M=3.95$, $SD=1.96$) after the booklet intervention was given; $t(37.81) = 2.09$, $p = .044$. In determining the effect of the intervention, a statistical improvement of test scores was recorded for the experimental group after using the booklet; $t(19) = -3.49$, $p = .002$. However, there was no improvement in the test scores for the group that was not given the material; $t(19) = -1.07$, $p = .299$.

DISCUSSIONS

The findings of the study revealed that the booklet improved the knowledge of the learners regarding earthquake preparedness. Although it may not be a high improvement, it is still a significant increase compared to their knowledge before the intervention was given.

KEYWORDS: disaster, earthquake, DRRM, hazard, preparedness, readiness, booklet, elementary

SUBMISSION ID: R04A-RIZALP-0384

I Challenged You (ICU) Program: An intervention to Increase the Academic Performance of G10 Integrity Students

Lady Diana De Ocampo, Department of Education, Balas Buco Sta. Maria
NHS

Abstract

INTRODUCTION

The study was conducted to determine the increase in academic performance of the G10 Integrity students upon the implementation of the I CHALLENGED YOU (ICU) Program. I Challenge You program is an intervention to increase the students' academic performance through intensive monitoring and partnership with their parents.

METHODS

The implementation of the ICU Program includes series of strategies like intensive review, monitoring of performance, attendance, notebook and attitude, one on one counseling and home visitation. Statistical treatment like weighted mean, percentage and ranking were used. Administering questionnaire was also given.

RESULTS

The study revealed that the use of ICU Program brought a remarkable impact in the level of academic performance of the students. There was an increase of 80% in the academic performance as reflected in their average grades in all subject areas. After the implementation of the I Challenged U Program, there were eight (8) students who got an average grade of 80 percent and above.

DISCUSSIONS

The scope and focus of the study were limited to ten grade 10 Integrity students who got an average of lower than 80% in the first grading period. Its time frame covers the first two quarters of the school year 2017-2018.

KEYWORDS: I challenge you (ICU), intervention, academic performance

SUBMISSION ID: R04A-BATANP-1559

I LOVE MATH: Revitalizing Grade Three Pupils' Interest in Mathematics Learning through Supplementary Activities

Cynthia Beloso, Rebecca S. Sawali, & Lani D. Panciles, Department of Education

Abstract

INTRODUCTION

Most pupils in grade three focus on different kinds and models of gadgets thus neglecting the essence of studying comprehensively and effectively. Mathematics is the learning area that gives difficulties and hardships to the learning and interest of grade III - Narra, III - Yakal and III - Molave. Researchers conduct this study to find out the supplementary activities that can be applied in the learning process of the pupils.

METHODS

The with questionnaire is the major instrument used in data gathering. It consists of questions regarding the pupils' perceived attitude towards Mathematics learning and teachers suggested supplementary activities, and the data of the final course grade during the last curriculum year. The data were then presented, analyzed and interpreted in order to find out the result

RESULTS

The researcher found out that most of the pupils' attitude towards learning include the following: not interested in the subject which is 50% out of 100% (30 pupils out of 60) of the total population of respondents. While 95% of the pupils strongly disagreed that they are unhappy. Moreover, half of the total number of the respondents agreed that they have poor study habits. 25% of the respondents were undecided that they have poor study habits and have fear in Mathematics subject.

DISCUSSIONS

Teachers' suggested supplementary activities like watching videos and filmstrips, playing Math games, working on activity sheets, treasure hunting, making graphs, puzzle mapping, utilizing window cards, finding Math secret messages/code, working in dyads/triads and doing multiplication exercises.

KEYWORDS: revitalizing, interest, supplementary activities

SUBMISSION ID: R04A-BATANP-1010

I2M TOP in Math (Improving individual Mastery towards Obtaining Proficiency in Mathematics)

Ava Froilen Lesano, Balibago Integrated High School

Abstract

INTRODUCTION

This action research aims to improve students' individual mastery towards obtaining mathematics proficiency. The researcher sought answers to the following questions: What is the proficiency level of the students in Mathematics? What are the competencies that are in need of remediation? Is there any significant difference between the students' proficiency before and after the remediation?

METHODS

The researcher utilized the descriptive method which deals with both quantitative and qualitative information. The researcher prepared the tests. The students were given pretest and posttest to measure the difference in proficiency level before and after the remediation.

RESULTS

The results indicate that the proficiency level of the students was limited, indeed the students are in need of remediation so as to be able to improve their scores. The results on the item of difficulty revealed that the students' proficiency level in some competencies is quite low. Simplifying fraction, performing problem-solving, simplifying and evaluating algebraic expressions are some of these competencies. Further, the study revealed that there is a significant difference between the proficiency of the students prior and after the remediation. And there was an improvement in the students' proficiency which showed that the remediation was effective to the students.

DISCUSSIONS

The result shows the great need for remediation. The support of the school and other stakeholders will be beneficial for the students.

KEYWORDS: Competencies, Individual Mastery, Mathematics Proficiency, Remediation.

SUBMISSION ID: R04A-STAROS-0043

**Ibim and Operations of Fractions of Grade IV-Juniper Pupils of
Nagtipunan Central School**

Julie Ann M. Cumlat, Nagtipunan National High School

Abstract

INTRODUCTION

Solving mathematical problems is one of the least mastered competencies in Grade IV based on the 2016 National Achievement Test (NAT) results and as manifested by low level of understanding, low scores in quizzes and tests, lack of interest, and poor interaction during class discussion specifically when solving mathematical problems on the operations of fractions. IBIM can be used to enhance instruction.

METHODS

Descriptive-quantitative research.

RESULTS

Results indicate that the pupils have low understanding on Fractions before the implementation of the IBIM. The students got an achievement level of moving towards mastery in their posttest. The Eta-squared statistics signifies large effect thus, the IBIM contributed a significantly large effect on the ability of learners in solving mathematical equations.

DISCUSSIONS

Based on the results and findings of this study, the following conclusions were drawn:

- 1.) The score of the respondents before the implementation of IBIM was high after the implementation of IBIM;
- 2.) There was significant difference in the scores of the respondents before and after the implementation of IBIM;
- 3.) The effect of IBIM to the ability of respondents in solving mathematical problems was large.

KEYWORDS: IBIM, mathematical equations, operation, problems, fractions

SUBMISSION ID: R002-QUIRIN-0131

**I-CARE (intervention in Chemistry Addressing Relevant Enhancement)
for Academically at-Risk Students in Chemistry**

Christopher Luna, Governor Ferrer Memorial National High School

Abstract

INTRODUCTION

The primary concern of this study is to develop and test the I-CARE support materials for academically at-risk students in chemistry using experiential, active, and game-based learning.

METHODS

The study was conducted at Governor Ferrer Memorial National High School - Main, City of General Trias, Cavite from School Year 2017 - 2018. Purposive sampling technique was employed in which 30 grade 9 at-risk students were chosen. The descriptive-developmental method of the study dealt with the development of materials and validation of I-CARE support materials. Fifteen game-based activities were developed, validated, and further revised to support the materials for intervention sessions.

RESULTS

The developed I-CARE support materials and activities were rated 3.98 by peer evaluators, supporting the characteristics of a very acceptable instrument to use in teaching chemistry concepts and improving the students' achievement, self-esteem, and perception towards instructional materials for chemistry. Four peer evaluators observed and evaluated the materials during the try-out obtaining a mean score of 3.90. Furthermore, the respondents of the study strongly agreed on the positive impact of using I-CARE support materials and activities obtaining a rating of 3.09 using a 20-item perception survey.

DISCUSSIONS

Therefore, it was found out that the developed I-CARE has the characteristics of a very acceptable instrument to use in teaching chemistry concepts. I-CARE support materials tend to enhance the achievement in chemistry and increase the level of self-esteem of the at-risk students, and enhance the positive learning experience. The respondents of the study strongly agreed on the positive impact of using I-CARE support materials and activities.

KEYWORDS: At-Risk students, Academic Performance, Intervention, Support Materials, Self-Esteem Scale

SUBMISSION ID: R04A-GENTRI-0010

ICS Wellness Campaign: Basis for Proper Nutrition among Select Severely Wasted Pupils

Nadine Valerie Mendoza, Department of Education

Abstract

INTRODUCTION

Many pupils experience under and over nourishment which the latter are not aware of. The continuous derivation of pupils from fast foods such as hotdogs and canned goods resulted in insufficient nutrition and vitamins which are needed by the body as well as the mind. Proper nutrition and continuous guidance of the food intake along with proper exercise will surely create an overwhelming result, especially to those severely wasted pupils.

METHODS

A qualitative descriptive method was used to determine the basis of effectivity of the wellness program among severely wasted pupils. Interviews were done among select severely wasted pupils as they were also monitored from time to time.

RESULTS

ICS Wellness Program created a huge development in the nutrition and wellness of select severely wasted pupils. Completely similar feedback on the question about the foods these respondents were eating was noted. According to them, they eat foods which were prepared by their parents may include foods with fewer nutrients and easy to prepare. Additional to that vegetables and fruits were not always in the table. Moreover, the tastes of vegetables and fruits were not appealing to their taste buds.

DISCUSSIONS

Healthy and nutritious foods are very important especially to those pupils who are severely wasted. Nourishment coming from healthy foods give the body the needed agents to fight diseases and the mind the proper nutrients to think intelligently. ICS Wellness Program is designed to help the pupils to gain a desire to eating good foods to gain a better body and mind.

KEYWORDS: Wellness, nutrition, severely wasted, exercise

SUBMISSION ID: R04A-BATANC-0537

ICT Aided Materials: tool for Learning Efficiency Improvement in Teaching Music for Grade 6 Julian Felipe of Sta. Cruz Elementary School

Lida D. De Guzman, Department of Education

Abstract

INTRODUCTION

ICTs stand for information and communication technologies and are defined, for this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Information and Communications Technologies (ICT) education is our society's effort to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems that are built with them. The ICT aided materials allow users to show colored text and images with simple animation and sound. It helps create audio, visual as well as audio-visual effects in the classrooms while teaching and can be highly effective in attracting and sustaining students' attention. Although it was first used in the business world, today it has gained extensive use in education and other disciplines. The purpose of this research is to determine the effectiveness of ICT Aided Materials: Tool for Learning Efficiency Improvement in Teaching Music for Grade 6 Julian Felipe of Sta. Cruz Elementary School. Specifically, the study seeks to answer the following questions; (1.) Does ICT aided materials used as a learning tool would help the participants to grasp and understand the main concepts and theories in Music? (2.) Will the use of ICT aided materials have made learning interactive and easy? (3.) Will the use of ICT aided materials help develop motivation towards learning Music?

METHODS

The study utilized the descriptive research design in gathering the data from the participants through formative and summative tests. The participants are Grade 6 section Julian Felipe composed of 17 boys and 18 girls of Sta. Cruz Elementary School S.Y. 2015- 2016, District 3, Division of Cavite City. Purposive sampling method is utilized in the conduct of research. The research instruments are formative and summative tests.

RESULTS

Based on the results obtained, the researcher found out that with the use of ICT Aided Materials, the interest of the pupils in the lesson increased and more motivation were obtained.

DISCUSSIONS

These were reflected in the result of the Index of Mastery in the second week of the study. Because of these the researcher religiously used the ICT aided materials in teaching Music.

KEYWORDS: ICT, TECHNOLOGY, INTERACTIVE

SUBMISSION ID: R04A-CAVITC-0056

ICT and Reading Comprehension in English

Jovie Ariola, Department of Education - Laguna

Abstract

INTRODUCTION

The main purpose of the study was to assess the comprehension level in English using ICT materials. There is an increase in the students' comprehension level after the completion of the program. Pre-test and post-test were conducted to see the effectiveness of the study. There was an increase in the students' performance in the post-test compared to pre-test revealed by an MPS.

METHODS

Grade 2- Sampaguita students were the study participants. The intervention involved four weeks of initiatives focused on developing comprehension skills in English. The students under the study were given Pre-Test and Post-Test to get the Mean Percentage Score.

RESULTS

The mean percentage score during the Pre-test is 56.14 and significantly increased to 71.53 which shows that it is moving toward mastery level. Findings show the comprehension skills of the students in utilizing ICT materials increase after the study. Mean Percentage Score increases when reinforced with the instruction with the use of ICT materials.

DISCUSSIONS

The results of this study have implications in increasing the comprehension in English and can be an indication of the exposure of Grade 2 in different reading materials using ICT.

This action research is beneficial in terms of attracting students' attention which leads them to develop comprehension skills in English. It is also time-saving because teachers do not have to spend time to redesign other teaching materials to teach other topics or subjects. To solve the problems that may arise when ICT is integrated into the teaching of reading comprehension in an ESL classroom, it is important for teachers to employ strict supervision of the students to maximize the use of ICT in the teaching-learning process.

KEYWORDS: ICT materials, reading comprehension, English

SUBMISSION ID: R04A-LAGUNA-0161

ICT Generated Classroom Environment as an Effective tool in Teaching English for Grade Five Pupils in San Roque Elementary School for the School Year 2018-2019

Angeline Taupo & Nomelita Mata, Department of Education - Cavite Province

Abstract

INTRODUCTION

The purpose of this study is to determine how an elementary teacher can facilitate the construction of knowledge in her classroom. The researchers choose this topic of their own personal and professional interests on how to best teach all types of learners. This study is an examination of this notion and how a teacher can create an environment that elicits the enthusiasm for quality learning. Classroom management involves a positive classroom environment. The physical environment of the classroom is considered as "another teacher." Every teacher knows the benefits of having a clean, comfortable and attractive classroom environment. A good classroom environment has an impact to motivate pupils, enhance learning and reduce the behavioral problem. The environment is an extra teacher.

METHODS

The study utilized the analytical survey method and the correlation research design. The study is a survey on ICT generated classroom environment as a tool in the teaching of teachers of San Roque Elementary School, the performance of the pupils, and the problems met in the course of the teaching-learning process. The components of ICT generated classroom environment were correlated with pupils' performance to arrive at possible implications to the administration and supervision of schools.

RESULTS

Based on the study, the researchers found out that using an ICT generated classroom environment is an effective tool in teaching English for Grade Five pupils. ICT helped to improve the academic performance of the pupils in English V. The researchers strongly agreed that this research has a great impact to achieve the pupils' utmost learning in the subject area. The research is also a big help among English teachers because the pupils easily understands the lesson. As Confucius said, "What you hear, you forget. What you see, you remember. What you do, you understand."

DISCUSSIONS

In this study, the researchers will explore how a teacher creates an environment that fosters pupils' construction of knowledge in effect to ICT generated classroom environment. It will focus on the main problem: What is the effect of viewing ICT generated classroom environment as a tool in teaching pupils of San Roque Elementary School for the School Year 2018-2019?

KEYWORDS:

SUBMISSION ID: R04A-CAVITP-0568/R04A-CAVITP-0594

**ICT Generated Classroom Environment as an Effective Tool in
Teaching English for Grade Five Pupils in San Roque Elementary
School for the School Year 2018-2019**

Angeline Taupo & Nomelita Mata, Department of Education - Cavite Province

Abstract

INTRODUCTION

The purpose of this study is to determine how an elementary teacher can facilitate the construction of knowledge in her classroom. The researchers choose this topic of their own personal and professional interests on how to best teach all types of learners. This study is an examination of this notion and how a teacher can create an environment that elicits the enthusiasm for quality learning. Classroom management involves a positive classroom environment. The physical environment of the classroom is considered as "another teacher." Every teacher knows the benefits of having a clean, comfortable and attractive classroom environment. A good classroom environment has an impact to motivate pupils, enhance learning and reduce the behavioral problem. The environment is an extra teacher.

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KEYWORDS:

SUBMISSION ID: R04A-CAVITP-0568/R04A-CAVITP-0594

ICT Instruction: Empowering Grade 11 Students' Technological Skills

Jonathan Orias, Department of Education/San Antonio National High School-Senior High

Abstract

INTRODUCTION

For a school to be an effective delivery system, it must adapt to the rapid changes that are taking place. For instance, the use of ICT is progressively growing and now considered as a necessity and an opportunity for learning. Thus, this study aimed to determine the effectiveness of ICT instruction in empowering grade 11 students' technological skills.

METHODS

The study made use of experimental research design with teacher-made tests and performance rubrics as main data gathering instruments. The respondents of the study were 60 grade 11 students enrolled during the school year 2017-2018. Data were interpreted using the following statistical tools: frequency, percentage, and t-test.

RESULTS

Pre-test score reveals that most of the respondents on both tracks have a fairly satisfactory level on understanding in cognitive skills and psychomotor before exposing to screen capture-based and demonstration teaching while post-test score shows that both tracks improved their abilities in psychomotor in terms of technological skills. Furthermore, there is no significant difference in the pre-test score of GAS and TVL- Cookery students. However, there is a significant difference in the post-test scores of GAS and TVL-Cookery students in cognitive skills that indicated in advanced word and advanced excel.

DISCUSSIONS

The results reveal that screen captured-based and demonstration teaching is an effective teaching instruction in enhancing students' performance in ICT regardless of the student's track in senior high school. Through this study, administrators can provide teachers more pieces of training and seminars on the new innovative teaching instruction which can address the increasing needs of different types of learners. Future researchers may as well consider the use of a free online application such as Appypie.com and incorporate the product or output made of screen captured-based instruction into a mobile software application.

KEYWORDS: ICT, Senior High School, Technological Skills

SUBMISSION ID: R04A-QUEZON-0057

**ICT Integration in Teaching Science to Senior High School Students:
Basis for the Development of ICT-Based Science Activities**

Ariane Sangalang

Abstract

INTRODUCTION

It is imperative that education adapts the constantly changing demands of the present time. Among which is the technological advancement that urges us to integrate the use of tools, methods, and activities that will improve learning and eventually uplift the quality of education. In this study, the use of ICT for instruction by Science teachers in Senior High Schools was assessed as the basis for the development of ICT-based Science activities.

METHODS

The descriptive method of research was employed and a questionnaire was utilized as the research instrument. The respondents of this study were the Science teachers under the Science, Technology, Engineering, and Mathematics (STEM) Strand of all senior high schools within Area III in the Division of Batangas. A total of eleven (11) schools was covered and thirty (30) Science teachers under the Science, Technology, Engineering, and Mathematics (STEM) Strand of all senior high schools. Frequency, ranking, weighted mean, and Pearson Product Moment Correlation Coefficient were applied in the treatment of data to arrive at the most reliable response.

RESULTS

The results revealed that teachers were experts in ICT integration to teaching a science lesson. Moreover, there was a great extent of ICT integrated into teaching Science. Based on the calculated p-value there is a significant relationship between the extent of ICT integration employed by the Science teachers and the level of their ICT competency. It was also revealed that teachers do not have sufficient ICT training in teaching Science to Senior High School students. Additionally, the school-related challenges that hinder ICT integration were the insufficient number of internet-connected computers and insufficient internet speed.

DISCUSSIONS

The results demonstrate that there is a need to provide sufficient pieces of training for teachers to further develop their ICT competence and eventually be more effective in integrating ICT in teaching Science. Also, provisions of a sufficient number of internet-connected computers with sufficient internet speed will contribute to improving learning and eventually uplift the quality of education. The developed ICT-based Science activities will augment Science teachers in Senior High Schools in providing various activities that are engaging to students.

KEYWORDS: ICT, ICT integration, Science activities, Science teaching

SUBMISSION ID: R04A-BATANP-0660

ICT Training Program to Enhance Competency of Sagrada Elementary School Teachers

Margelie Saberon, Department of Education - Cam Sur

Abstract

INTRODUCTION

The study made use of a descriptive research method to assess the level of ICT competency of Sagrada Elementary School teachers. Survey questionnaires enhanced by the researcher were used to collate data from the participants using frequency, percentage, and weighted mean as statistical tools for the analysis and interpretation of data. Qualitative data and information were also included based on the answers to the open-ended questions.

METHODS

The study made use of a descriptive research method to assess the level of ICT competency of Sagrada Elementary School teachers. Survey questionnaires enhanced by the researcher were used to collate data from the participants using frequency, percentage, and weighted mean as statistical tools for the analysis and interpretation of data. Qualitative data and information were also included based on the answers to the open-ended questions.

RESULTS

The respondents who have been interviewed observed sufficient difficulties with the integration of ICT in teaching-learning processes which were attributed on the 1) effectiveness of training program, 2) ICT equipment and facilities, 3) accessibility of technical staff and support services to improve ICT literacy of teachers, and 4) provision for the internet connection. The study revealed that the newbies in the profession were using ICT in teaching preparation and processes however teachers with ten years and above teaching experience were hesitant yet expectant in the use of ICT in classroom instructional management.

DISCUSSIONS

The end goal of this study is to achieve an increase in the level of teacher competence through the provision of school-based continuous in-service training program suited to individual pacing and level of competency to enhance teacher's competence in the integration and utilization of ICT with the provision of facilities and periodic monitoring from pool supports staff in the District.

KEYWORDS: ICT, Integration

SUBMISSION ID: R005-CAMSUR-0100

**ICT: A tool in Improving Multiplication Skills of Primary Pupils of
Magallanes Elementary school**

Eden Bernal & Cecile B. Dendiego, Department of Education

Abstract

INTRODUCTION

The primary purpose of this research is to examine and determine the effect of ICT tools in improving the multiplication skills of primary pupils. It is very important at the elementary level, especially in the primary, the four fundamental operations are a must to be mastered by pupils. The respondents are all grade 2 pupils. The salient findings of this study are the following: (1) There was a positive impact in using ICT as a tool in multiplication exercises in grade 2 pupils (2) There is a significant difference in the performance level of pupils in memorizing multiplication table when regularly exposed to ICT related tools like video clips.

METHODS

The study made use of the experimental method of research using random assignment for control and experimental group. The experimental group was exposed to some interventions like video clips, mp4 and power point presentations related to the multiplication table. Data were gathered from pre-test and post-test of pupils through the result of window drill cards (M1). The experimental group was also given a teacher-made questionnaire to determine their perception of the use of ICT resources. Thus, the control group had no exposure to any ICT tools.

RESULTS

There was a positive impact in using ICT as a tool in multiplication exercises in the elementary Grade 2 pupils. A strong positive linear relationship between the experimental and control group relative to their pre-test averages suggest that indeed both groups learned from this tool. However, with the use of ICT tools as an intervention in the experimental group, the increase in the post-test performance of the experimental group is higher than the increased on the post-test performance of the control group based on the result. Thus, indicating a significant difference in the performance level of pupils when exposed to ICT learning tools.

DISCUSSIONS

Using ICT tools in multiplication exercises in Grade 2 pupils had a higher impact on the experimental group. ICT is a useful tool in the advancement of students' academic gains in Mathematics. The teacher should prepare in advance ICT tool or other interventions that could challenge both the fast and challenged learners. Adopt the new trend of technology that can be used in teaching basic skills. Future researchers are encouraged to undertake another study of ICT implication on the other basic skills of pupils like reading and others.

KEYWORDS: ICT, Multiplication Skills

SUBMISSION ID: R04A-CAVTP-0291

CT-Based Intervention Materials in Boosting Comprehension Level on Short Stories among Grade Two Pupils of Sta. Mesa Elementary School

Robbie Alinea, Valentina Grantoza, & Violeta Magbuhos, Department of Education

Abstract

INTRODUCTION

Teachers have a very important role to play in helping their pupils to get most of the reading and become a good reader. Electronic texts introduce new supports as well as new challenges that can have a great impact on an individual's ability to comprehend what he or she reads. Based on the results of pretest oral reading assessments, grade two pupils of Sta. Mesa Elementary School were considered the most frustrated readers. Henceforth, the researcher conducted this study ICT - based reading intervention materials in boosting reading and comprehension of short stories among grade two pupils.

METHODS

The researcher used a descriptive method of research to identify the performance of Grade two pupils in reading short stories. It involves the application of appropriate ICT- based reading intervention materials aimed at finding solutions to problems in reading comprehension of short stories. A pre-test/post-test experimental design was developed.

RESULTS

The result of the study showed that after employing the technologically reading tools to 21 Grade two pupils where 19 out of 21 or 91% of the pupils were on the frustration level and 2 out of 21 or 21% were on the instructional level, there was an improvement in the reading performance of grade two pupils on the Post Test Results, where 11 out of 21 or 52% were instructional readers and 10 out of 21 or 48% were independent readers.

DISCUSSIONS

Based on the results the use of modern technology such as ICT- based reading intervention materials are of great help in boosting pupil's interest in reading and comprehension of short stories. Pupils got interested to read, they were all excited to read using the monitor where there are animations in the stories they are reading. Grade two pupils were now performing in their class discussions and even answering HOTS questions introduced by the teacher.

KEYWORDS: ICT, intervention, reading, comprehension, boosting

SUBMISSION ID: R04A-BATANP-0991

ICT-Enhanced Physics Lesson Guides and their Effect on Instructional Process

Rafaela Myrna Casim, Department of Education

Abstract

INTRODUCTION

Physics is one of the subjects that students find most difficult. It was observed that students have poor comprehension and lack of concentration on class discussions. Students perceived Physics as 1) heavily content-loaded subject, 2) very dull and 3) demanding passive perception rather than active involvement in the learning process. To make the subject interesting and easy, teachers incorporate the use of technology in the teaching and learning process. This study aimed to evaluate ICT-enhanced Physics lesson guides and identified its effects in the instructional process.

METHODS

The study utilized descriptive research in presenting the ICT-Enhanced Physics Lesson Guides and described the responses of seven (7) physics teachers who evaluated the lesson guides. It involved two sections of fourth-year classes of Tabaco National High School, Tabaco City with 50 students each. Both of them were exposed to ICT-Enhanced Physics Lesson Guides. Three instruments were used (a) checklist of physics lessons developed with ICT integration (b) assessment tool for the developed ICT-Enhanced Physics Lesson Guides, and (c) achievement test. The statistical measures used were the mean difference, standard deviation, and t-test.

RESULTS

The integration of ICT in teaching physics plays a significant role in the improvement of the students' and teachers' performance. Likewise, the use of ICT facilitated the transformation of the learning process into a learner-centered environment. Based on the teachers' evaluation of the eight ICT-enhanced physics lesson guides, there was an enormous effect in using ICT integration in the instructional process. The developed ICT-Based Physics Lesson Guides have improved students' performance in Physics.

DISCUSSIONS

The findings and results showed that the ICT -Enhanced Physics Lesson Guides may be adopted by other Physic teachers. The researcher highly recommends to all teachers to integrate ICT in designing lessons in all subjects. School heads should encourage teachers to attend pieces of training and upgrade teaching techniques through ICT integration. Curriculum makers and textbook writers may consider reviewing the instructional materials to incorporate ICT integration.

KEYWORDS: instructional process

SUBMISSION ID: R005-TABACO-0070

I'd Rather Use Facebook than Facing My Book: Impacts of Facebook Usage to the Study Habits of the Senior High School Students

Deserie C. Angcoy, La Paz National High School
(Adviser: Fritzie Salmorin)

Abstract

INTRODUCTION

Students are indulged in social media nowadays which affects and influences every aspect of their lives and studies. One of the most popular social media that they usually use is Facebook. It became a growing means of communication for students.

METHODS

Descriptive and phenomenological-qualitative research was utilized to assess the impacts of Facebook usage on the study habits of senior high school students. The study was conducted at La Paz National High School, SHS Building. A questionnaire was designed and administered to 20 students from HUMSS 12-A and GAS 12-B who were selected purposively and voluntarily. Simple statistical measures were used such as the frequency and rank for the quantitative data and theme analysis was used for qualitative data.

RESULTS

The results revealed that students were happy having Facebook accounts. For them, it serves as a tool to disseminate information. Most of the students spent approximately 1-3 hours using Facebook per day. However, Facebook is a big distraction to the students' study habits because it served as an entertainment, as a result, they fail to study their lessons and do their school works.

DISCUSSIONS

Based on the results of the study, Facebook usage has both positive and negative effects on the study habits of the students. It is not the Facebook usage which affects their studies, but it is on how students deal with it. For the positive effects, it can be useful to their studies. It serves as a platform to disseminate information and provide access to communication where students can have group chats which let them share ideas regarding their homework. On the other hand, if students view Facebook negatively, it will become a big distraction to their studies because it tempted them to use it even during class hours. It made them lose their focus to study hard and perform well in school. Facebook consumed their time left for studying. The key to balance the impacts of Facebook among students is through time management. Knowing their priorities can help students to manage their time well especially in engaging in things that are tempting like Facebook.

KEYWORDS: study habits, Facebook, impacts

SUBMISSION ID: R006-ILOILC-0003

Identification of Best Instructional Practices: Alternative Strategies for Teaching Grade Five Mathematics in Sto. tomas North Central School

Arsenia E. Andaya, Arvin A. Gado, & Josie M. Manipol, Sto.Tomas North Central School

Abstract

INTRODUCTION

Our national government has recognized the importance of Mathematics and the integration of technology in our present classrooms. To stay aligned with the educational standards, our teachers must be able to teach mathematics using various techniques and alternative strategies to reach our learners. The intervention program was designed to increase the Grade 5 pupils' literacy in mathematics using different forms of instructions; games, manipulative, real-life applications, differentiated instructions and integration of technology.

METHODS

The participants of this action research were the Grade 5 Math teachers and Grade 5 pupils of Sto. Tomas North Central School. An intervention and strategic plan were first created by putting in 5 different Math strategies namely: games, manipulative, real-life applications, differentiated instructions and integration of technology, to be used by the Math teachers in teaching the same lesson in Math to all sections of Grade 5 pupils. Scores were tallied, tabulated and statistically analyzed for interpretation. Moreover, a qualitative survey questionnaire was given to the teachers to identify the common instructional challenges they encounter in teaching Math to create a plan of action to aid them to become better in teaching performance.

RESULTS

Results show that the pupils taught with the integrated technology method got the highest in the percentage of 90.00% followed by games with 85.00% and then with differentiated instructions with 75.00%. However, pupils that received the manipulative methods got the lowest percentage of perfect scores with only 55.00%. And the top ten common instructional challenges the teachers encountered were pre-requisite knowledge, connections to real life, cheating issues, learners with "Math blocks issues," varying instructions, dealing with absenteeism, grading concerns, need for school tutoring, having learners with different abilities in class and homework issues.

DISCUSSIONS

It can be gleaned from the result of the study that the best teaching practices in teaching Mathematics were: use of games, use of the manipulative, real-life application, differentiated instruction, and integrating technology into mathematics instruction. Once aware of the best practices, teachers can begin to implement them in their classrooms which will begin to remedy the problem of low mathematics motivation and achievement among students. Furthermore, this research highlighted the best teaching practices in their instruction.

KEYWORDS: best practices, strategies, implement, instruction, intervention

SUBMISSION ID: R04A-BATANP-1590

Identifying Mathematical Misconceptions of Grade 11 Stem Students in Algebra

Adrian U. Bugay, Elizabeth M. Maaba, & Gemma V. Mazo, Gen. Juan Castaneda
Senior High School

Abstract

INTRODUCTION

Algebra is fundamental to the study of Mathematics, especially at the secondary school level. Students' misconceptions in Mathematics can cause student unlimited trouble in grasping Mathematics from the most elementary concepts through Calculus. Hence, this study aims to investigate and identify specific students' misconceptions in Algebra by Grade 11 STEM students of Gen. Juan Castaneda Senior High School for the school year 2017-2018. Identifying students' misconceptions in Algebra will give a clear view to identifying aspects for useful development.

METHODS

Seventy-five STEM students took part in the study. To identify such misconceptions, quantitative and qualitative phase was done. In the quantitative phase, the instrument was adapted from a teacher-made test of Bajado, Dulcie C. Results of the given test were analyzed through item analyses of the number of wrong answers. In the qualitative phase, the interview method was used. Answers of the students were used as the basis for the interview.

RESULTS

On the use of variables, the students have misconceptions about the properties of real numbers. Moreover, the students interpreted that a mixed number is the same as the product of the whole part and the fractional part. Also, the students had a misconception of multiplying a fraction and a single variable was that they distribute the variable to both the numerator and denominator. The students expressed percent to decimal/fraction and vice versa. On the terminology, the students translated the word "exceeds" literally in determining the relationship of two variables. The percentage of mathematical misconceptions in five types of knowledge and skill in algebra. Among the five types under knowledge and skill in algebra, terminology got the highest percent of a misconception of 64.80%. It was followed by operations of fractions with variables as components with a percent of 61.13%, percent with a mean percentage of 45.71%, operations of fractions with numerical components with a mean percentage of 37.58% and use of variables got the lowest mean percentage of 35.47%.

DISCUSSIONS

Performing fundamental mathematical operations of variables require a clearer understanding of the properties of real numbers, concepts, and role of variables in algebra. As a whole, Misconceptions in Algebra are attributed to a lack of conceptual knowledge and understanding of the students.

KEYWORDS: Misconception, Algebra, Identifying

SUBMISSION ID: R04A-IMUSC1-0077

Identifying Skills Affecting the Research Writing of Senior High School Students: A Basis for Making Supplementary Activities in Practical Research

Leah Lucero, Pinagtongulan Integrated National High School

Abstract

INTRODUCTION

Writing a research paper creates undesirable judgment for many Senior High School students. As soon as they hear the word research or thesis, the first description that pop-up to their mind is the word difficult. Non-research advocates could have the same perception for those students, but for those research enthusiasts, they consider writing research as challenging and an avenue to acquire learning. Thus, the researcher conducted the study to identify the factors affecting the Grade 12 students in writing research in terms of writing skills, collaboration skills, and computer skills. The problems encountered by the Grade 12 students in writing research were also identified.

METHODS

The study was action research. The researcher sought to develop assumptions from observations and numeral values taken from the questionnaire. Random sampling was used to determine the number of respondents. The researcher-made questionnaires were distributed among the forty Grade 12 students of Pinagtongulan Integrated National High School. The data from the questionnaire were processed and were subjected to statistical treatment.

RESULTS

Based on the three factors presented, computer skills got the highest weighted mean of 3.15. It is followed by reading skills with a weighted mean of 2.78, writing skills of 2.77 and collaborative skills of 2.55. All three skills fall under the verbal interpretation of agree. The study also revealed that the students encounter difficulty in making research due to lack of internet access. Though the students have a cellphone to search on, internet connection is still needed to gather related literature and other information.

DISCUSSIONS

The results demonstrate that the students are lack of basic knowledge in computer apps like the utilization of Microsoft Word, Excel and PowerPoint; although, they are knowledgeable in using social media like Facebook, Twitter, Instagram and the like. Computer, reading and writing skills affect the research writing of the students; thus, there is a need to strengthen the students' computer, reading and writing skills. If the students will develop the three skills, the students' collaborative skills will also improve because they will be confident enough to face the difficulties in writing research.

KEYWORDS: skills, research writing, activities

SUBMISSION ID: R04A-LIPAC1-0086

Im Reading-Instructional Materials in Reading for Grade Ii Struggling Readers

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Region IV-A/ San Gabriel II Elem. Sch

Abstract

INTRODUCTION

This study aimed to determine the reading ability of the Grade II pupils, know the factors affecting the reading skills and develop instructional materials to enhance the reading ability of 195 Grade II struggling readers.

METHODS

The study made use of a single group experimental design. Researchers utilized the IM-Reading Program with two levels of performances measured using pre-test and post-test results. This made use of 195 Grade II struggling readers currently enrolled at San Gabriel II Elementary School. They were selected through PHIL-IRI result.

RESULTS

Findings revealed that after the implementation of the 12-day reading program using the developed instructional materials (IM Reading), the respondents exhibited a significant increase in scores in reading sentences with CVC patterns, sentences with diphthongs, and sentences with a consonant blend. During the evaluation of the IM's, it was noted that developmentally appropriate instructional materials helped in enhancing the reading skills of struggling readers.

DISCUSSIONS

The majority of the pupils were instructional but most of them were at the frustration level. Thus, IM Reading was developed. There was an increase in the post-test after undergoing IM Reading. It was confirmed that the developed IM's are appropriate.

KEYWORDS: Curriculum-based assessment, instructional materials, intervention program, Phil-IRI, Struggling Readers

SUBMISSION ID: R04A-CAVITP-0524

**Images and the Skills in Sequencing Events of Grade Three - A Pupils
of Cabarroguis Central School**

Divelyna S. Dulnuan, Cabarroguis Central School Integrated SPED Center

Abstract

INTRODUCTION

Cabarroguis Central School-Integrated SPED Center Grade 3 Learners who have not performed well in some skills taught in English subject in reading comprehension particularly sequencing events based on paragraph and story read on the written tests and result of the first LAPG conducted is all the basis of this research. Only 45.15% mastery level was achieved by grade 3 pupils for tests administered in sequencing skill, likewise in the 2015 LAPG result. Teachers find difficulty in preparing varied teachers' support materials for the instruction due to the diversity of learners and different family backgrounds. Thus, the interactive teacher support material such as the use of PowerPoint presentations and interactive exercises using gadgets and materials were conceptualized where the researcher believed that using the intervention entitled "IMAGE", teaching-learning process in the classroom was improved. Pupils were motivated through active interaction with the teacher.

METHODS

The researcher used the universal technique in the form of taking all the grade 3 pupils as respondents of the study with a total of 35 pupil respondents. Interactive presentations using gadgets and sets of collaborative exercises were provided and executed in daily lessons in sequencing events. Pre-test and Post-test were conducted between the conduct of the IMAGES intervention. Analysis of the data gathered followed.

RESULTS

Based on the results and findings of this study, before the intervention was given, pupils performed poorly in the skills in sequencing events while the pupils' skills improved significantly from low to high when IMAGES was applied. There was a significant difference in the scores of the respondents before and after the implementation of IMAGES. The effect of IMAGES instruction on the ability of the respondents in skills in sequencing events was large. Thus, IMAGES contributed a significantly large effect on the skills in sequencing events.

DISCUSSIONS

Conducting action research is a great tool to improve teachers' competence in teaching instruction. It is not easy at first to start the conduct of this research due to numerous concerns as an educator but while on the process, it gained confidence and equipped with enough knowledge and skills to keep abreast with the new technologies in the teaching for the realization of Department of Education goals.

KEYWORDS: Interactive Activities, Performance, Sequencing Events

SUBMISSION ID: R002-QUIRIN-0015

Immersion Program for Enhancing Work Preparedness of TVL Senior High School Students in the Province of Laguna

Gaudencio Dimaano, Department of Education

Abstract

INTRODUCTION

The Department of Education (Department of Education) Order No. 40, series 2015, strengthens the management of work immersion program through entering into partnerships and industry linkages with different groups in the field of work immersion opportunities for public Senior High School (SHS) students through the use of facilities and equipment, additional training opportunities, and additional resources in the form of donations. The focus of this study lead to the significant relationship of immersion program for enhancing work preparedness of technical vocational and livelihood senior high school students in the Province of Laguna. This study aimed to determine the relationships of the immersion program for enhancing work preparedness of Technical-Vocational Livelihood (TVL) senior high school students in the Province of Laguna.

METHODS

The study used correlational descriptive analysis such as the mean and standard deviation to describe the relationship between work immersion program in terms of partnership and industry linkages to the work preparedness or competences of purposely elected TVL senior high students in the Province of Laguna. The study utilized the Spearman's rank correlation of coefficient rho to determine the significant relationship between the work immersion program and work preparedness among TVL Senior High School students in the Province of Laguna.

RESULTS

Based on the result, the majority of the variables under the work preparedness were statistically significant and have a strong correlation to work immersion program. Likewise, the relationship between work immersion program and evaluating the work immersion experience was "partially sustained" and the null hypothesis stating that there is no significant relationship between work immersion and work preparedness is "failed to reject". Therefore, there was a significant correlation between the work immersion program and work preparedness among the Technical Vocational and Livelihood Senior High School students in the Province of Laguna. Similarly, the results were supported by similar findings of the National Center on Education and the Economy (2007) which stated that American high school students should be headed in long working hours and exposed in the work readiness program just to make them ready compete in the job market.

DISCUSSIONS

Comparable to Taylor's theoretical perspective, the increasing efficiency of the workman scientifically would increase not only the opportunity for more work, but also the real wealth of the world, happiness, and all manner of worthwhile improvements in the life of the working person (Flores, 2015). Thus, the real work experience could be of great help to the lifelong learning of the learners. The Senior High School coordinator should make a necessary review and repeal the required days and hours indicated in the curriculum or work immersion course guide regarding the actual immersion of the senior high school students in the workplace. Additional hours for the work immersion among the senior high school students to enhance the work experience and preparedness.

KEYWORDS: work immersion, work preparedness, technical vocational and livelihood

SUBMISSION ID: R04A-LAGUNA-0016

**Impact of Character Education on Classroom Behavior of Grade 6
Pupils of Jose Zabarte Elementary School**

Daisyleen Panaligan

Abstract

INTRODUCTION

One basic goal of all educational systems should be to prepare students to be effective members of society. The purpose of this study was to determine how character education affected the behavior of students inside the classroom. Character education has been a part of the public school since its beginning. It involved in teaching students what is right from wrong. To improve student behavior, schools have begun providing character education to instruct students on the proper social and moral skills necessary in their daily interaction with other students. Character education programs have been found to help students understand the necessity of respecting one another.

METHODS

This study involved: Reviewing disciplinary records to identify behavioral patterns, observing student behavior; interviewing teachers who have character education as their subject, grade 6 students of Jose Zabarte Elementary School, and hand on parents to their children to determine their perceptions on the effects of character education program on student behavior inside the classroom.

RESULTS

Character education programs have been found to help students understand the necessity of respecting one another. It should be an integral part of the curriculum, taught as a separate subject. Classroom rules and regulations should be based on the principles of good character; teachers should be the first implementer of good character for the students to observe. This found that student behavior is based on what they observe in their teachers. Students can change their character if they want to. As I observe in the class of grade 6 pupils, and what I found in the survey that I conducted, students have self-discipline. It is only the teachers' role to enhance and develop it. This research will help the students and also teachers to develop a sense of ownership of the program and should help to improve student behavior.

DISCUSSIONS

There are many ways to look at character education and its defining traits. To improve student behavior, schools begun providing character education to instruct students on the proper social and moral skills necessary in their daily interaction with other students. Character education programs have been found to help students understand the necessity of respecting one another. One of its' goal is to increase awareness of the importance of developing a character initiative within the students of Jose Zabarte. Teachers should have spent hours recording the data from those tests. Students should be taught character through hands-on service activities that contribute to the school, the community, and society. Learning character education has gone beyond the classroom into the real world. Character education creates students who are ready to be productive members of our society. It has a great effect on the classroom behavior of grade 6 students of Jose Zabarte.

KEYWORDS: character, behavior, discipline

SUBMISSION ID: R04A-BATANP-2010

Impact of Reading Comprehension of Mathematics Problem Solving Skills of Grade 6 Pupils of Bagong Silang Elementary School

Evelyn Villena, Department of Education - Batangas City

Abstract

INTRODUCTION

Problem-solving in Mathematics and reading comprehension go hand in hand. Solving Math problems entails or requires the student to do or apply two skills at the same time and computing. It is a two-edged sword which the student conquers, so to speak. It can't be denied that problem-solving is an important part of Mathematics education. Mathematics, in general, is an important subject because of its practical role to person and society as a whole. However, before the student can successfully solve a problem, he has to possess good reading comprehension, analytic and computation skills.

METHODS

This study made use of descriptive methods of study. The main respondent of this study were the grade 6 pupils of Bagong Silang Elementary School. There were 74 pupils served as the respondent of this study. The formative test was the main tool used in gathering data. The result of this study was supplemented by an interview.

RESULTS

It was found that many pupils developed and enhanced their Mathematics vocabulary skills; pupils will participate more actively in discussions and activities. Also, they organized the given data and connect ideas expressed in the problem. It was found that pupils can manipulate and be aided by these materials in solving a problem and simplify the problem and substitute simpler numbers for the given numbers. The pupils will be able to master the writing number sentence and will be able to apply the guess and check technique.

DISCUSSIONS

The results of the study indicate that reading comprehension brings out a positive impact on pupils. This, in the long run, could also positively bring enhancement on pupils' skills in Mathematics.

KEYWORDS: Impact of Reading Comprehension of Mathematics Problem Solving Skills of Grade 6 Pupils

SUBMISSION ID: R04A-BATANC-0317

Impact Assessment of Numeracy Assessment tools with E-games in the Performance in Mathematics of Grade 8 Students of Bilaran National High School

John Kevin Bacit, Department of Education - Bilaran National High School

Abstract

INTRODUCTION

The world today requires better foundations for skills development and technological growth. One of the most essential skills in life is being literate in terms of numeracy. Students of Bilaran National High School, specifically, Grade-8, showed less mastery of the basic skills in Mathematics thus making it a contributory factor affecting their academic performance in the subject. It is very timely that Department of Education Batangas Province implemented a program to enhance Mathematics instruction. The program is designed to develop and strengthen students' numeracy skills through the administration of assessment tools and engaging them in interactive e-Games. In this study, the researcher assessed the effectiveness of the program on the mastery of numeracy skills, and its impact on the performance of the students in Mathematics.

METHODS

A mixed method was used. Questionnaires were given to seventy (70) students who were chosen purposively and grouped into control and experimental. The test is divided into six (6) levels which assessed the numeracy skills of the students and another ten (10) items for students' evaluation of the tool. Percentage, Mean and t-test were used for data analysis.

RESULTS

Based on the study, the following were found out: (1) the control and experimental groups showed low performance in the Pre-Test given to them, (2) the experimental group showed higher performance in the Post-test after administering the numeracy assessment tools with e-Games, (3)there is a significant difference between the result of the Post Test in Experimental Group and Control Group, (4) Numeracy Tools and e-Games helped enhance and master learner's numeracy skills and sustain their interest through interactive e-Game with challenging questions. An action plan was also made which supports the implementation of the program on enhancing the numeracy skills of the learners through numeracy assessment tools with e-Games.

DISCUSSIONS

The result demonstrates the effectiveness of the numeracy assessment tools with e-Games in the mastery of numeracy skills needed in understanding the complexity of the lesson and in carrying out these skills in other disciplines in a real-life situation. The program will be strengthened by administering diagnostic assessments among the students to determine their least mastered numeracy skills, providing pieces of training to teachers in terms of game-design, initiating fundraising activities for the expenses to be used and to innovate modern trends and techniques in teaching mathematics.

KEYWORDS: impact assessment, numeracy assessment tools, e-Games, performance

SUBMISSION ID: R04A-BATANP-0363

Impact Evaluation on SBM Level of Practice: The Case of Maddela II District

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Abstract

INTRODUCTION

School-Based Management level of practice gauge school's overall performance in terms of the four guiding principles of ACCEs (A Child and Community-Centered Education Systems) which include the four principles of school-based management. First is the Leadership and Governance that deals with the network that guides the education system to achieve its shared vision, mission, and goals that make them responsive and relevant to the context of a diverse environment. The second principle is Curriculum and Instruction. This pertains to the curriculum learning systems anchored on the community and learner's contexts and aspirations that are collaboratively developed and continuously improved. The third principle is Accountability and Continuous Improvement which means that a clear, transparent and responsive accountability system is in place, collaboratively developed by the school community which monitors performance and acts appropriately on gaps and gains. The fourth principle is Management of Resources which pertains to resources that are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency. However, these principles constitute forty (40) percent of the overall computation of the SBM Level of Practice. The remaining sixty (60) percent lies in the learning outcomes such as National Achievement Test result, enrolment and dropout rate. Therefore, school-based management level of practice determines the optimum collaboration of the school and the school community as a whole.

METHODS

This study utilized the Mixed Methods Research. Qualitative surveys of the SBM coordinators and the school heads will be undertaken. The information from the survey was supplemented with information from the structured interview of the school heads and SBM coordinators.

RESULTS

Out of 19 schools, there were 11 or 57.89% Level II meaning their practices are "Maturing" while there were 8 or 42.11% Level, I meaning their practices are "Developing". At an average, the overall mean of all schools in terms of the SBM level of practice was 1.73 interpreted as "Maturing" and it is under Level II of practice.

DISCUSSIONS

School-Based Management as one of the mandates of every learning institution is designed as a mechanism to improve learning outcomes. This study further affirms that when schools have institutionalized the practice of SBM it follows that significant incremental along the different performance indicators will be achieved.

KEYWORDS: Impact Evaluation, School-Based Management, Students Performance

SUBMISSION ID: R002-QUIRIN-0149

**Impact of Career Guidance Program to the Grade 10 Students in
Choosing Strand at Sampiro Integrated Senior High School**

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Integrated Senior High School
(Adviser: Christene Razon)

Abstract

INTRODUCTION

Career choice is one of the decisions that every individual must ponder. Students needed an orientation about K to 12 Basic Education Curriculum programs to deepen their understanding of it so that their minds will be equipped with the strand-related information and become globally competitive learners. The choice of career that will be suited to every student is a complicated issue that bears serious consideration. To make the best decision, students must acquire an understanding of their personality and interest. The researchers come up with this study to deepen the student's understanding of determining their plans soon and help them lessen any misfits in choosing strand by the help of the career guidance program.

METHODS

The survey method was used in assessing the validity of this study. It utilized the survey type of research. It is an attempt to obtain data and the facts about the impact of the career guidance program to the Grade 10 students in choosing a strand at Sampiro Integrated Senior High School. This survey research involved the survey, recording, analysis, and interpretation of the gathered data.

RESULTS

In the perception of Grade 10 students about the Career Guidance Program, the result tells that it helps them to show their real goal in life. The preferred strand is Humanities and Social Sciences (HUMSS) and Bachelor of Education is their chosen course. The greatest factor that affects Grade 10 students in choosing a strand for Senior High School is the strand is their personality. Career Guidance Program boost their confidence to hold on to their own decision.

DISCUSSIONS

In this study, the researchers discovered that Humanities and Social Sciences (HUMSS) is the most preferred strand of Grade 10 students. Under these strands are Education, Arts major in Political Science, Arts in Journalism, Broadcast Journalism, and Arts major in Social Sciences. Though this strand is not easy to take, they still want to pursue it for the reason that they believe it can help and improve their skills and knowledge.

KEYWORDS: Career Guidance Program, career choice, decision-making, preferred strand

SUBMISSION ID: R04A-BINANC-0014

**Impact of Computer-Based Learning Strategy in Teaching Filipino in
Grade 5 Pupils of Jose Zabarte Elementary School**

Maricel De Padua

Abstract

INTRODUCTION

Technology plays an important role in students and teachers in school. It gives an important issue in any field of education. This study is focused on computer-based instruction strategies. Computer-based teaching and learning produced a positive impact on the classroom and student achievement. Information and communication technology can be used in various ways where it helps both teachers and students to learn about their respective subject areas. Computer-based learning (CBL) strategy gives positive impact and increased student motivation in teaching Filipino in the 5th grade of Jose Zabarte Elementary School, especially to the students below the average level.

METHODS

This research used Simple Experimental Techniques; the Two-Group Pre-test- Post-test Design to analyze the impact of computer-based learning strategy on the level of student performance. Two-Group Pre-test-Post-test design is the preferred method to compare and measure the degree of changes of the respondents in the strategy result.

RESULTS

The findings imply that there are significant differences in the level of performance of the students in computer-based learning strategies compared to the traditional way of teaching. CBL increased learning for students and helping the learners to develop their creativity, problem-solving ability, communication skills, and other higher-order thinking skills.

DISCUSSIONS

The results of this study show that a computer-based learning strategy is more effective compared to the traditional way of teaching. This is because using computer-based instruction will prepare an active learning environment that is more interesting and effective for both teachers and pupils. It helps to improve classroom management as learners are well behaved and more-focused in their activities. It has a positive impact on motivation, behavior, process skills and communication of students and teachers.

KEYWORDS: technology, traditional, strategy, computer based

SUBMISSION ID: R04A-BATANP-1988

Impact of Early Childhood Education among the Kindergarten Pupils of Lubo Elementary School

Raquel Delos Santos, Department of Education - Rizal

Abstract

INTRODUCTION

The Early Childhood Care and Development (ECCD) law as stated in Republic Act 8980 which was enacted in 2000, recognizes the importance of early childhood and its special needs, affirms parents as primary caregivers and child's first teachers and establishes parent's effectiveness, seminars, and nutrition, counseling for pregnant and lactating mothers. This is the concrete evidence that the department believes that children who are five years old are ready to take the Kindergarten Class regardless if they have or have not undergone ECE and shall not have to take the assessment test that will evaluate their readiness for Kindergarten Class vis-À-vis to those children.

METHODS

The study was conducted in Lubo Elementary School catering to two hundred twelve (212) pupils from grades one to six and fifty-three (53) kindergarten pupils of the SY 2015-2016. Documentary analysis is used wherein data and information about the subject are based on unstructured interviews, documentary records presented and the initial results of the early childhood development checklist.

RESULTS

The majority of the pupil enrollees were male aging 5.20 and 5.70 years old during the assessment, taken care of by a married couple who enrolled them in Early Childhood Education (ECE) before kindergarten class and found to have an average over-all development as shown in the results of their assessment. Most of the demographic profile of the respondents are not indicators on the impact of early childhood education among the respondents except with their experiences in ECE class.

DISCUSSIONS

Based on the findings, it is recommended that the community organize parents meeting for the orientation in the importance of having their child enrolled in the Early Child Care Development Center. Academic programs on early childhood education must be provided for DCWs to enhance their capabilities and strategies in teaching. A partnership between Department of Education, Private Early Child Care Institutions, Department of Social Welfare and Development (DSWD) and other concern agencies for technical assistance for wide implementation of early childhood services.

KEYWORDS: Early Child Education, Kindergarten, Teacher, Pupils, Parents

SUBMISSION ID: R04A-RIZALP-0054

Impact of Educational Games (E-Games) in Teaching Mathematics

Ma. Nica B. Dime & Preciosa Angelica Clemente, BRAVE

Abstract

INTRODUCTION

This study is about using educational games in teaching mathematics, and how it affects the academic performance of learners and what are the benefits that can be derived if teachers will use this in classroom instruction. The objective of this study is to identify the reason why teachers use games in teaching mathematics and its impact on their students. The descriptive method was used to clearly show the reason why teachers use games in teaching mathematics.

METHODS

This segment tells the methods of research used and strategies utilized in gathering the data needed for this study. A descriptive method of research was used with questionnaires as the main instrument for gathering the needed data, frequency and percentage were used in data analysis.

RESULTS

Most of the respondents use e-games in teaching to make learning more fun. It is important for students because it is one of the best ways to learn. There is a significant benefit that can be derived in using e-games, it gains the interest of the learner in using it as a material in teaching.

DISCUSSIONS

There is a corresponding numerical value for using e-games in teaching Mathematics. The computed numerical values are 71.43%, 57.43%, and 87.71% were all greater than the other formulated preferences. This implied that using e-games in teaching Mathematics is effective in the teaching-learning process.

KEYWORDS: Electronic Games

SUBMISSION ID: R04A-BATANP-2110

**Impact of Grade 9 Students' Behavior in the Academic Performance in
Araling Panlipunan at Wenceslao Trinidad Memorial National High
School**

Mildred Cosme

Abstract

INTRODUCTION

Most of the students failed to attain this successful learning. One of the main reasons is their behavior towards the subject area. In this study, the researcher wants to identify the role of students' behavior in their academic achievements in Araling Panlipunan subject.

METHODS

The respondents of the study are selected Grade 9 students who are struggling in learning Araling Panlipunan's concepts. Learners were selected based on their previous final grade and first semester grades in the subject. Respondents were selected through random sampling.

RESULTS

It has been found out that the most common students' misbehavior towards Araling Panlipunan subject is lack of interest in the lessons, their inattentiveness in the class discussion, not motivated to learn and failure to do subject's tasks. Also, that the reasons why students are behaving that way are because they are having difficulties in memorizing the concepts of Araling Panlipunan, in coping with the teacher's strategy and they are not motivated to learn. Lastly, the students are usually having low or failing grades in Araling Panlipunan and their academic performance was greatly affected by their behavior towards the subject.

DISCUSSIONS

From the informal interview done by the researcher, it has been noticed that the students have different untoward behaviors during the Araling Panlipunan class. Some of it is inattentiveness in the discussion, failure to do all task assigned by the teacher failure to answer home tasks and not motivated to learn from all the topics. While, the reasons for students' misbehavior in Araling Panlipunan class are having a hard time in memorization, as to mention the dates and events in the history, the places in geography and the complicated concepts in economics, having learning difficulties basically because of teaching strategies used. From the study, the researcher found that the greatest impact of students' misbehavior in Araling Panlipunan is their incapability to cope up with every lesson, their incapability to comply with the subject requirements and that their level of achievement in the subject is very low, that they got very low or failing grades.

KEYWORDS: behavioral problems, academic performance

SUBMISSION ID: R04A-BATANP-0754

**Impact of Gulayan sa Paaralan Project on the Academic Performance in
E.P.P of the Selected Grade Four Pupils of Osorio Elementary School
for the School Year 2017-2018**

Arnel Calleno, Holian Tianga, & Vanessa L. Calleno, Osorio Elementary School

Abstract

INTRODUCTION

The purpose of this study is to determine the impact of gulayan sa paaralan in E.P.P of the selected grade four pupils of Osorio Elementary School.

METHODS

This study made use of the quantitative-descriptive method. Random sampling was used to determine the 40 pupil respondents and 5 teachers' total enumeration from which the main instrument used was a questionnaire. The data were treated with statistical tools such as frequency count, percentage and weighted mean technique.

RESULTS

The following are the significant findings of the study: 1. The majority of the respondents participate in Gulayan sa Paaralan Project and activities daily with a total of 47.5 percent. 2. The majority of the respondents agreed that pupils' participation in GPP affects their performance level in instructional activities in EPP with the highest obtained mean of 4.25, interpreted as very satisfactory. 3. The majority of the teacher's respondents often applied orientation of the pupils about the significance of conducting GPP and organize HRPTA meetings to worthwhile vegetable gardening activities which both obtained the highest mean of 4.8, interpreted as very satisfactory. Incognizant to the findings, it implied that there is an impact of the gulayan sa paaralan project on the academic performance of pupils.

DISCUSSIONS

The Gulayan sa Paaralan Project must be conducted not just as simply vegetable gardening activity but most of all as an educational and informative project orienting pupil about the agricultural knowledge, skills, and essentials. The success of this research may be an instrument further address the needs of pupils like Gulayan sa Paaralan Project but also in other Elementary Schools in the Division of Cavite.

KEYWORDS: Impacts, Academic Performance, Instructional Activities, Vegetable gardening activities.

SUBMISSION ID: R04A-CAVITP-0665

Impact of Home Visitation in the Pupils' attendance

Emma Rose Catipon & Jeremy Dualan, Department of Education

Abstract

INTRODUCTION

This study aimed to discuss the impact of home visitation in the pupils' attendance. A major problem faced by schools across the country is student absenteeism. The Department of Education in the United States (1994) has cited absenteeism as the most important factor linked to performance differences among students, and absenteeism as being at crisis proportion (Kearney, 2003). Although many schools realize the importance of this issue, educational researchers have not consistently given this topic the attention it deserves (Corville-Smith, 1995). The researchers of Bancaan Elementary School decided to conduct this research related to the impact of home visitation in student attendance. Based on the data obtained last year, the number of absentees was higher compared to the number of absentees after the implementation of home visitation.

METHODS

The respondents of the study were the 24 class advisers of Bancaan Elementary School. The researchers used survey questionnaires, focus group discussions, and interview to assess the effectiveness of home visitation in student attendance. The study was conducted during the first quarter of the school year 2018-2019.

RESULTS

Based on the data obtained this study revealed that the majority of the teachers strongly agree that the use of the home visitation program is an effective intervention to lessen the number of absentees.

DISCUSSIONS

The researchers strongly recommend the use of home visitation as an effective tool in reducing absenteeism. There should be clear guidelines in conducting the home visitation. The agreement between the parents and teachers should be strictly implemented.

KEYWORDS: home visitation, pupils' attendance

SUBMISSION ID: R04A-CAVITP-0489

Impact of ICT Integration in English10 through the GFS Project

Alma Dimaano, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

Over the last two decades, the rapid growth of Information and Communications Technology or more commonly called ICT has become one of the most important topics discussed by the scholars in education. No doubt, there is no visionary educational institution that is not taking the steps forward towards the evolution of their curricula to integrate ICT. This is due to the capability of this technology in providing dynamic and proactive teaching and learning environment. In line with the current digital era, teachers are required to integrate ICT in their daily teaching and replace their traditional methods with modern tools and facilities. The current investigation will try to examine if this ICT integration will create a positive impact on the students' performance in English 10.

METHODS

This research is a quantitative one that made use of a pre-test and posttest, as well as, a survey questionnaire as research tools. It is quasi-experimental in design which made use of two sets of classes. A purposive sampling method was used to select the control group and the experimental group - each of which is composed of 44 students each, and whose level of performance in English 10 is at the same level at the start of the experiment.

RESULTS

Results revealed that at the beginning of the experiment, both the experimental and the control group manifested a fair level of performance as indicative of their pretest. However, after one quarter and ICT integration was implemented in the experimental group, their post-test showed that the experimental class achieved a very good academic performance while the control group registered a good performance. At a closer look, it was found out that the experimental class registered a significant difference in their posttest compared to their posttest. Furthermore, through the survey questionnaire administered to the experimental class, it was assessed that the students accept that ICT integration is preferred in their classroom.

DISCUSSIONS

The result of this investigation revealed that ICT integration has a positive impact on the performance of the students in English 10. Moreover, this strategy is also much preferred by the students.

KEYWORDS: ICT integration, English 10, GFS/Global Filipino School Project

SUBMISSION ID: R04A-LIPAC1-0047

Impact of Imposing an Excise Tax on Sugar-Sweetened Beverages (SSB) to Business Operators in Selected Barangays of Padre Burgos, Quezon

Cristine Joy A. Zara & Lina Gayeta, Lasquety NHS
(Adviser: Maricel Francia)

Abstract

INTRODUCTION

This study focused on the impact of sugar-sweetened beverages (SSB) excise tax on businesses in selected barangays of Padre Burgos, Quezon. Excise tax could create a buying dilemma that can affect the economic activity of the concerned community. Thus, the conduct of this research is significant as it can contribute to changes to inter-related societal members. Furthermore, most of the previous studies and literature are focused on the impact of SSB excise tax on consumers living in urban areas. Thus, this study could help create an effective and rational generalization as it centered on the perspective of respondents in a rural area.

METHODS

A quantitative method was utilized by the researcher in analyzing and interpreting the data which were gathered through a survey questionnaire in checklist form. The respondents were thirty-five (35) business owners who were purposively chosen from four selected barangays of Padre Burgos, Quezon which were also chosen through purposive sampling technique.

RESULTS

The researcher found out that the minimum and maximum quantity of SSB sold daily by the businesses during the pre-tax and post-tax imposition period is low. Additionally, tax imposition did not affect the sales and profit generated by the respondents. Thus, the sales maximization and profitability of the businesses was not triggered by the tax in the small municipalities which contradicted the conclusion of the study entitled "Kamusta si Juan at Aling Nena" conducted on the second month of the implementation of higher excise tax on SSB in the Philippines which stated that sari-sari stores suffered a faster decline in sales of SSB (Nielsen, 2018). Similarly, Colchero et al. (2016) found that excise tax was associated with the reduction in per capita sales of SSB.

DISCUSSIONS

The result showed that the tax imposition has no impact on the small business owners since the study covered only a small area. Thus, future researchers can conduct a parallel study focusing also on the rural area but with larger coverage.

KEYWORDS: EXCISE TAX, SUGAR-SWEETENED BEVERAGES, BUSINESS OPERATORS

SUBMISSION ID: R04A-QUEZON-0065

**Impact of Inclusive Education on Classroom Key Players in
Mainstreamed School: Contextualizing Integrated Training Design**

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Abstract

INTRODUCTION

Inclusive Education is not new in the system of education. Through the inclusive program of the Department of Education, these students with special needs were able to collaborate with regular teacher and students. There are challenges encountered specifically by regular teachers, regular students and learners with special needs. The impact of inclusive education to classroom key players are determined and how they perceive inclusive education which basically needs attention to address issues and concerns that contribute to the successful implementation of Inclusive Education in the country.

METHODS

A quantitative descriptive design and researcher-modified-survey questionnaire were used. There were 27 teachers, 400 regular students and 36 learners with special needs respondents from Tagaytay City Central School from the City of Tagaytay. Learners with special needs in the regular classroom were assisted by their teacher. The teachers and students who are under the inclusive program were all included.

RESULTS

The study showed that Inclusive education has a great impact on teachers and regular students while moderate impact only to learners with special needs. As perceived, inclusive education as an opportunity in bridging between regular students and learners with special needs. Establishing a harmonious relationship, the realization of goal and provision accepting everyone, enhancing learners' creativity, critical thinking and collaboration likewise bridge diverse learners. Recognizing self-importance is the most dominant factor in an inclusive classroom setting. Teaching and learning as an opportunity to demonstrate helpfulness, sharing of ideas, assurance that no one will be left behind and the willingness to help others. The lack of available and sufficient materials beneficial to both regular and students with special needs deemed as a hindrance.

DISCUSSIONS

Teachers, regular students and students with special needs' positive outlook on inclusive education is prevalent because it served as a gateway to perform, collaborate, interact and establish relationships in a different perspective of inclusive classroom settings. Classroom management is the most impacted component of inclusive education in mainstreamed schools and in discovering talents and skills while assessment has the least impacted component because it acted as a spring board, a basis for improvement.

KEYWORDS: INCLUSIVE EDUCATION, LEARNERS WITH SPECIAL NEEDS, KEY PLAYERS, MAINSTREAMED SCHOOLS

SUBMISSION ID: R04A-CAVITP-0267

Impact of information and Communication Technology (ICT) Integration to Teachers

Rudy Daling

Abstract

INTRODUCTION

This study delves on the impact of ICT integration to secondary school teachers. In Lanuza District, School Year 2014-2015 National Achievement Test result for Year IV showed students' poor level of proficiency in all areas, as it only gave 56.15 % MPS (NETRC- Department of Education, 2015). This study was employed to examine the impact of ICT on teachers' competency in delivering its application to his/her daily tasks. It focused also on the responses of teachers in which insights were analyzed.

METHODS

The study used the qualitative method in which phenomenological data analysis to teachers' responses was applied. Data gathered through Focus Group Discussion (FGD) with forty (40) teachers of four (4) secondary schools of Lanuza District, Surigao del Sur, School Year 2015-2016; Nurcia Integrated School (NIS), Florita Herrera-Irizari National High School (FHINHS), Aksam Integrated School (AIS), and Pakwan Integrated School (PIS).

RESULTS

The positive teachers' attitude had a positive impact in capacitating competency in ICT integration that results in prioritizing knowledge and skills in ICT according to his/her most need function of ICT, and appreciating the extended functions of ICT that lead him/her to explore in ICT uses. Furthermore, teachers' educational background resulted in a negative attitude towards ICT that leads him/her to negligence to adapt and to equip ICT. Hence, results showed that teachers had self-motivation to adapt and equip ICT if he/she had availability and accessibility to ICT.

DISCUSSIONS

The positive teachers' attitude had a positive impact in capacitating competency in ICT integration that results in prioritizing knowledge and skills in ICT according to his/her most need function of ICT, and appreciating the extended functions of ICT that lead him/her to explore in ICT uses. Furthermore, teachers' educational background resulted in a negative attitude towards ICT that leads him/her to negligence to adapt and to equip ICT. Hence, results showed that teachers had self-motivation to adapt and equip ICT if he/she had availability and accessibility to ICT.

KEYWORDS: ICT, Integration, Teachers

SUBMISSION ID: R013-SURSUR-0145

Impact of information and Communication Technology Module in Grade 8: Basis for Intervention Scheme

Dake Martin Caimoy

Abstract

INTRODUCTION

Schools use a diverse set of Information and Communication Technology tools to communicate, create disseminate, store and manage information. It has also become integral to the teaching-learning interaction. The purpose of this study is to determine the impact of the existing modules in Information and Communication Technology in teaching and learning process.

METHODS

The data were analyzed using descriptive statistics utilizing a survey questionnaire technique. The responses were counted and tallied to determine the frequency of responses according to the different items in the questionnaire. The T-test was used to determine the significant difference in the assessment of the respondents on the proposed Action Plan in ICT.

RESULTS

Based on the results of the study, it reveals that the impact of the ICT module in Grade 8 Teachers as to learning content has a weighted mean of 3.13, 3.20 as to learning activities, and 3.23 as to learning materials with all having a descriptive interpretation of Mostly Evident. As to the issues and problems encountered by the ICT teachers in using the ICT module as to Learning Content, particularly on the contents are limited and sequentially arranged, outdated data and information to current needs, there is a restricted range of strategies to evaluate students' performance, there are inadequate learning activities to develop mastery of learning, the duration to complete the activities is insufficient, there is no variation of assessment, the use of internet access is limited, the availability of ICT resources is insufficient to meet the requirements of the teachers and there is unavailability of tools and materials.

DISCUSSIONS

The results demonstrate to develop an Action Plan in ICT with continuous monitoring in implementation to ensure that the strategies, time frame, resources needed and the expected outcome will materialize. It includes encouraging teachers to continuously attend related training's, Learning Action Cell (LAC) sessions, seminars, workshop on contextualization, localization/indigenization of curriculum and learning resource materials related or pertaining to ICT, collaborating with new and experienced teachers for sharing of ideas in preparing learning activities, encouraging the sharing of facilities with other nearby institutions of learning and by securing support from the Parents, Alumni Associations and from the Local Government Unit (LGU).

KEYWORDS: action plan, assessment, instructional module, intervention scheme

SUBMISSION ID: R04A-CAVTP-0381

**Impact of Information and Communications Technology (ICT) in
Technology and Livelihood Education (TLE) Performance of Grade 9
Students of Taal National High School (TNHS)**

Monaliza Razon, Department of Education - Taal National High School

Abstract

INTRODUCTION

ICT (Information and Communications Technology) CSS is one of the recent and up to date field of specialization in TLE with coordination of TESDA. Using computer laboratory aids students to be more updated and knowledgeable enough in terms of Information Technology and the latest inventions. It focuses on computer hardware and different competencies of Computer Systems Servicing NCII. In line with this, the researcher becomes interested in finding out the Impact of Information and Communication Technology (ICT) in Technology and Livelihood Education of Grade 9 students of Taal National High School (TNHS) and its influencing factors on students' achievement using computer-based instruction of teaching.

METHODS

The descriptive method of research was used by the researcher in this study. Grade 9 students were the respondents in the study and they will accomplish questionnaires to determine their profile and reactions toward the Impact of ICT (Information and Communications Technology) in TLE (Technology and Livelihood Education) performance in Taal National High School.

RESULTS

From the said research, the following conclusions were derived: Most students in Taal National High School were of their middle age, female, had low task assessment grade, 5000 and below in terms of economic status. The students perceived the impact of Information and Communications Technology (ICT) in TLE performance to a moderate extent in terms of skills and knowledge and a great extent in terms of attitude and behavior. There is a significant relationship between skills, knowledge and attitude and behavior in ICT.

DISCUSSIONS

An action plan designed by the researcher can enhance and improve the TLE performance of grade 9 students in Information and Communications Technology (ICT) in Taal National High School. Thus, it is recommended that: to be able to improve the TLE performance of the Grade 9 students: TLE faculty, heads and principal or administrators should evaluate and assess each student for the area of specialization in TLE and provide one day capability program or orientation for the incoming grade 9 students before choosing or selecting a specific course. School administrators, TLE head and faculty should provide workshops, pieces of training, seminars to enhance and improve the skills and knowledge in ICT

KEYWORDS: Computer Systems Servicing, Information and Communications Technology

SUBMISSION ID: R04A-BATANP-0650

Impact of Institutional Assessment to Academic Performance of TVL-Cookery Students

Maria Leonora Peje, NAIC NHS

Abstract

INTRODUCTION

The primary purpose of this research is to determine the impact of institutional assessment on the academic performance of Grade 11 students in Cookery.

METHODS

This study utilized descriptive design with the use of the sampling method known as the total enumeration of the population of grade 11 cookery students for the SY 2016-2017. Non-random sampling specifically total enumeration of Cookery students was utilized to select the respondents of this study. The identified sampling was made for the reason that it is the most suitable given the population. The students rating from their institutional assessment and their first quarterly grades in Cookery for SY 2016-2017 was gathered.

RESULTS

For the results of the institutional assessment, the computed mean is 14.45 with a standard deviation of 3.58. This means that the Cookery students are closely approaching mastery in terms of the required competencies. Also, their scores are dispersed 3.58 units from the mean. For the academic performance of the students on the Cookery subject for the first quarter, the computed mean is 83.43 with the standard deviation of 3.14. This means that the students are approaching proficiency in their Cookery subject. Also, their first quarterly grades in Cookery deviate 3.14 units from the mean. A Pearson r Correlation Coefficient of 0.76 was obtained. This means that there is a high positive correlation between the students rating during the institutional assessment and their academic performance in their Cookery subject. As the students rating during the institutional assessment increases, their academic performance in Cookery also increases and vice versa but not in all cases.

DISCUSSIONS

The Cookery students are closely approaching mastery in terms of the required competencies. Also, their scores are dispersed 3.58 units from the mean. The students are approaching proficiency in their Cookery subject. In addition, their first quarterly grades in Cookery deviate 3.14 units from the mean. There is a high positive correlation between the students rating during the institutional assessment and their academic performance in their Cookery subject.

KEYWORDS: Assessment of Grade 11 Cookery Students, Academic Performance in Cookery

SUBMISSION ID: R04A-CAVTP-0986

**Impact of internal and External Factors on the Lexical Development of
Senior High School Learners: The Case of Department of Education
CarSiGMA District**

Ma. Theresa Gabe, General Mariano Alvarez Technical High School

Abstract

INTRODUCTION

The researcher aimed for lexical development continuously searches for ways to enhance the vocabulary knowledge of the learners. This study was concerned primarily with the Impact of Internal (Home & Community) and External (School) Factors on the Lexical Development of Senior High School Learners: The Case of Department of Education CARSIGMA District.

METHODS

Multiple methods were applied, Descriptive Research Design and Multiple Linear Regression. Three hundred learners from three Senior High Schools responded to a set of the validated researcher-made survey questionnaire, served as the main data gathering instrument, it has three parts: the factors that affect the lexical development; semantic categories; and vocabulary knowledge of the learners. The data were treated using frequency, percentage and multiple linear regression.

RESULTS

Internal Factors: Family Support: Availability of Reading Materials at Home; Educational Technology; and Involvement in Social Organizations, and External Factors: Teacher and School Support; Availability of Reading Materials; Educational Technology; and Involvement in School Organizations, are factors that influence the learners' lexical development. Semantic Categories and Vocabulary all fell under the Beginning Level, therefore, learners needed further help and required extensive enhancement. The learners' over-all result of this study was devastating, it was shown that vocabulary enhancement processes that the learners have were not reliable. It needed further enhancement and needed immediate treatment.

DISCUSSIONS

The study showed that internal and external factors related to the lexical development of the learners made an impact on their lives. The home, family, community and the school support were the decisive factors in every learner's ride to the path of accomplishment, it gave a great contribution to the students' overall growth, they both assist the development of the learners' lexical knowledge as well as strengthening the backbone of every learner for them to face reality with wit and grace. Also, the internal and external factors have a great impact on lexical development in terms of semantic categories and their vocabulary knowledge. Likewise, it was further concluded that the respondents needed an intervention that will help develop the lexical capability of the learners. A Lexical Development Module is deemed necessary. The utilization of the module will assist the learners' lexical enhancement and will also assist the teachers.

KEYWORDS: Impact, Internal and External Factors, Learners, Lexical Development, Semantic Categories, Vocabulary

SUBMISSION ID: R04A-CAVTP-0837

Impact of KPOP Craze in the Study of Student-Fanatics of Payapa Elementary School

Sophia Marie Legaspi, Payapa Elementary School
(Adviser: Analyn Torres)

Abstract

INTRODUCTION

KPOP or Korean Pop is a genre of music that has been invading the Philippine scene for more than a decade now and through the years, it gets more and more popular targeting, not just teens or adults but a huge percentage is coming from the individuals who are in the schooling age.

METHODS

This is descriptive research that aims to instill a way of living to the daily school activities of the student-fanatics of Payapa Elementary School that they can still do their KPOP fans activities without them being a bunch of hindrances to their study. The respondents of the study are pupils at Payapa Elementary School who are confessed KPOP fans.

RESULTS

It was taken down that 82 percent of the interviewed are honor students and the rest are average learners. All of them learned KPOP through their peers and the internet. They have been fans for more than two years but less than five years. 36 percent of them are not supported by their parents but they are not tasked to stop their KPOP activities as long as they do not neglect their studies. Only 27 percent considered that KPOP has harmed their studies while the remaining percentage stated that their English improved as the songs, they listened to are always translated using English subtitles. Memorizing lyrics that are difficult to pronounce is also an activity that they find easy. Most of them stated that they want to be like their idols not just on how they look but because of their talents. They manage their time in a way that they study and do their KPOP activities afterward, one of them said that if it is a school day then no KPOP but weekends are for KPOP. They said that they became more friendly especially with the people who share the same love for KPOP.

DISCUSSIONS

KPOP has some good and bad impacts on the students but when guided with parents and with discipline, they can become responsible students and KPOP fans. It is an outlet for them when they having difficulty over some things or the typical young adult problems. KPOP activities are good but not KPOP addiction. Parents can use KPOP as reward to their kids if they do well in school.

KEYWORDS: KPOP, fanatic, study

SUBMISSION ID: R04A-BATANP-0271

Impact of Learning Action Cell to School Performance

Raquel Bernabe

Abstract

INTRODUCTION

This study was conducted to determine the Impact of Learning Action Cell (LAC) in the school performance of the selected school in the City Schools Division of Dasmariñas Department of Education. The results of the study would help teachers and administrators to assess the performance of school using Learning Action Cell for teacher's development on enhancing the performance of the school and rationalize the planning for activities and program.

METHODS

This study utilized the descriptive method of research which involves the use of a questionnaire to gather the needed data in the study.

RESULTS

The salient findings of the study on the use of Learning Action Cell as a school teacher development mechanism is substantially effective in raising the school performance of the selected school in the City Schools Division of Dasmariñas.

DISCUSSIONS

Based on the personal, direct observation and unstructured interview among teacher respondents who attended in LAC sessions, there was an observable increase in the level of school performance in their respective schools. Also, based on the achievement test results the selected school respondent's performance is Below standard before this study was conducted, and after conducting the Learning Action Cell system in their school the performance of the selected school leveled up to standard. There is a significant relationship between the use of LAC sessions and school performance as indicated in the computed t-value of .90 which is highly significant at .02.

KEYWORDS: Education

SUBMISSION ID: R04A-DASMAR-0001

**Impact of Malnutrition on the Academic Performance of Selected Grade
1-6 Pupils: Basis for Effective Feeding Program**

Abegail Mauhay, Department of Education

Abstract

INTRODUCTION

This action research entitled Impact of Malnutrition on the Academic Performance of Selected Grade 1-6 Pupils: Basis for Effective feeding Program is an attempt to determine the best practices being utilized by the teachers. This implies that in their hands lies the future of the country. Unfortunately, many people question the veracity of the said maxim due to the different problems and issues that greatly hamper children's growth and development like how academic performance and poor nutrition.

METHODS

This action research aims to determine the impact of malnutrition on the academic performance of selected Grade I-VI pupils. The respondents of the study are the selected pupils who are identified as malnourished based on the following criteria: a. they are identified as severely wasted and wasted on nutritional status, b. they manifest low performing skills during class discussion. The data gathering tool to be used is a questionnaire. Observation form was designed to collect data to document adequacy, availability and resources and facilities for the provision of adequate nutrition, the health status of children, frequency of school attendance and children performance. The interview schedule is designed for parents and children to give insight information that may not have covered by questionnaires.

RESULTS

The following findings that gave light to this study are the assessment of the teachers on the effect of malnutrition in the academic performance and the strategies needed to minimize the harmful effects of malnutrition on the academic performance of the target respondents. In the first finding, most of the respondents answered that malnutrition mostly affects the understanding of the lessons presented in the class. In the strategies needed for the study, they have chosen to do the Intensity School Feeding Program.

DISCUSSIONS

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KEYWORDS: adequacy, questionnaires, insights

SUBMISSION ID: R04A-BATANP-1748

Impact of Mobile Phones on Academic Performance of Grade VI Pupils

Rocely Arguelles, Francisco De Castro Elementary School

Abstract

INTRODUCTION

A mobile phone is a wireless handheld device that allows users to make and receive calls and to send text messages, among other features. The earliest generation of mobile phones could only make and receive calls. A mobile phone may also be known as a cellular phone or simply a cell phone. The presence of cell phones presents both opportunities and challenges for today's students. This study was carried out to find out the impact of mobile phones on pupils' academic achievement whether can it be a helpful academic tool, or a hurtful academic disruption on the pupils.

METHODS

The descriptive survey research design was used. This study carried out in Francisco De Castro Elementary School. The population of the study was made up of 60 grade 6 pupils that are 20% of the total population of 300. A self-structured questionnaire was used to gather information from the respondents. The questionnaire is a close-ended one, whereby respondents were only allowed to choose their answers from the boxes provided. The researcher used Percentage, Mean, Standard Deviation, Correlation, and Chi-Square.

RESULTS

This study showed that the majority of the respondents were male which is 33 (55%) while 27 (45%) were female. 40 respondents were between 10-12years, 19 between 13-15 years while just 1 was between 16-18 years. Then, 42 (70%) respondents make use of their phones frequently while 18 (30%) did not. Consequently, the pupils' academic achievement got an average mean of 84.02 that fall on the Satisfactory level which is 80-84 percent. The researcher found out that the pupils' academic achievement and use of a mobile phone for academic purposes like doing their assignments and research was significantly related. However, there is no significant relationship between the usage of mobile phones for academic purpose and other activities such as face booking, gaming, and browsing. Therefore, Mobile phones can be academic useful but with limitations and with parents' guidance.

DISCUSSIONS

It was then recommended that pupils can use mobile phones at the school but must be continuously informed on the positive and negative effects of their usage and of the problems deriving from the over-dependency and unregulated use of their mobile phones. Similarly, Schools may have policies to restrict cell phone use at school and should consider integrating mobile devices into lesson plans.

KEYWORDS: mobile phone, continuously, restrict

SUBMISSION ID: R04A-CAVTP-1709

Impact of Monthly Fairy Tale Presentation of Parents, Teachers and Learners to the Reading Comprehension of Gulang-gulang Elementary School Learners: Basis for the Development of intervention Material

Melanie Zabala, RAP

Abstract

INTRODUCTION

In this changing world, reading is one of how one gets information to be in tune with the rapid changes in education. Reading comprehension skills are the complicated factors in reading development of the learners. When monitoring teachers in teaching Reading, the researcher observes lots of difficulties on part of the teachers teaching reading due to poor comprehension of the learners.

METHODS

This study employed non-equivalence pre-test and posttest quasi-experimental design. Early Grade Reading Assessment tool was used for Primary Learners at the beginning and ending of classes for three consecutive years from S.Y. 2016-2019 to monitor the impact of monthly fairy tale presentation by parents, teachers and learners and intervention material used for struggling readers. It was conducted every month to motivate learners for love of reading and developed their imaginative minds to comprehend from the stories they read. The intervention material was consisted of researcher made stories and evaluated by the master teachers of Gulang-gulang Elementary School and validated to the group of learners from the previous group of struggling readers to address their needs in reading. The study demonstrated authenticity and inventiveness that adopting new ideas makes it holistic research. It was limited to the Primary Learners enrolled from S.Y. 2016-2019 with the respondents from Gulang-gulang Elementary School.

RESULTS

The result of T-Test revealed that there was no significant difference of first grade of School Year 2016-2019 with the t-value of 1.95. For second and third grade, the result revealed that there was a significant difference with t-values of 2.60 and 3.95 at 0.05 level. The results had a critical value of 2.776 which indicated the significant difference for the three consecutive years. Therefore, fairy tale presentation of parents, teachers and learners and intervention material had a great impact to the reading comprehension of learners.

DISCUSSIONS

The impact of the fairy tale presentation of parents, teachers and learners had great impact to the reading comprehension of learners for three years most specifically to the second and third graders. Struggling Learners as revealed in the study, needs a specific intervention material to developed their comprehension skills. Thus, this study served as a breakthrough to motivate the learners for love of reading and to improve the comprehension skills using the reading intervention materials for primary learners.

KEYWORDS: struggling fairy tale intervention comprehension assessment

SUBMISSION ID: R04A-LUCENA-0019

**Impact of Multimedia Tools in the Academic Performance of Grade 9
Students Academic Year 2017-2018**

Jane Ann Ramos, Joane Alcantara, & Mary Grace Matienzo, Department of
Education

Abstract

INTRODUCTION

Banyaga National High School is situated in an area where in the Internet Access and Communication Signal are very weak hence the use of instructional materials especially the use of multimedia-based teaching has a great impact on students' academic performance, which requires computer skills and technological groundwork of the school that must pave way in the improvement of the present opportunities for multi-media usage. Thus, enabling the students to be integrated into the learning process through the different multimedia tools are a great challenge.

METHODS

A descriptive method of research was used in the study. A survey questionnaire served as an instrument in gathering the data. The statistical treatment applied by the researchers was weighted mean and frequency. These were used to find out the most effective multimedia tools and its impact to academic performance on Grade 9 students in Banyaga National High School.

RESULTS

It was found out that using computers or laptops (slide decks), LED Television, and video and audio (documentaries) were found to be most commonly used multimedia instruction. It also found out that students' attitude and participation in the lesson increased their motivation throughout the learning process using multimedia-based instructions.

DISCUSSIONS

The results suggest that the use of multimedia tools aroused interest and uplift the student motivation and participation. Nevertheless, the research serves as a guiding principle in developing resiliency among JHS teachers in making or preparing their instructional materials and technique through multimedia. Evaluation of the multimedia tools must also be inculcated to found out its impact and effectively.

KEYWORDS: multi-media, innovation, resiliency, technological groundwork

SUBMISSION ID: R04A-BATANP-0465/ R04A-BATANP-1526

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KEYWORDS: multi-media, innovation, resiliency, technological groundwork

SUBMISSION ID: R04A-BATANP-0465/ R04A-BATANP-1526

**Impact of Oral Communication to Communicative Competence of
Gulod Senior High School Students: Basis for Implementation of Mock
Interview**

Brenda R. Garcia & Henri Anton A. Panopio, Gulod Senior High School

Abstract

INTRODUCTION

This study aimed to assess the impact of oral communication on the communicative competence of Gulod Senior High School students with the end-view of proposing guidelines on mock interview as part of guidance career activity. The different problems met by respondents and their extent of exposure to communication activities were also covered.

METHODS

The descriptive method of research was used in this study with the researcher-constructed questionnaire as the main tool. Six language teachers and 160 Grade 11 students selected through random sampling. Statistical tools used were frequency and weighted mean.

RESULTS

Findings showed that students lack the necessary communicative skills for work and did not have adequate exposure to communication activities. Study further revealed that lack on ample vocabulary, lack of ideas and stage fright were the common problems met by students which were contributory to undeveloped communication skills. From this, a proposed guideline on mock interview is designed to be part of the career guidance activity of the school.

DISCUSSIONS

The results of the study suggest that teachers plan appropriate activities that will develop and enhance the communicative competence of their TVL students in preparation for their lifelong learning, as tech-voc graduates may have the option to work after Grade 12 or pursue higher education. Either way, communication skills are expected to be developed among these learners, especially TVL students, most often than not, were not expected to perform well regarding communication using the English language.

KEYWORDS: oral communication, communicative competence, mock interview

SUBMISSION ID: R04A-BATANC-0348

**Impact of Pagcor School Feeding Program in Selected Schools in the
Municipalities of Alfonso and Indang, Cavite**

Petronia Dilag

Abstract

INTRODUCTION

This study aimed to determine the impact of PHILIPPINE GAME AND AMUSEMENT CORPORATION (PAGCOR) school feeding program in the selected schools in the municipalities of Alfonso and Indang, Cavite for the school year 2015-2016.

METHODS

The researcher employed the following secondary data in gathering the total population of 120 intermediate pupils as the subjects from the selected schools in the Municipality of Alfonso and Indang, Cavite. These schools with the greatest number of severely wasted and wasted pupils were: Kaytitinga Elementary School, Marahan Elementary School, in Alfonso and Buna Elementary School, Kayquit Elementary School located in Indang, Cavite. It ran from October 2015 to March 2016.

RESULTS

PAGCOR school feeding program aimed to restore at least 70% of beneficiary's nutritional status to improve academic performance and to improve class attendance by 85%-100%.

DISCUSSIONS

Throughout the study, the researcher found that the PAGCOR School Feeding Program has an impact on the academic performance, nutritional status and class attendance.

KEYWORDS: PAGCOR, School Based Feeding Program, Wasted and Severely Wasted

SUBMISSION ID: R04A-CAVITP-0169

**Impact of Pantawid Pamilyang Pilipino Program on School Attendance,
Health and Nutrition**

Ruth Pelota, YES-O

Abstract

INTRODUCTION

The main objective was to determine the Impact of 4Ps on the school attendance, health and nutrition. The respondents of the study were the student-beneficiaries of 4Ps from Cluster A2 of the Division of Calamba City for the academic year 2016-2017. The interview method and questionnaire were utilized in the study.

METHODS

Qualitative and Quantitative methods

RESULTS

The Philippine 4Ps program is successful in meeting one of its objectives- investing in human capital through good health, education and nutrition through the program's cash grant and health care commitments.

DISCUSSIONS

The main objective of the study is to determine the Impact of 4Ps on students' school attendance, health, and nutrition.

KEYWORDS: Impact, 4Ps, health, nutrition, school attendance

SUBMISSION ID: R04A-CALAMB-0411

Impact of Parental Involvement in the Academic Achievement of Grade 3 Pupils in San Pablo Central School

Perlyn Dionglay, San Pablo Central School

Abstract

INTRODUCTION

Parents, teachers, pupils, and others view one another as partners in education, a caring community forms around the pupils and pupils' behavior, attitude toward school, attendance in classes and consequently, their academic achievement will greatly improve. That is to say, schools will come to be "family-like schools" and homes or families will be "school-like families," to use the words of Epstein. Parents are the most prominent figure in the lives of the children. They are the children's first teachers and they serve as role models. Nowadays being involved in the school activities of the children is a must, especially at the primary level from which the basic learning happens.

METHODS

Descriptive method was used to determine the respondents' perceptions about their parental involvement, mean and standard deviation were used on a five-point rating scale, analysis of variance (ANOVA) this determined if there was a significant difference between the pupils' grades in the first and second quarter under each type of parent involvement using the F-test. This investigation involved Grade 3 students the population comprised a total of 562 grade 3 pupils from 15 sections in San Pablo Central School.

RESULTS

Based on the findings of this study, the context of the home and school environment of the pupil respondents, the more actively parents contribute to the diverse features of their children's schooling, whether it be as parenting, communicating, learning at home, decision making and volunteering type of parental involvement, the positive impact on the pupils' academic performance, attitude and behavior can always be expected and is significant regardless of the socio-economic status and educational attainment of the parents. The greater the parental involvement, the higher the academic achievement of the pupils.

DISCUSSIONS

This research identifies the different cases of parental involvement using the different approaches that can make or break our learners. The five (5) type of parental involvement which yielded the most significant impact on the grades of the pupil participants. In school, teachers can detect and predict who among her/his pupils have parents who always demonstrate concern for their children's behavioral and academic performance, and attitude inside the classroom, however independent variable in this study is parent involvement while the dependent variable is the academic achievement of grade 3 pupils.

KEYWORDS: parenting, impact, achievement, involvement, pupils

SUBMISSION ID: R04A-SANPAB-0091

Impact of Parental Involvement on the Learning Development of Senior High School Students

Dave Gallardo, Edgielin Ramos, & Leandro Matociños, San Jose - Litex Senior High School

Abstract

INTRODUCTION

As stated by Anna Liza C. Sabado SST II of Baruya National High School, today's education is beyond just mere grasping of information but most especially, transforming and applying such data into meaningful life experiences. It is only through practical applications of the things learned that there can be truly meaningful teaching and learning process. A tri-partite partnership is now suggested to fully develop a student's character and skills for a learner's holistic development. Since it is a challenge in this generation to adjust from the advent of the K12 program, parental support is merely necessary to overcome learning uncertainties.

METHODS

A descriptive-correlational research design was used, to gather relevant data and necessary information, a survey was conducted among senior high students in San Jose - Litex Senior High School to measure randomly the involvement of their parents in their studying habits and school involvement. To test the significant difference in their studying habits and their parents' school involvement based on the learners' track, ANOVA was employed.

RESULTS

Based on the outcome of this study on the involvement of parents on the learners studying habits, it was resulted that "my parents provide the needed learning materials to my studies (school supplies)" has the highest mean compared to "my parents monitor and check my homework to be accomplished" with the lowest parental involvement. On the part of Parents school involvement, it was seen that most parents "receive personally the report card of their child" has the highest mean, while "participation in school activities like Brigada Eskwela, etc." gained the lowest parental involvement. Based on the result, there is no significant difference in the involvement of parents on the learners studying habits and parents school involvement when grouped according to the strand, which means that all strands studied, has the same level of parental involvement regardless of the strand where the student belongs.

DISCUSSIONS

From the result of this study, a Teacher-Parent Counseling Program is now suggested to address the role of parents in the learning development of their child. From this program, a strong partnership is needed to continually promote how significant the role of Parents in the holistic development of their child.

KEYWORDS: Parental Involvement, Study Habits, Parent School Participation

SUBMISSION ID: R04A-RIZALP-0368

Impact of Parents' Involvement to Learner's Academic Performance

Ma. Belinda Borbor, Department of Education

Abstract

INTRODUCTION

Several researchers have revealed the lowering percentage of the parents' involvement in school. The same scenario was found out in Tabiguian Elementary School. Every time there is a General PTA meeting and other school activities, attendance shows that only 30% which is seventy (70) of the two hundred thirty-two (232) total of parents only came to attend to. This prompted the researcher to conduct a study on the level of involvement of parents in school activities.

METHODS

The attendance of the parents was secured in every activity that the school was conducted. Pictures were taken and to determine the factors affecting their involvement, the survey questionnaires were distributed and were retrieved by the researcher. To correlate the involvement of parents to the performance of pupils, the MPS per grade level was also considered.

RESULTS

In order to address the problem of the school on the lowering participation of parents to the involvement of their children, the researcher conducted Search for Model Parent and some activity motivation during General PTA Meetings which was included in this study despite the findings that there is no significant relationship between the mean percentage level and the level of parents' involvement. Based on the result it implies that parental involvement is not a factor in improving the academic performance of the pupils.

DISCUSSIONS

The researcher after gathering data and getting the results recommended that there should be a motivation for parents to sustain the strong involvement to the education of their children. The communication and strong rapport with parents should be strongly established knowing the fact that they have a crucial role in their child's education.

KEYWORDS: Impact, involvement, academic performance

SUBMISSION ID: R005-TABACO-0055

Impact of Parents' Training and Involvement in the School-Based Reading Program

Francisca Aguilera, San Guillermo Elementary School, Department of Education -
Lipa City

Abstract

INTRODUCTION

It is a fact that Reading is vital in the learning ability of the pupils. This macro-skill enables learners to acquire knowledge to expect higher academic performance. Teachers attributed their non-achievement of last year's repeaters to their lacking ability in reading. This fact gave the idea that the reading ability of learners has a wide and deep impact on their learning proficiency. This prompted the San Guillermo Elementary School to implement intervention projects in reading. One of them is a program that involved the learners' companions at home. The school believed that reading activities at home would create a supportive ambiance as they undergo activities after schooling.

METHODS

As the school implements the project, a case study was conducted. The researcher utilized interviews, document analyses, observations and reading assessments to gather the information needed. SDO Lipa City provided a reading assessment for Grade 1 pupils which became the teachers' basis in developing the intervention project. During the implementation of the program, parents and guardians of Grade 1 pupils underwent trainings in basic teaching reading for them to apply at home with their children. Reading selections were given to be signed by the parents when their children have read the materials. After two months, pupils were assessed using the same reading assessment provided by the division.

RESULTS

The case study found out that 15 grade 1 pupils are non-readers. These pupils served as the clients of the project. Parents of the non-readers showed a willingness to participate in the project. The commitment was ensured during the meeting. Grade 1 teachers trained the parents on how to teach phonemic awareness among their children. Teachers demonstrated the teaching process as the parents observe them. Parents had problems with producing the correct sound of each letter, instructional materials, reading materials and schedule of work. After the project, 10 pupils were able to recognize letters and produce their sounds.

DISCUSSIONS

Grade 1 pupils, as emergent readers, needed assistance of their teachers, parents and guardians as more knowledgeable others in reading. More so, participation of parents in the project has a great impact in the reading performance of the pupils. Teachers provided follow-up training sessions and lent their instructional and reading materials to the parents. Finally, the project was successful as indicated by the number of pupils who improved with their reading skills.

KEYWORDS: parent involvement, reading program

SUBMISSION ID: R04A-LIPAC1-0084

Impact of Parents' Volunteerism in Brigada Eskwela for School Improvement in the District of Pililla

Maricel Policarpio, Pililla Elementary School Central

Abstract

INTRODUCTION

Having a comprehensive approach to partnerships between schools, families, and communities allows schools to build on their strengths.

METHODS

Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist.

RESULTS

The study concluded the similarity and disparity in their perceptions.

DISCUSSIONS

The study recommended that educators may consider these differences if parent involvement is to be utilized.

KEYWORDS: Brigada Eskwela, Parents' Volunteerism, Unity and Cooperation, Strategic Partnership, Transparency

SUBMISSION ID: R04A-RIZALP-0080

Impact of Phonetic Approach as Reading Remedial to Non-Reader in Grade 1 at Jose Zabarte Elementary School

Maribeth Pesigan

Abstract

INTRODUCTION

The purpose of this action research is to determine the impact of the phonetic approach as reading remedial to non-reader in Grade I at Jose Zabarte Elementary School. Grade One pupils were observed and based on the observation, it was recorded that most of the pupils have difficulty in reading and the teacher felt enormous problems and dilemmas to give intervention. The researcher considered it necessary to study the Impact of phonetic approach as reading remedial to non-reader in Grade One. This research study seeks to conduct Remedial Reading to Non-reader pupils of Grade I at Jose Zabarte Elementary School using the phonetic approach. The phonetic approach is where children learn the sound of certain letters, and when they see those letters in combination, they learn to blend those letters and this forms a word. As they become comfortable forming that word, they learn to think about its meaning and so decoding leads to thought or real meaning.

METHODS

A mixed method design was utilized in this study in which both qualitative and quantitative research design was used. District Pre-Oral Reading Assessment and Post Reading Assessment was employed to determine the number of Non-Reader pupils of Grade 1 and the impact of the Phonetic approach in teaching them how to read. Reading Assessment and questionnaires were used to validate the results.

RESULTS

Many pupils of Grade One at Jose Zabarte are willing to attend and participate in the reading classes to help pupils reading problems by using a phonetic approach. The teachers apply this phonetic approach to their students to decrease the number of non-reader at Jose Zabarte Elementary School and more modifications depending on the needs of the individual pupil.

DISCUSSIONS

Research strongly and consistently supports the importance of phonics in reading success. The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or, in phonics terms, blending the sound-spelling patterns. Since it focuses on the spoken and written units within words, phonics is a sub lexical approach and, as a result, is often contrasted with the whole language, a word-level-up philosophy for teaching reading.

KEYWORDS: phonetic, language, remedial, phonics

SUBMISSION ID: R04A-BATANP-2034

Impact of project a BUS (Action to Better Understand Subtraction) to the Performance of Grade-Two Sampaguita in Subtraction with Regrouping

Donabel Felonia, Department of Education - San Juan East

Abstract

INTRODUCTION

Helping children develop number sense as adding and subtracting is recognized as an important goal in Mathematics education as stated on p.5 of the Mathematics Curriculum Guide (Brief Course Description of the subject). Recognizing that subtraction with regrouping is an important piece of Mathematics, how pupils represent their thinking and skills about this will serve as a window for teachers to see how these children can adapt to their environment. Developing this early Math skills will allow pupils to see how they shall deal with real life.

However, based on the result of Summative and Second Periodic tests administered to three (3) sections in Grade One, only 3 out of 29 pupils or 10.34 % of Grade Two-Sampaguita develop the skills in subtracting numbers with regrouping. Thus, it is a necessity that teachers provide opportunities for children to process their thinking on the identified area in a systematic manner in multiple ways. It is in this light that the researcher adheres to develop the program A BUS (Action to Better Understand Subtraction)

METHODS

The researcher used the descriptive and quantitative method of gathering data. Descriptive method because the instructional supervision result which is one kind of the descriptive method was used as the basis of the study and quantitative because the outcome of the Summative result in Subtraction with Regrouping administered to all sections in Grade Two was utilized. The results were then analyzed and interpreted, with the finding that Grade-Two-Sampaguita as the subject of the study having the lowest result. Shadow observation on how the pupils respond to different activities was also utilized.

RESULTS

Analyzing the results yielded a statistically significant improvement. After the implementation of the project, A BUS (Action to Better Understand Subtraction) to Grade Two-Sampaguita who was at the start of the study was Grade One-Dahlia got 75.86% from 10.34% gaining an increase of 65.51%. The researcher credited the significant increase to the intense application of the strategy Drag and Line Up Icons where the pupils, themselves manipulate the computer to answer exercises on Subtraction with regrouping.

DISCUSSIONS

The results encapsulate that technology plays a vital role to develop the skills in subtraction with regrouping. The study also necessitates the application of blended learning (a mixture of classroom sessions and online materials) when rote learning strategy does not work effectively.

KEYWORDS: encapsulate, vital

SUBMISSION ID: R04A-BATANP-1616

**Impact of Project Gardner in Improving the Academic Performance of
Grade 7 to 10 Students of Liwayway National High School in
Mathematics**

Aris Barrago, Liwayway National High School

Abstract

INTRODUCTION

This action research was derived from a Continuous Improvement Program of LNHS (Liwayway National High School) in Mauban, Quezon. A total of 187 out of 375 (50%) students of LNHS were diagnosed with low academic performance in Mathematics for the School Year 2017-2018. The researcher aimed to look into the impact of Project GARDNER (Generating Academic Recreation on Diversified Nature through Exemplified Resources for Students) in decreasing the number of students with low academic performance. The use of Multiple Intelligences in teaching mathematics is very timely since this is an applicable approach to diverse learners.

METHODS

Both the descriptive-quantitative and descriptive-qualitative methods were used in the conduct of this research. Purposive sampling was used to identify the 187 respondents- those with low academic performance in Mathematics from the First Grading and Second Grading Period of the School Year 2017-2018. An MI inventory was utilized and was matched with different teaching strategies using Multiple Intelligences. After the implementation of Project Gardner, students' final grades in Mathematics were compared to the previous data.

RESULTS

The study found that Project GARDNER helped improve the performance of Grade 7 to 10 students of Liwayway National High with a 65% (from 187 to 122) decrease in the number of students with low academic performance in Mathematics. This result further revealed that using multiple intelligence as an instructional strategy could improve the academic performance of the learners in Mathematics. It is also interpreted that the use of multiple intelligence as an instructional strategy is more effective than the traditional method of teaching.

DISCUSSIONS

One of the significant findings of this study is that Multiple Intelligences can be integrated into teaching Mathematics and can help improve students' performance. Through the use of the MI inventory the teacher can be guided on the different activities fitted to the students, thus, made learning Mathematics fun and engaging. Likewise, other studies inside and outside the country revealed that the Multiple Intelligence approach enhances the students' performance by having a significant difference in the pre-test and post-test scores in Mathematics.

KEYWORDS: Multiple Intelligence, Project GARDNER

SUBMISSION ID: R04A-QUEZON-0234

Impact of Project Phonics on the Reading Skills of Selected Grade II Pupils of Daniw Elementary School

Annajane Aquino & Jocelyn Ricon

Abstract

INTRODUCTION

Phonics is a second area that reading is built upon. Phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling (National Reading Panel, 2001). The development of phonics skills among learners is a means of leading them to speak and comprehend more intelligently and more efficiently. This form of instruction in primary grade level plays a significant role in helping the student to develop their reading skills and it is important that teachers deliver effective phonics instruction in their classrooms. It is important that primary graders develop a proper foundation in phonics that will help them as their reading and writing skills continue to grow. In line with this PROJECT PHONICS was initiated to address the needs in dealing with the current situation that had been existing in the school. This project is an intervention to improve reading skills through phonics instruction in the primary grade level.

METHODS

The researchers used the quantitative method. The data were collected using observation, questionnaire and giving tests that include pre-test and post-test. This research used report-based data to identify trends in the improvement of the pupils. The researchers utilized data from Phil IRI reports and activity sheets. Also, the researchers interviewed the teacher of the respondents to identify their profiles in terms of health condition, economic status, and parent support system.

RESULTS

The researchers found out that the implementation of Project Phonics has successfully improved the pupil's reading level from Non- reader, and Frustration in the pre-test to Frustration and Instructional in the post-test. After conducting the tests, the pupil's percentage score had increased. Phonics instruction strategies were able to improve the reading skills of Grade II pupils. The indicator of the improvement was the level of reading skills of pupil's increases. Before conducting the research, they were not able to give the sounds of each letter in the alphabet that made it difficult for the teaching-learning process to achieve its mastery.

DISCUSSIONS

The result needs an Institutionalized Project Phonics as a legitimate intervention for pupils with reading difficulties through making it a part of the regular class schedule, considering it an official load of the teacher, and including it in the budgetary requirements of the school.

KEYWORDS: foundation, implementation, intervention,

SUBMISSION ID: R04A-LAGUNA-0098

**Impact of Project RETEACH to Non- Readers and Struggling Readers
among Grade Two Pupils at San Ignacio Elementary School**

Lorenza Calingasan, Department of Education - Rosario West

Abstract

INTRODUCTION

Based on the pretest result of Phil IRI and School Literacy Assessment conducted to Grade Two pupils last June 2017, 7 were identified non-readers and 4 struggling readers. The researcher aims to lessen the number of non- readers and struggling readers in Grade Two at San Ignacio Elementary School, so she decided to conduct action research on the impact of Project RETEACH which stands for Reading Enhancement Towards Excellence Among Children.

METHODS

A Descriptive Qualitative Method was used by the researcher following the Input, Process and Output design. The Input includes identifying non- readers and struggling readers from Grade Two using Phil IRI and SLA as well as preparing the proposed reading intervention materials. The Process contains the implementation of the Project RETEACH, where thorough reading interventions are conducted to the respondents. The Output includes the post-assessment using Phil IRI and SLA.

RESULTS

The Project RETEACH did help in reducing the number of struggling readers and non-readers as revealed by the Post-test results, where only 2 remained struggling readers and one non- reader. The 8 respondents which are 73% improved their reading level, 4 shifted to average readers while 4 to slow readers. They performed differently before and after the implementation of this project. This was possible due to the rigid conduct of reading interventions to the 11 respondents after classes, close monitoring and follow up at home. The remaining 3 respondents need more attention and interventions to improve later.

DISCUSSIONS

The results signify that rigid teaching of reading using suited strategies and approaches helped teachers to make their pupils total readers. This project RETEACH applies to other pupils needing the same interventions. Teachers should find all ways and means to make their pupils learn how to read.

KEYWORDS: struggling readers, nonreaders, impact, remedial instructions, intervention

SUBMISSION ID: R04A-BATANP-1416

Impact of Project Times (Teaching Immensely Multiplication: Empowering Students) to the Performance in Multiplication of Grade Three Students at San Juan West District

Ellienor Pena, Department of Education

Abstract

INTRODUCTION

This study was conducted to determine the impact of Project TIMES (Teaching Immensely Multiplication: Empowering Students) to the Performance in Multiplication of Grade Three students. This research provides Grade Three teachers of San Juan West District with an idea of the most effective way of practicing multiplication facts for students. Various instructional methods and techniques were considered including in classroom instruction and computer-assisted instruction to improve automaticity in the Grade Three students.

METHODS

The researcher used the descriptive and quantitative method of gathering data. Descriptive method because the instructional supervision result was used as the basis of the study and quantitative because of the outcome of the Pretest results in Grade Three were used. The results were then analyzed and interpreted.

RESULTS

The Pretest results administered to all Grade levels of San Juan West District reveals that Grade Three performs the least in terms of multiplication. The researcher used games, songs, chants, manipulative activities, and technology in response to direct and repetitive teaching strategies while direct and repetitive teaching was directed into the routine schedule as before the class starts, during lunch break and before the class ends. Finally, the researcher treats the pupil's refusal to master the Table of Multiplication with an accomplished signature card to monitor the pupil's sustainability to master the table of multiplication even at home. Their parent's signature authenticates the reliability of the pupil's pronouncement that even at home, they practice the skill. Home visitation is also a significant contributor to the last factor for it boosts parents support their children's progress. Their awareness that teachers are dedicated to monitoring their guidance to their children benefited all the struggling math pupils. This shows that this research did have a positive effect on the acquisition of multiplication facts for the Grade Three students of San Juan West District.

DISCUSSIONS

From the data gathered, tested and carefully examined and analyzed the researcher concludes that project TIMES is effective on Grade Three - students and has a positive and remarkable impact on the grade mentioned above on the time that the study was conducted. This is supported by the 61% increase in the Posttest Result after its implementation. The researcher recommends that this study be the basis of other interventions for the same purpose.

KEYWORDS: impact, multiplication, instructional supervision, Pretest

SUBMISSION ID: R04A-BATANP-1101

Impact of QuickTest drill in Teaching Permutation

Maricel Jimenez, CNHS

Abstract

INTRODUCTION

This study aims to investigate the impact of QuickTest drills in teaching Permutation. Permutation requires reading comprehension and math skills. In the current situation, when a teacher asks a student to read a word problem, the child will be able to read the problem but will not be able to understand what they have read. It's an additional undertaking for the teacher to explain the problem in English, then explain it in Filipino and then discuss how to go through the solution. As a teacher, it is only prudent that teachers will find ways on how to improve their students' performance.

METHODS

Two groups of students were selected as the Experimental group and Control group. Each group has 25 respondents. A Pre-test was administered to both groups before teaching the topic Permutation. The experimental group was exposed to answering a five minute 5-item QuickTest drill daily before the beginning of the lesson proper. The control group was given the conventional method of teaching. The post-test was administered to both groups after the intervention.

RESULTS

T-test for Dependent means has shown that there is a significant difference between the pretest and posttest of the experimental group. This implies that the use of QuickTest is an effective tool in teaching Permutation. T-test for Dependent means has shown that there is a significant difference between the pretest and posttest of the control group. The results imply that the use of the traditional method is also effective. T-test for Independent means shows that there is no significant difference between the pretest results of the experimental and control group. This implies that the two groups are equal in their performance at the beginning of the experiment. T-test for Independent means shows that there is no significant difference between the post-test results of the experimental and control groups. This implies that their performance in the test is not that far from the other.

DISCUSSIONS

The result of the T-test for Independent means between the post-tests of both groups has shown that the performance is not that much different despite the treatment. QuickTest drill can still be considered an effective teaching tool, though, it is not the only factor to be considered in enhancing the learning of the students using experimental and controlled treatment. The same research process must be conducted by other subject areas to increase the level of mastery of the students and to prove the effectiveness of the QuickTest drill.

KEYWORDS: Quicktest, impact of drills, teaching

SUBMISSION ID: R04A-CAVTP-0070

Impact of Remedial Reading Program to Improve the Reading Ability of Identified Readers at Risks in Grade IV of Balite II Elementary School District of Silang S.Y. 2018-2019

Genita Galang, Ma Teresa Tolentino, & Marisol Oliveros, Department of Education

Abstract

INTRODUCTION

Remedial Teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. (www.Sunderjisinstitutions.com). This study will focus on the Grade IV pupils who are readers at risk based on the assessment of pre-test Phil IRI. We decided to make a way and think of strategies that fit into these needs. We came out of going back to the basics.

METHODS

The target subjects for this study are the Grade IV identified readers at risk of Balite II Elementary School for the academic year 2018-2019. Data and information that will be needed in the research will primarily come to results of the different activities that the researchers will use in the target population being address in the research.

RESULTS

Based on the result of the Phil-Iri post-test it clearly shows that if there is a significant difference between the post-tests over the pre-test. Impact of the remedial reading program to improve the reading ability of identified readers.

DISCUSSIONS

The Reading Remediation program improved the reading ability of the identified pupils of Grade IV having difficulties in reading. Through this program, pupils undergo a series of tests and reviews to be a good reader.

KEYWORDS: Remedial Reading Program to improve reading ability

SUBMISSION ID: R04A-REGOFF-0003

Impact of SAGIP Program (Sama-Samang PaGandahin at Ingatan ating Paaralan) in the Performance of Mabuhay Homes 2000 Elementary School in Brigada Eskwela 2018

Ella Sherlyn Mosquite & Marilou A. San Felipe, Department of Education

Abstract

INTRODUCTION

Brigada Eskwela is one of the schools' activities that were implemented by the Department of Education for the benefit of the school and students as well. This aimed to prepare the school facilities for the upcoming resume of classes through the joint effort of teachers, parents and other stakeholders. It encourages volunteers to give out time, effort and even donate materials which can be used in simple repairs of buildings and facilities. In line with this, the school launched a SAGIP Program to encourage more and increase the number of volunteers most especially parents and other stakeholders.

METHODS

A descriptive study was conducted to determine the impact of the SAGIP Program in the performance of Mabuhay Homes 2000 Elementary School in Brigada 2018. To determine the impact of the program as perceived by parents' participation, community involvement and financial support and donations, Mean and Standard Deviation was utilized. The researchers compared the data from the teachers and school Brigada Eskwela coordinator to determine the increase of volunteers and donations whether in monetary amount or kind.

RESULTS

The study revealed that the impact of the SAGIP Program has a great significance in the performance of the school concerning parents' participation, community involvement, and financial support and donations. It has also a high impact on the teachers and school with regards to planning, activities and community support. It also revealed that the program was successful because there was an increase of almost 75% of volunteers and a monetary amount of donations to the school from Brigada Eskwela 2017 compared to Brigada Eskwela 2018.

DISCUSSIONS

The study concluded that teachers and parents have different views on the impact of the SAGIP Program on the performance of Mabuhay Homes 2000 Elementary School in Brigada Eskwela. It is recommended that as being an essential part of the duties and responsibilities of every teacher and parent to its school, it may require full awareness and participation in the campaign and implementation of Brigada Eskwela to every school where they belong.

KEYWORDS: Brigada Eskwela, implementation, stakeholders, campaign, volunteers, donations

SUBMISSION ID: R04A-RIZALP-0128

Impact of School Based Feeding Program on the Academic Performance and Nutritional Status of Grade 4 Pupils

Zorayda Obligado, Department of Education

Abstract

INTRODUCTION

Education is considered as the tool of the country to improve its economy, but how the government can produce quality education if the students are suffering from malnutrition and nutrient deficiency. Nutrient and Health problems are no longer new in the Philippines especially among children in elementary and secondary schools both public and private. Both government and non-government organizations launched several feeding programs that can help reduce malnutrition and nutrient deficiency among students. In GAHES, the issue of nutrition and health of children has been of great concern in Grade four. The effects of nutrition and health during this grade level are capable of having long term consequences that can affect a child's history of formal education.

METHODS

This study focuses on the Impact of the School-Based Feeding Program of Gregorio A. Herradura Elementary School in the Improvement of the Academic performance of Grade IV pupils in all learning areas. The respondents of this study are the Grade IV pupils of Gregorio A. Herradura Elementary School. Their academic performance during the second quarter of the school year will be the basis of the researcher since during this period the feeding program is not yet implemented. While the academic performance of the pupils in the fourth grading period after the feeding program implementation will be utilized to compare the previous performances of the pupils before and after the feeding program.

RESULTS

After the 120 days of implementing of the School-Based Feeding Program, this study proved that the SBFP has an impact on the academic performance of all severely wasted Grade IV pupils of Gregorio A. Herradura Elementary School for the school year 2016-2017.

DISCUSSIONS

The study shows that all students increased in nutritional status and the majority had their exam scores improved as a basis for academic performance. A school feeding program is essential to provide a balanced diet to grade 4 children which would, in turn, enable the children to increase their attention span, hence better academic achievement in this study. Nutrition and health are powerful influences on a child's learning and how well a child performs in school. When a person is healthy, the brain is functioning on its maximum potential which is necessary for acquiring knowledge and proper development for children.

KEYWORDS: School Based Feeding Program, Academic Performance, Pupils

SUBMISSION ID: R04A-LAGUNA-0175

**Impact of School Heads' Leadership Styles and Management Behaviors
on School Performance: A Basis for School Program Improvement**

Mari Catherine Castillo, Tanauan North Central School Teaching Personnel

Abstract

INTRODUCTION

The researcher intends to identify with particular reference the impact of school heads' leadership styles and management behavior on school performance. The researcher believes that the school head can provide strong and solid foundation in the school as an organization.

METHODS

The researcher used the descriptive-correlational research design for this study. The descriptive research method is utilized to gather and describe the influence of school heads' leadership styles and management behaviors on school performance: a basis for improvement. In this study, the researcher-made questionnaire was used to gather the data.

RESULTS

Based on the results of the study, the perceived school heads' leadership styles, singly or in combination, do not significantly affect the teachers' performance and pupils' performance. The perceived school heads' management behaviors, singly or in combination, do not significantly affect the teachers' performance and pupils' performance.

DISCUSSIONS

Leadership styles and management behaviors of the school heads can contribute to the improvement of the school performance. The findings reveal that those teachers with high educational attainment are more productive. Regular meetings and an open communication line must also be present in school for it will create greater opportunity to conglomerate brilliant ideas in improving the school performance. The study further recommends that the school heads should explore possibilities of establishing connections with other institutions; both public and private agencies, which can sponsor pieces of training for teachers not only on teaching-learning related activities but also in conducting action researches since there's a demand for it on the field.

KEYWORDS: Achievement, Behaviors, Impact, Leadership Style, Leadership Behaviors, Linkages, Management Behaviors, Participatory Leadership, Performance, School Heads, Servant Leaders, Pupils' Achievement, Teachers. Teachers' Performance, Transactional Leaders

SUBMISSION ID: R04A-TANAUA-0118

**Impact of School Rules and Regulations among Grade 9 Students in
Bukal National High School S.Y. 2017-2018**

Ana Cryzel Iponla, Bukal National High School

Abstract

INTRODUCTION

This research was aimed at studying the impact of school rules and regulations among Grade 9 students at Bukal National High School for the School Year 2018-2019. The study sought to identify how frequent the learners follow school rules and regulations in terms of Classroom Behaviors, Grooming in School, Respect for Authority, and Academic Requirements, and the difficulties that the teachers encounter in giving instructions to them.

METHODS

A descriptive survey design was used to examine the impact of school rules and regulations. The target population for this study consisted of thirty (30) male students from Grade 9 and seven (7) subject teachers who are teaching at the said level. The study instruments were the questionnaires for the students and teachers. The instruments used were reviewed for validity by the evaluator from Golden Gate Colleges. Data were also analyzed using descriptive analysis such as frequencies and ranking.

RESULTS

The findings of the study revealed that the students were not frequently following the school rules and regulations when it comes to creating troubles, not wearing earrings, submitting requirements on time, and classroom behaviors. On the other hand, the teachers were not consistent in the implementations of the school rules and regulations since the learners do not fully understand the school rules and regulations.

DISCUSSIONS

The results demonstrate the need for the revision of School-Based Child Protection Policy, the consistent implementation of school rules and regulations, proper orientation of students from the beginning of the school year, and the increase of the reinforcement activities that would motivate the learners to follow the school rules and regulations.

KEYWORDS: discipline, consistent implementation, proper orientation, reinforcement

SUBMISSION ID: R04A-BATANP-1739

Impact of School-Based Feeding Program in Kaytitinga Elementary School

Enrile Olarve & Perla Lumadilla

Abstract

INTRODUCTION

The study tried to evaluate the implementation of the School-Based Feeding Program. The research was conducted at Kaytitinga Elementary School, Kaytitinga 1, Alfonso, Cavite among 78 pupils from Kinder to Grade 6.

METHODS

The School-Based Feeding Program ran from October 2016 to March 2017, 120 days for beneficiary schools, aims to restore at least 70% of beneficiaries (from severely wasted and wasted) to normal nutritional status. and to improve class attendance by 85-100%. Food allotment is Php 16.00 and Php 2.00 for non-food items. The daily menu given to the pupils was vegetables and fruits if it is available or some farmers donate their excess harvest. Non-food items are belongings such as hand soap, sanitizer and other expenses such as fork and spoon, plate, glass, liquified petroleum gas used for cooking, hair net, apron, and dishwashing liquid.

RESULTS

The nutritional status of pupils is found to be satisfactory with a percentage of 78.2 for wasted and 21.8 for severely wasted before the feeding program. The nutritional status of the pupil is found to have a normal status with a percentage of 96.1 %; three (3) with 3.9 % were wasted. The pupils attained normal weight after the school-based feeding program. There is a significant difference in the nutritional status of pupils before and after the implementation of a School-based feeding program. No pupils under the feeding program are obese. Seventy-five or 96.15 percent of pupils are normal, Negative fifty-eight or - 74.36 percent are wasted and negative seventeen or -21.79 percent of the pupils are severely wasted. Feeding Program helps in the proper nutrition of the pupils in Kaytitinga Elementary School.

DISCUSSIONS

In the report made about the body mass index of the pupils, all the 78 pupils were found to have below normal BMI have reached the normal weight after the SBFP from October 2016 to March 2017, 120 days for beneficiary pupils were restored by at least 70% from severely wasted and wasted to normal nutritional status and had improved class attendance by 85 -100%.

KEYWORDS: SCHOOL BASED FEEDING PROGRAM, NUTRITIONAL STATUS, ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-CAVITP-0275

**Impact of School-Based Feeding Program in San Luis Elementary
School, Sto. tomas South District, S. Y. 2017-2018**

Jessiebel V. Libot, ICT Coordinator, Joy A. Ebreo, School Head, & Gladys L.
Dimaano, Filipino Coordinator

Abstract

INTRODUCTION

The Department of Education (Department of Education) recognizes the importance of good nutrition for the improvement of the academic performance of learners. It is considered to be a sound investment in education as it is associated with increased enrolment, improved attendance, better performance, decreased repetition and decreased dropout. To determine the impact of the in-school feeding programs, researchers hope to measure the difference in the outcomes that can be attributed to the presence of the program, or the causal impact.

METHODS

The Descriptive-Survey method of research was used in this study. According to Estolas and Boquiren, descriptive research is a study that can obtain facts about existing conditions or detach significant relationship between current phenomena. It describes and interprets prevailing condition or relationship that exists or does not exist, practices that prevail or do not, beliefs or points of view or attitude that are held, processes that are going on or otherwise, effects that are being felt, or trends that are developing. Dr. Y.P.

RESULTS

School-Based Feeding Program at San Luis Elementary School in all 3 aspects obtained the following weighted mean respectively: Physical Development (weighted mean =4.25); Academic Performance (weighted mean = 3.97); Social Development (weighted mean = 3.96) The whole respondents are agreeable as to the benefits their children are receiving from the said program with an overall weighted mean of 4.06. There is no significant difference in the perception of the respondents on the benefits under the School-Based Feeding Program at San Luis Elementary School whey they are grouped according to age, sex, and occupation.

DISCUSSIONS

The results demonstrate that all the benefits under the School-Based Feeding Program at San Luis Elementary School in all 3 aspects and obtained a verbal interpretation of agreeing by all respondents. It is therefore concluded that the SBFP has a good impact on the beneficiaries. It also shows that there is no significant difference in the perception of the respondents on the benefit under the School-Based Feeding Program at San Luis Elementary School whey they are grouped according to age, sex, and occupation.

KEYWORDS: SBFP, nutritional status, feeding

SUBMISSION ID: R04A-BATANP-1535

Impact of School-Based Feeding Program to the Severely Wasted and Wasted Pupils in the District of Pililla

Marites Bautista, Pililla Elementary School Central

Abstract

INTRODUCTION

Education and learning depend on good health and nutrition, especially among young children.

METHODS

Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist.

RESULTS

The perceived status of the School-Based Feeding Program by the teachers with respect to activities and funding is found to be Often. The test determined no significant association between the status of the school-based feeding program and academic performance of pupil-beneficiaries.

DISCUSSIONS

The study recommended regular evaluation of the School-Based Feeding Program to determine the strengths and weaknesses.

KEYWORDS: Funding, Pupil-Beneficiaries, School-Based Feeding Program, Academic Performance

SUBMISSION ID: R04A-RIZALP-0085

Impact of SIGAP Implementation to Stakeholders

Lorilyn Ilagan, Department of Education

Abstract

INTRODUCTION

This paper aims to identify the effectiveness of the School In-A- Garden Project (SIGAP) to stakeholders at Talaga Elementary School. Parents, pupils, and teachers are aware of its implementation inside the school and even to the benefits that can be gained through the program. The impact of this division-initiated program has been analyzed, assessed and disseminated to the school community and other stakeholders.

METHODS

Using the descriptive type of research with a questionnaire, observation form, and interview the findings revealed the impact of SIGAP implementation to pupils, parents, and teachers.

RESULTS

The beautification of the school environment was realized wherein the strong partnership of the school and stakeholders produced a positive attitude upon its implementation. The result revealed that the financial aspect was the main problem to realize the success of the implemented program. Stakeholders' interest to support the program was very important in encouraging volunteerism relative to the activities. Said undertaking showed a more presentable, safe and friendly environment that our learners need. The better learning atmosphere was achieved and a conducive school contributed to a more satisfied and improved learners' performance as well as stakeholders' support.

DISCUSSIONS

With this study, school clienteles become more responsive to how important it is to support the program and its impact on them to acquire the best learning atmosphere. It is then hoped that through this project implementation, the performance of learners will improve as well as will bolster parents' cooperation and support to school beautification and improvement projects. Similarly, this will possibly encourage learners to appreciate and nurture the varieties of plants within the school vicinity.

KEYWORDS: Program, impact, stakeholders, implementation

SUBMISSION ID: R04A-BATANP-1057

**Impact of Small Group Activities on the Mathematics Achievement of
Grade - 9 Students at Gov. Feliciano Leviste Memorial National High
School Lemery, Batangas Sy: 2017 - 2018**

Rowena Aala

Abstract

INTRODUCTION

This research focused on the implication of utilizing group activities on learning among public secondary students as the based learning environment. Cooperative Learning had been the subject for discussion of authorities concerned to address the problem of big classes in the public secondary school setting and it is recommended for use towards the attainment of quality education. Mathematics 9 is an exploratory course which offers students different skills and competencies to develop their talents.

METHODS

This research made use of the descriptive method to determine the performance level and the learning styles of Grade 9 students at Gov. Feliciano Leviste Memorial National High School under the new curriculum (K-to-12 Curriculum). Gathering data was done through the results of the Pre and Post Tests. T-test was used to measure the Performance Level of the Achievement of the two selected sections. Grade 9 -Ubas and Grade 9 -Bayabas.

RESULTS

The result of t-test reveals that there is a significant difference between the grades in the second and first grading periods. Thus, small group activity was effective in the teaching of Mathematics in all types of students.

DISCUSSIONS

The researcher and her co-teachers assumed that the performance of students in Mathematics could be enhanced if the cooperative learning was applied. Preliminary data gathered seemed to point out the following are the possible factors that affect the performance of G-9 BAYABAS (Experimental Group) and G-9 UBAS (Control Group) students in Mathematics; lack of interest in studies or inattentiveness, environment not conducive to learning, Socio-economic background of the learners, inadequacy of instructional materials, lack of students' interaction and exposure to different activities.

KEYWORDS: COOPERATIVE LEARNING, COLLABORATIVE APPROACH, Score, Frequency, percentage, mean, standard deviation, t- Test

SUBMISSION ID: R04A-BATANP-1698

Impact of Social Media in the Discipline of Grade 6 Pupils in Pantalan Elementary School Nasugbu Batangas

Monalisa Espiritu, Pantalan Elementary School

Abstract

INTRODUCTION

In the advent of the implementation of K to 12 Curriculum of the Department of Education (Department of Education), the need to use educational technology devices in the classroom is important since the integration of subject areas is emphasized. One of the prime reasons to integrate technology devices used in the classroom is to make instruction more effective for both teachers and students.

METHODS

The descriptive method of research was utilized with the researcher-made questionnaire as a tool. The questionnaire was peer validated and administered to ten (10) teachers.

RESULTS

The results and conclusions derived from the study were: (1) most pupils in Pantalan Elementary School were on their right age prescribed by the Department of Education, male and female, good academic performance and belonged to average family income bracket; (2) the pupil sometimes perceived the impact of social media as to making projects, making assignments, reviewing and length of time studying at home; (3) there was no significant relation in the responses of the respondents regarding the impact of social media as age, gender and economic status however there was a significant relationship as to academic performance of the pupils on the first and second quarter, when grouped according to their profile variables; and (4) the proposed action plan to enhance the discipline of pupils using social media was designed by the researcher.

DISCUSSIONS

Thus, from the conclusions mentioned above, it was recommended that pupils must be encouraged to use social media with discipline for the improvement of their school performance whether they are male or female. Based on the findings, it is recommended that teachers should continuously update the pupils' discipline based on the usefulness of social media. Furthermore, further studies may be conducted to determine the extent of readiness of the school about using these social media in teaching for the development of the discipline of pupils in using it. Finally, the implementation of the proposed action plan to enhance the discipline of pupils using social media is highly recommended.

KEYWORDS: Impact, Social Media, Discipline, Grade 6 pupils

SUBMISSION ID: R04A-BATANP-0261

Impact of Socio-economic Status on the Performance of Grade 10 Students in Batangas State University - Integrated School

Jewel May D. Rey, MAED, Buhaynasapa National High School

Abstract

INTRODUCTION

Individual's education is linked closely to their life opportunities, income, changes, and well-being. Thus, it is essential to have a clear, better understanding of the benefits and of what hinders ones' educational attainment. In connection to this, it is necessary to determine the impact of the socio-economic on the academic performance of the students. This study aimed to determine the respondents' socioeconomic statuses and the perceived impact of their statuses on the level of their academic performance for the final grading period in Araling Panlipunan, Academic Year 2016-2017.

METHODS

A descriptive method was used in this study with validated, self-constructed questionnaire as a research instrument. The respondents of the study were 173 Grade 10 students of Batangas State University-Integrated School obtained through stratified-random sampling. Before administering the questionnaires, the researcher asks for permission from the authorities concerned to inform and to prevent conflicts within.

RESULTS

The study revealed the 65% of the respondents have a father who is a professional worker, 58% have mothers who are skilled workers. Moreover, 60% of the population has a monthly family income of 21,000 and above, 68% go to school by taking public transportation, and 68% are also living on their own houses. Also, most of the respondents have grades ranging from 86-90 in Araling Panlipunan. On the other hand, there is no significant difference between the respondents' socioeconomic status as well as their level of academic performance in Araling Panlipunan when grouped according to their socio-economic status. It was evident in the obtained p-values that were higher than the critical value of 0.05. Furthermore, the perceived impact of the respondents' socioeconomic status on their performance in Araling Panlipunan obtained a composite mean of 3.60. It indicates that the economic status of the students affects the level of their academic performance.

DISCUSSIONS

Most of the respondents' fathers are professionals while their mothers are classified as skilled workers, having a family monthly income of 21,000 and above. Most of them are also using public transportation as a means of going to school and are living in their own houses. Also, most of them perform satisfactorily in Araling Panlipunan with grades ranging from 86-90. It was also perceived that the socio-economic statuses of the students affect their performance both individually and by group.

KEYWORDS: Araling Panlipunan, socio-economic status, academic performance

SUBMISSION ID: R04A-BATANP-1352

Impact of Teachers' Coping Strategies on the Common Behavioral Problems of Students in the Selected Senior High School in the Division of Cavite Province S. Y 2017-2018

Mary Ann Jacinto, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Teacher plays a great role in preparing every learner to become a productive citizen of the next generation. Family, church, and government are joining together to achieve this goal. Teachers should always equip with different strategies especially in handling the misbehavior of the student. The teacher should be in control of the entire classroom activities to establish and maintain good working condition for the success of the teaching-learning process and to further the accomplishment of the everyday objectives.

METHODS

This study used a descriptive survey method of research since it determined the present condition of the subject of the study. It used a questionnaire in checklist form with a 5-point scale to determine the degree of seriousness on the misbehavior of the students. The researcher used observation and unstructured interview. The significant relationship between the misbehavior of the students and coping strategies of the teacher Pearson Product-Moment Correlation Coefficient was used.

RESULTS

The most serious problem of a teacher is the absenteeism of learners because of the financial problem in the family and addicted to playing computer. Having a good manner and dignified attitude, efficient and effective teacher, apply proper discipline, selecting a few examples of the strategies and properly execute and a role model to everyone have a great impact in dealing misbehavior of the learners. There is a significant relationship between teachers coping mechanisms and the student's misbehavior such as absenteeism, bullying, dishonesty, and restlessness. Lack of time management is the most prevalent problem for teachers.

DISCUSSIONS

Character intertwined with good values should be molded to every student by their family and teachers with the help and support from the government with regards to the laws they are creating. Teachers must attend seminars, workshops, training and conferences conducted by school leaders. Adopt the continuous changes happening in the field of education to meet the needs of the students. Teachers and parents ignite the value of faith in God, love of country and care of the environment to a student and carry it in real life. The teacher should maintain a good manner and dignified individual, have a strong personality, sense of humor, treat a student with respect, skill in communication and show mastery of the subject they teach, efficient and effective teacher. The cooperation of all the stakeholders, like parents, teachers, and administrators were needed to discipline the students.

KEYWORDS: character, discipline, misbehavior, serious problem.

SUBMISSION ID: R04A-CAVTP-1120

Impact of Text Messaging on Spelling Proficiency and Written Outputs of Grade VII Students

Vivian Cereno, Department of Education - Camarines Norte

Abstract

INTRODUCTION

The Department of Education Order Numbers 83, series of 2003; series of 2000; and 70 series of 1999 reiterate that cellular phones are not allowed to be used during class hours in elementary and secondary schools nationwide so that students remain focused on their studies and learning distractions are minimized.

METHODS

The descriptive survey method was used to describe the profile of the respondents while the Phi Correlation Test was utilized to determine the relationship between performance in written outputs and frequency of texting; spelling proficiency and owning a cell phone; and spelling proficiency and frequency of texting.

RESULTS

It is revealed that the majority of the respondents are 13 years old and male; a greater number of girls are cell phone owners. Communicating with relatives is the top reason for using cell phones while receiving emails is the least. Most of the respondents use their cell phones daily and they send messages several times a day. Cell phone owners are better in spelling and writing than non-cell phone owners. The relationship between the performance in written outputs and owning a cell phone, the performance in written outputs and frequency of texting, and the spelling proficiency and frequency of texting are not significant, while the relationship between spelling proficiency and owning a cell phone is significant.

DISCUSSIONS

The students need to be aware of the positive and negative effects of using a cell phone in their studies. Teachers may also incorporate the use of cell phones in some instructions like a game and may continue enhancing students' spelling proficiency since it is related to reading fluency and reading comprehension. Parents may monitor the study habits of their children. School administrators may set rules on using gadgets in school. The study may be done in a longer period with a larger number of respondents who will be observed for at least one grading period.

KEYWORDS: Impact, text messaging, spelling proficiency, performance in written outputs

SUBMISSION ID: R005-CAMNOR-0026

Impact of the Implementation of Project CAPP to the Continuous Improvement of Anselmo A. Sandoval Memorial National High School

Michelle Lumanglas & Roselyn Hintural, Anselmo A. Sandoval Memorial NHS

Abstract

INTRODUCTION

Aiming a learning environment that is healthy, ecologically balanced, sustainably productive and climate change resistant, the students as enthusiastic learners paved the way to design Project CAP. Control Accumulation of Plastic Wastes Project targets to promote awareness and understanding towards proper waste disposal to eliminate plastic wastes which in turn can be an income-generating project as well as to regulate the increasing volume of solid wastes in the school especially the plastics.

METHODS

The descriptive method is employed to determine the effectiveness of plastic waste segregation to the school community through the implementation of the Project CAP. Its usefulness is assessed through pilot testing with the use of modified MRFs wherein data are collected to make a comparison with the time when it is not yet implemented. But the degree of its effectiveness for the total execution of the project is through answering the questionnaire which is the main instrument in gathering solutions to the problem. After the analysis and interpretation of data, the weak points of the project can be strengthened by designing a supplementary idea.

RESULTS

The project recognizes the improper wastes disposal and lame practice of waste segregation in the school community through the information attained. The old signage can no longer attract students' attention making this problem draw the interest of the administration. It is indeed easy to implement and follow rules if students are aware of them. Even though there are rules about proper wastes disposal everywhere. This shows the discipline of the young ones to keep the environment balanced.

DISCUSSIONS

The learners' willingness to actively participate in the implementation of the project leads the school administration to reinforce the weak points of the project. The Material Recovery Facility (MRF) was designed as an instant basketball ring for the plastic bottles. The advocacy of the project is to disseminate information to influence everyone - both inside and outside the school premise of its community-wide practice. It states the continuous implementation of Project CAP throughout the succeeding school years.

KEYWORDS: continuous improvement, controlled accumulation, CAPP, MRF,

SUBMISSION ID: R04A-BATANP-1214

**Impact of the Instructional Strategies to the Academic Performance of
the Pupils of Bernardo ondo Memorial Elementary School**

Ludivina Sarmiento & Zhen Shen O. Co, Department of Education

Abstract

INTRODUCTION

There are different instructional strategies utilized by the teachers but there is a great need to implement more instructional practices to be used by the teachers to lift the academic performance of the pupils in school. Teachers must be resourceful even if there are lacking materials available in a classroom, creative and find ways to lose out the low level of performance of our clientele. It is found out that there are some skills in the subject that are not mastered by the pupils. Despite the competitiveness of the teachers in school, there is a need to improve the academic performances of our pupils.

METHODS

A qualitative research approach was used in conducting the study. Through narrating their experiences collecting of data is being employed. Questionnaires are also used in collecting data. The responses given by the participants were tabulated. Appropriate statistical treatments were applied to come up with the best result.

RESULTS

Out of five instructional strategies rendered by the teachers, only one resulted to a great extent and the rest showed a medium extent. Role-playing gathered a great extent. This strategy enabled pupils to become active in class and to gain insights about the lesson. While the discussion method, think-pair-share, chalk-talk method, and collaborative/ grouping all resulted to a medium extent. It was found out that these strategies did not mark on the impact on pupils. In these strategies, pupils failed to finish their work on time and were not aroused to listen to their teacher. Only bright pupils answered the questions and slow learners were left behind. Although they were given chances to there on their own, their abilities to analyze their works were not enhanced. Because of this, evaluating pupils' performance was greatly affected.

DISCUSSIONS

The results demonstrate the need to improve the instructional practices for teachers. They should provide interesting and appropriate opportunities suited to the level of the pupils. This can be done by applying differentiated instruction to give space to show their talents in the classroom. E-Games, SIM and modules can be provided to enhance pupils' participation during the discussions and activities. Being resourceful by using a variety of instructional materials in every lesson should also be taken into consideration for the pupils to see, use and manipulate different materials. These will also help them to think critically.

KEYWORDS: impact, instructional strategies, academic performance

SUBMISSION ID: R04A-BATANP-1229

**Impact of the Provisions of Multimedia Resources in the Classroom as
Perceived by Grade Six Pupils of San Juan West Central School**

Francinita Mission, Department of Education

Abstract

INTRODUCTION

The newest generation of learners - currently in K-12- is demonstrating the impact of having developed under the digital wave. Most of them are now using new media and technologies to create new things in new ways and communicate in new ways with new people. With these digital skills of learners, the academe is on with the challenge of keeping up with them, the 21st-century learners. Thus, the herculean task is to move the teachers to the new pedagogy as quickly as possible.

METHODS

The study employed descriptive-qualitative research. Random sampling was conducted using Slovin's formula to determine the number of pupil respondents. To gather data among pupils and teachers, a survey-questionnaire was prepared, peer-validated, distributed and tallied. In treating the data, frequency and the weighted mean were used to analyze the result. After finding the result a proposed action plan was developed. The researcher considered the confidentiality of the respondents to preserve their identity that may result in the inconvenience of conducting the research.

RESULTS

The results of this study were presented based on the five areas specified in the recommendations namely: (a) teacher's preparation of instructional materials, (b) presentation skills of teacher, (c) management of the depth of content coverage, (d) motivation and interest of the students in learning activities and (e) students' academic discipline, attitudes, and habits.

DISCUSSIONS

The impact of technology is clear but it has allowed the teachers to be more audacious with their teaching. In a nutshell, technology doesn't supersede good traditional teaching practices rather it works with these practices to bring a new and exciting approach to teaching and learning.

KEYWORDS: pedagogy, multimedia, audacious, discipline-qualitative

SUBMISSION ID: R04A-BATANP-1879

**Impact of the School's Location to the Academic Performance on
Selected Students of Ananias C. Hernandez National High School**

Julius Villavicencio, Principal

Abstract

INTRODUCTION

Ananias C. Hernandez Memorial National High School is the only public secondary school that is accessible to the students from Barangay Talaga, Lemery, Batangas. But the only means of transportation in going to the school is by walking since the road is not appropriate for any kind of vehicle. The students have to walk many miles to reach the school that resulted in poor performance in the school. The study was conducted to propose an action plan that will improve the academic performance of selected students from Talaga, Lemery, Batangas who are presently studying at Ananias C. Hernandez Memorial National High School.

METHODS

The study utilized the descriptive method of research to gather the needed data using a questionnaire. The responses given by the participants of the study were treated with the utmost confidentiality.

RESULTS

The study yielded the following results, the location of the school greatly affects the students' academic performance since they have to walk for miles before they can reach the school. They encountered a lot of challenges specifically during bad weather since there is no available means of transportation. As a result, they missed their classes in the morning. Sometimes they missed the different school activities because they cannot report to school on time. In addition to this, some students resort to getting married early to escape the condition. The study is limited only to the students residing in Talaga, Lemery, Batangas who are presently studying at Ananias C. Hernandez Memorial National High School.

DISCUSSIONS

The output of the study is an action plan on how to improve their academic performance. It presented different activities that will provide desirable outputs for the students to enhance their skills and thereby help them realize their goals in life. It will help the teachers to lessen the number of absences of those students and more importantly to decrease cases of teenage pregnancy and early marriage. Above all, it will improve their academic achievement.

KEYWORDS: The keywords used in the study are implication, academic performance, location, teenage pregnancy and early marriage.

SUBMISSION ID: R04A-BATANP-0156

**Impact of Using Computer Aided instruction (CAI) in the Performance
of Grade 8 Students in Social Studies of Jalajala National High School,
School Year 2017-2018**

Marlex Estrella, Department of Education - Rizal

Abstract

INTRODUCTION

The so-called 21st-century learners, the ICT citizens are fun of using it as the stage to bring entertainment, communications, researches and even tool for storage. In our school, the principal, teachers, and parents are also giving efforts to provide the said stuff in recognition of its value in students' learning. Instructions in formats like PowerPoint presentations, videos, illustrations, and sounds are examples of media in which the computer is of great help. In this study, we identified the significant reason for the continuous implementation of computer-aided instruction in teaching Social Studies (Araling Panlipunan) in pursuit of better students' performance.

METHODS

An experimental method of research was used. About 80 students of Grade 8 were randomly selected and arranged into a controlled and experimental group. A pretest was implemented before a series of classes. The traditional method of teaching was used for controlled respondents while teaching using computer-aided instruction was used among respondents under experimental. A post-test was implemented after teaching. With data collected, the mean percentage score and t-test were used for quantitative analysis.

RESULTS

It was revealed that the respondents from the experimental group performed better with the difference of 48.50% compared to 24.63% of the controlled group. It can be reflected that teaching using computer-aided instruction gained a favorable impact on the students' performance. In the post-test using two teaching methods after the lesson was taught, it showed a significant difference since the computed P value of 0.000 is less than .05 level of significance, the result rejected the null hypothesis which states that there is no significant difference exist in using traditional method of teaching and teaching using computer-aided instruction (CAI).

DISCUSSIONS

Based on revealed results, the researcher recommends social studies (Araling Panlipunan) teachers should frequently use computer-aided instruction (CAI) to help the students increase their ability to understand concepts and gain the required skills. To ensure better crafting of CAI, seminars and in-service training should be conducted to continuously upgrade their knowledge and skills. Social Studies (Araling Panlipunan) teachers should develop more instructions aside from word format, jpeg, power point presentation to address the least mastered skills in social studies.

KEYWORDS: CAI, students' performance, impact, social studies.

SUBMISSION ID: R04A-RIZALP-0403

Impact of Using Cooperative Learning Strategy in the Performance of Grade 4 Pupils

Veronica Samontanez, Department of Education, Batangas Nasugbu West

Abstract

INTRODUCTION

Cooperative Learning is an educational approach that aims to organize classroom activities into academic and social learning experiences. It is a successful teaching strategy in which small teams; each with the students of different ability levels, use a variety of learning activities to improve their understanding of a subject. In cooperative learning, students must work in a group to complete the task collectively towards academic goals.

METHODS

The purpose of the study is to determine the impact of cooperative learning on the performance of Grade 4 pupils. To serve this purpose, the descriptive survey method is utilized in order to determine the impact of cooperative learning on the performance of pupils. This study was conducted at Nasugbu West Central School which includes 50 teachers as the respondents. The researcher utilized the purposive sampling in choosing the subjects of their study.

RESULTS

The subjects of the study grade 4 pupils who practice cooperative learning during their activities in English, the results showed that: 1) Most of the pupils were failed in their performance in the English test. 2) The respondents rated "very much effective" that cooperative learning strategy helped to develop pupils' learning skills, attitudes toward the subject, comprehension, and analysis, achievement level, skills and performance, and verbal interaction. 3) A proposed action plan was designed by the researcher to enhance the use of a cooperative learning approach thus improve pupils' English skills and teachers' professional competence for excellent English instructions.

DISCUSSIONS

The results demonstrate the need for utilizing cooperative learning as one of the pedagogical strategies in facilitating learning in English. Learner-driven motivation and understanding of the different English concepts can achieve effectively using the cooperative learning strategy. Implementation of the designed action plan can help teachers to promote cooperative learning strategy in teaching lessons from different subjects.

KEYWORDS: impact, cooperative learning, performance, pupils

SUBMISSION ID: R04A-BATANP-1397

Impact of Using Gadget to the Academic Performance of Grade VI Students of Sinala Elementary School

Renie Garan, Sinala Elementary School

Abstract

INTRODUCTION

In the present era, the introduction of modern technological gadgets has captured the attention of the global population. The dependency of people on these technological gadgets and services provided by these has reached at such level that, without these, they can't think a step forward in the direction of their growth. The degree of dependency is leading to addiction to the tech-devices and services. Youth is the most vulnerable group among the population to be addicted to technology.

METHODS

The research that is being conducted covers the effects of gadgets on Grade VI Pupils of Sinala Elementary School. The researcher limited the study to 35 students and 8 teachers of the said school. Each of the respondents was given a questionnaire to answer the survey. The researcher used the descriptive method where it involves analysis, observation, description and focuses on present situations. The focus of the study is whether students' studies are affected by using gadgets.

RESULTS

From the information gained through the observations and interviews, it can be said that the use of technological gadgets has an important role in the change in the lifestyle of the respondents. The respondents who spend a large amount of time on their tech-devices always use them at night. They remain awake till late night due and generally are late to leave the bed. Many of them also bunk classes of the morning hours. Most of these respondents are having sleeplessness into a higher degree. This observation supports the source data.

DISCUSSIONS

The results from quantitative data and qualitative information gained from the participants complement each other in the sense that students use the technology for making their lives smoother, they like the advancements in the technological world and get immense benefits also. However, the other side of the story is not that rosy. When they use tech-devices and services beyond a specific time, they are more likely to suffer from various physical, mental and social health problems. The overuse of technology also affects their lifestyle seriously. Hence, using technological devices and services in need should guide our behavior of using them. Excessive use of them may have a disastrous effect on our health and lifestyle.

KEYWORDS: technological gadgets, addiction, advancement, dependency

SUBMISSION ID: R04A-BATANP-1910

Impact of Using Gadgets during Class Hours in San Juan National High School

Charmaine Camaing, San Juan National High School
(Adviser: Decimo Espiritu)

Abstract

INTRODUCTION

In this new era of technology, the use of gadgets during class hours has its advantages and disadvantages as indicated in several pieces of research conducted. This qualitative research was administered to identify the impact of using gadgets during class hours to the Grade 11 students of San Juan National High School. Specifically, it aimed to determine the reasons for using gadgets during class hours and its corresponding effects on the academic performance as perceived by the students.

METHODS

The study used a validated questionnaire made by the researcher. Using an Input-Process-Output model, the data from the selected students were analyzed and coded to generate results.

RESULTS

It was found out that the students used their gadgets primarily when they feel bored and that, as a possible consequence, the students are affected in the way that they cannot cope up with the lesson discussed by their teacher. Moreover, the majority of the respondents stated that being distracted by gadgets may result for the students to have a low or failing grade.

DISCUSSIONS

Supported by other researches, the use of gadgets during class hours was reinforced mainly by the circumstances brought by the usual classroom setting. Furthermore, to minimize and control the unnecessary use of gadgets during class hours, the researcher suggests that the teachers may implement rules reminding the specific time the students can use their gadgets inside the classroom.

KEYWORDS: Gadgets, Class Hours

SUBMISSION ID: R005-CAMSUR-0137

Impact of Using Gadgets in Mathematics 10

Jeffrey Lagaya, Inosloban-Marawoy Integrated National High School

Abstract

INTRODUCTION

Mathematics, to most, is a complex and difficult subject. The tendency for most students is to consider the subject as one that is boring, thus, creating a lack of interest in the topics being discussed. This poses a great challenge for teachers and educators, especially in the primary and intermediate levels, wherein a good study habit and a firm grasp of basic concepts should be developed. The use of gadgets in a Mathematics classroom has been at the center stage for quite a while now. Although the use of a Smartphone in the classroom is still somewhat controversial, the researcher encourages it as a learning tool. Since cellphones or tablets are the most available ICT tool among both students and teachers, the researcher tried to explore its affectivity as an educational tool.

METHODS

The researcher utilized the experimental research method. Two classes were used as subjects of the study. The main source of data was the two classes' pre-test and post-test. Test results were compared and analyzed to find out if there was indeed an impact of ICT integration.

RESULTS

Both sets of classes, the experimental and the control groups, attained a Fair level of performance in Math 10 at the beginning of the study. The comparative result of the pretest of the two groups revealed no significant difference. At the end of the experiment, the experimental class of Gemelina registered a Very Good level of performance based on their posttest, while the control group of Mahogany obtained a Good level of performance. There is a significant difference between the pre-test and the post-test of class Gemelina. The comparative result of the two groups' posttest resulted in a significant difference. An action plan was crafted to strengthen the use of gadgets like cellphones and tablets in the Mathematics 10 classroom.

DISCUSSIONS

During the pretest, the Gemelina class and Mahogany class were at the same level of performance in Math 10. However, after ICT integration was fully implemented in the Gemelina class and was not utilized in the Mahogany class, their posttest revealed that Gemelina achieved a better level of performance than the Mahogany class. The use of ICT integration for the experimental group, Gemelina, had a positive impact on the students' performance in the subject area noted in this study. ICT integration was effective in improving the performance of the students in Math 10. A work plan to effectively implement the use of ICT integration must be implemented.

KEYWORDS: gadgets, Mathematics 10, ICT

SUBMISSION ID: R04A-LIPAC1-0079

Impact of Using Mother tongue as Medium of instruction in Teaching Primary Mathematics in Selected Elementary Schools of San Juan West District

Danniella Mae M. Aranas, Buhaynasapa National High School
(Adviser: Jhimson Cabral)

Abstract

INTRODUCTION

This study intends to evaluate impact of using mother tongue as medium of instruction in teaching primary Mathematics by assessing the level of pupils' achievement in the said learning area and on determining its effects to their performance.

METHODS

A descriptive method was used in this study with a validated questionnaire as a research instrument. The study made use of 28 primary Mathematics teachers of selected elementary schools in San Juan West District, School Year 2017-2018, obtained through purposive sampling. Before conducting the study, the researcher secured permits to authorities. She administered the research instrument used.

RESULTS

The results of the conducted document analyses and review of existing records relative to pupils' academic achievement and learning progress in primary Mathematics revealed that the majority of them are performing fairly satisfactorily (75-79%). The evaluated records are congruent with the assessments of the teachers on the effects of mother tongue on pupils' achievement in the said learning area. As revealed in the study, the teachers rated the mother tongue as moderately useful in pupils' class performance. It is evident on the obtained composite mean of 2.61. Likewise, it is also moderately helpful in class participation, activities, and exercises with the generated composite means of 2.53 and 2.49, respectively. However, least rated by the respondents is a quarterly assessment with 2.48 composite mean. Although it obtained the lowest mean score, the mother tongue is still moderately useful.

DISCUSSIONS

Mother tongue as medium of instruction let pupils grasp basics concepts easily, meaningfully. However, pupils cannot apply what they have learned while doing activities and exercises, and when answering quarterly examinations. It denotes that pupils have low levels of academic achievements in primary Mathematics when exposed to the mother tongue. As such, there is a need to enhance further the integration and utilization of mother tongue in teaching.

KEYWORDS: impact, mother tongue, primary Mathematics, academic achievement

SUBMISSION ID: R04A-BATANP-1082

Impact of Utilizing Strategic intervention Materials for Least Mastered Skills in Science

Princess Paolah De Guzman, Department of Education - Lemery

Abstract

INTRODUCTION

Science begins for children when they realize that they can learn about the world and construct their interpretations of events through effective activities. Strategic Intervention Materials, popularly known as SIM in Philippine Education is an instructional material meant to reteach concept or topics which are considered Least Mastered by the learners. This improves the skills that were not mastered by the learners as revealed by the assessment tests like formative, summative and periodic tests. The bases of this SIM that focuses on "distinguishing characteristics of vertebrates and invertebrates" were the K-12 Curriculum, results of a formative, summative and quarterly assessment of this year's Grade 6-Narra pupils for SY 2017-2018 who underwent the lesson regarding the topics.

METHODS

The researcher employed the descriptive method of research and utilized the result of formative, summative and quarterly assessment as the main data-gathering instrument. There were 46 pupils from Grade 6- Narra who were involved as respondents. The researcher used a quantitative method particularly, percentage and frequency counts. This is also recording, analyzing and interpreting conditions that exist.

RESULTS

Based on the highlights of the findings and the conclusions drawn, it is evident that SIM can be a great source of information and can further enhance the learning ability of pupils most especially; this can help to develop pupils at risk. Schools should respond to the needs of the children when it comes to learning. Teachers themselves should know to develop intervention activities and materials that are favorable to the level of their pupils and SIM is proven an effective intervention to obtain mastery of the learning skills, therefore, all Science teachers in LPS and other schools in the district shall utilize it.

DISCUSSIONS

This Strategic Intervention Material in Science 6, particularly on distinguishing characteristics of vertebrate and invertebrate animals, showed a positive result after pupils utilized it. From the data presented, the improvement of pupils' performance in all skills can be seen and the level of mastery developed from an alarming outcome to a much improved and impressive result. It can be concluded that the pupils were able to adapt to the intervention material and made themselves improve in terms of the skills required.

KEYWORDS: Invertebrate, Vertebrate, SIM

SUBMISSION ID: R04A-BATANP-0441

Impact of Word Walls on Reading Skills of Grade II Pupils of Kaytome-Gulod Elementary School

Rose Ann Gondra

Abstract

INTRODUCTION

Reading is a source of difficulty for second language learners. The problems that they encounter are due to several factors including lack of appropriate reading strategies, lack of background knowledge related to the topic of the target language or lack of attitudes towards reading. Nevertheless, given enough time, learners can overcome their difficulties when they receive the appropriate training. The failure of the learner in other subjects is attributed to his weakness in poor comprehension skills. If the pupil is poor in reading, he also encounters difficulty in all subject areas.

METHODS

A parallel group design method of research was 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. the level of performance on reading skills of the two groups of respondent revealed that there are different levels of learners on the group, 2. their posttest result indicates that the score of both groups are less dispersed, 3. the computed t-values on the performance in reading skills of control group in the pretest and posttest rejects the null hypothesis that there is no significant difference in the performance of the control group in reading skills, 4. the computed t-values on the performance in reading skills of experimental group in the pretest and posttest rejects the null hypothesis that there is no significant difference in the performance in reading skills of the experimental group, 5. computed t-values on the performance in reading skills of the two groups of respondents as revealed in the posttest accept the null hypothesis stating that there is no significant difference in the performance of the two groups of respondents as revealed in the post-test.

DISCUSSIONS

The result shows that there is a marked improvement in the performance in reading skills of grade two pupils after the exposure to word walls. This showed that the pupils can read and understand the word better.

KEYWORDS: Reading

SUBMISSION ID: R04A-RIZALP-0264

Impacts of Class interruptions to the attitudes and Behaviors of Senior High School Students and Teachers

Mark Joseph T. Balares, Pinamukan Integrated School, Batangas City
(Adviser: Aileen Dela Guardia)

Abstract

INTRODUCTION

The study aimed to determine all the aspects related to the Class interruptions occurring at Pinamukan National High School. It had enumerated and explained the factors and impacts of several kinds of class interruptions. This concerned with the development of alternative solutions for the problem. It also attempted to show the similarities and differences in the impacts of class interruptions between the attitudes and behaviors of Senior High School students and teachers.

METHODS

The study is a combination of qualitative and quantitative research that employed the descriptive type of research. Questionnaires and observations were used to gather the data. The researchers utilized the survey type of non-experimental research and employed statistical techniques which include the frequency counts and percentage distribution/computation and weighted mean (Likert Scale) which is a measure of central tendency.

RESULTS

The findings were: student misbehaviors are the major causes of class interruptions and it has bad and good impacts on their attitudes and behaviors. Other causes like school activities and natural phenomenon just sometimes or rarely cause disruptions.

DISCUSSIONS

Class interruptions have bad impacts on both attitudes and behaviors of students: Students feel happy when their lessons are interrupted varying on the subjects, conditions, and teachers. They commonly use their gadgets, sleep, talk to their classmates, and do assigned seat works and activities. Class interruptions have good impacts: Students are sometimes feeling annoyed and disappointed but make ways or use some strategies to continue sharing their lessons by still attending classes even though they are not feeling well, raising voices when needed, diminishing number of absences, and giving some seat works and activities and activities if they can't attend the class.

KEYWORDS: class interruptions, impact, attitude, behaviors, school activities, natural calamities

SUBMISSION ID: R04A-BATANC-0047

Impacts of Problems Encountered in Teaching Technology and Livelihood Education to Students' Learning Outcomes of Grade 9 Students at Hinguiwin National High School

Julie Surquia, Department of Education - Quezon

Abstract

INTRODUCTION

School curriculum, facilities, and instructional materials provide students a foundation of knowledge in preparing them for careers in the future. The secondary school curriculum provides the students the knowledge and skills as preparation for their college education. This study intended to determine the impacts of problems encountered in teaching Technology and Livelihood Education to the learning outcomes of Grade 9 students at Hinguiwin National High School.

METHODS

The research design was descriptive. Questionnaire-checklist was the main research instrument. Percentage, weighted mean, z-test, and Pearson's r were used as statistical treatment. The respondents of the study are seventy-eight (78) Grade-9 students of Hinguiwin National High School. The study was conducted from November to April 2018.

RESULTS

It was revealed that there was an impact on the learning outcomes of the students through the problems they encountered in teaching Technology and Livelihood Education in terms of Curriculum, Facilities and Instructional Materials. As a result of the "'Discipline or behavioral problems among students" has an often effect. On the Significant Relationship between the Problems Encountered in Teaching Technology and Livelihood Education and Students' Learning Outcomes, Pearson's r result was 0.72 which means a high correlation, the z-computed value was higher than the z-tabular value of 1.92, hence, the decision was rejected; therefore, there was a significant relationship between the variables.

DISCUSSIONS

A curriculum is very important in the teaching-learning process. The delivery of quality teaching needed by the students to gain enough knowledge and equipped skills for a higher level of education. Facilities such as buildings, classrooms, water, and sanitary facilities, lighting, ventilation, and even classroom furniture are a very important aspect of the school. These school facilities could make teaching easier, students' interest in the subjects could be sustained, their academic performance is improved. Students will learn effectively through proper use of Instructional tools and materials. The functional used of Instructional gadgets will contribute to the development of the students. The researcher has come up with an action plan to address the problems encountered in teaching Technology and Livelihood Education.

KEYWORDS: Facilities, Impact, Instructional Materials, Learning Outcomes, Problems Encountered, Students, Curriculum

SUBMISSION ID: R04A-QUEZON-0331

**Impacts of Taking a Non-Preferred Strand to Grade 11 Students in
General Mariano Alvarez Technical High School**

Ma. Aya Brea Manarin, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

The K TO 12 and Senior High School designed with the best interest in mind. The heart of the Senior High School curriculum recognizes the characteristic, addresses the needs, give the best tools, and career choices after high school. Some students of Accounting and Business Management are undecided to choose tracks but they are currently enrolled in this strand. The researchers want to know the reasons behind their decision in choosing Accounting Business and Management (ABM) and the impacts of taking non-preferred strand.

METHODS

The researchers used descriptive design, and purposive sampling. The instrument used to collect the data was a survey questionnaire.

RESULTS

Impacts of taking non-preferred strand to Senior High School are the following: Students are bored in class, lazy to do the activities, and most of them are not interested in lesson.

DISCUSSIONS

Based on the results of the study it shows that it has a great impact on students of taking non-preferred strands. They cannot focus well on their lessons and it also affects their social skills. Based on the results of the study the following are recommended: Students particularly incoming Senior High School should choose a strand suitable for their interests and needs. Teachers should explain well that taking a non-preferred strand in Senior High School would affect their future career opportunities. Future researches should continue to find new information related to this topic.

KEYWORDS: Non-Prepared Strand, K to 12, Business, Management

SUBMISSION ID: R04A-CAVITP-0604

Implementation of #N3 (Napili.Nagsanay. Nakabasa.) in Southville Vi Elementary School: An Assessment

Maria Rosedel De Jose, Southville VI Elementary Shool

Abstract

INTRODUCTION

This study was conducted to determine the implementation of #N3 (Napili. Nagsanay. Nakabasa) in Southville VI Elementary School and assessed its implementation from the school year 2017-2018. The main concern of this study was to assess the effectiveness of its implementation towards the pupils and the school as a whole. Also, the researcher purposely investigates how the non-readers learn through the use of the contextualized big book.

METHODS

The study was a combination of experimental and descriptive type of research. Observation, intensive monitoring, interview, and reading assessment through teacher-made reading assessment tools were used for experimental research and self-constructed and adopted questionnaire was used for descriptive research validated by the division research coordinator. The researcher conducted surprised class observation and intensive monitoring of attendance for seven consecutive months of the school year 2017-2018. Interview and signing of the agreement with identified class adviser and parents were conducted by the researchers to validate the cause of the non-readers. Following Continuous Improvement Process (CIP), weighted mean, skewness, frequency counts, and simple mean percentage were utilized to analyze the data gathered. Pearson r was employed to determine the significant relationship between the implementation of #N3 PROJECT and assessment of the project over the year.

RESULTS

#N3 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 a reader in the school. Teachers have adopted the MARUNGKO Approach and innovate additional learning materials for struggling readers. It has been assessed that #N3 is proven effective as seen in the high MPS of the respondents within 7 months. Respondents improved the reading level from non-readers to instructional.

DISCUSSIONS

It implicates the performance of the school as performing school in terms of innovations, research and school-based management (SBM) of the school. Thus, Southville VI Elementary School were included in the top 10 best SBM implementer in the division of Calamba City and has been shared to some schools in the division.

KEYWORDS: NAPILI. NAGSANAY. NAKABASA.

SUBMISSION ID: R04A-CALAMB-0315

Implementation of 2c2ir: Experiences and Challenges By the Elementary Master Teachers in the District of Trece Martires City

Ma. Theresa Obrero & Basilisa Digma, Department of Education

Abstract

INTRODUCTION

A paradigm shift from the teacher-centered to learner-focused instruction has transpired to keep abreast with the demands of the 21st Century. The experiences and challenges encountered by the MTs in applying the pedagogical delivery through the Constructivist, Collaborative, Inquiry-based, Integrative, and Reflective (2C2IR) in the classroom setting in attaining the life-long learners made the study its realization. It aims to unfold the mirror image of the real scenario of the program implementation.

METHODS

This Phenomenological study aimed to determine the experiences and challenges encountered by the 14 elementary Master Teachers (MTs) in the district of Trece Martires City in the pedagogical delivery through the 2C2IR instruction. It utilized an interpretive qualitative phenomenological method of research using the expert opinion sampling, a type of purposive sampling wherein the key informants were experts in the approaches described above and strategies in teaching. The study employed the focus group discussion, unstructured interview documents, and non-participant observation. The results were analyzed using thematic analysis resulting in the formulation of themes anchored to the key informants' responses.

RESULTS

As to their experiences, themes generated include learner-focused instruction, and challenges in teaching such as lack of knowledge of the teachers, time management, and poor technical support on how to deliver the approaches in teaching. It showed the boon and bane of the program resulted in the formulation of an action plan for the development program of the MTs. Learner-focused instructions were divided into five basic themes and organizing themes wherein learners tend to explore ideas through differentiated instruction. It increases the level of interest of the pupils based on the experience of the key informants. The challenges encountered were classified into personal and technical factors.

DISCUSSIONS

The responses were identified in the positive and negative impact of the pedagogical delivery thru 2C2IR as experienced by the master teachers. However, the MTs experienced the drawbacks of the program despite the commendable results. An action plan was made for the development of the master teachers before transferring the ideas to the teachers by Focus Group Discussion of the MTs to have a proper incubation process on identifying certain issues and concerns on how to enhance the implementation of 2C2IR before conducting training or workshop.

KEYWORDS: Constructivist, Collaborative, Inquiry-based, Integrative, Reflective, Pedagogical Approaches, Interpretive Phenomenology

SUBMISSION ID: R04A-CAVTP-0559

Implementation of 4p's in Selected Public Elementary School in the City of Tagaytay

Jennelyne Galvez

Abstract

INTRODUCTION

In this study, the researcher wants to determine the extent and effectiveness of the implementation of 4P's in Selected Public Elementary School in the City of Tagaytay when it comes to drop out, cohort survival, and retention rate, pupil's attendance, yearly and monthly enrolment, promptness in paying school and classroom dues, nutritional status and participation rate of parents in meetings, school programs, and activities.

METHODS

The descriptive-quantitative method was used in the study. Using Slovin's formula, the respondents which grouped into two (school officials, parents, teachers, and DSWD) were selected through the fishbowl technique while proportional random sampling was utilized in finding out the number of 4P's beneficiaries in Grade 4 pupils among three schools. The researcher collected the data using a questionnaire-checklist which divided into three parts to determine the effectiveness of the implementation of 4P's.

RESULTS

The respondents both assess the implementation of 4P's using a Likert scale as strongly agree. Among the 8 assessment from the two groups of respondents; 7 out of 8 variables are accepted, hence proved that there is no significant difference in the variables. While there is only one has been rejected hence, it has a significant relationship. There were problems and constraints encountered by the respondent in the implementation of 4P's that have been identified such as the number one problem encountered by the respondents: 1. Inconsistency in the encashment of the monetary help; 2. Lack of equality and distribution of resources; 3. not all poor Filipino gives the chance to benefit this program; 4. Lack of knowledge in the implementation of 4P's and lastly, agency appoints to this program is not ready to implement.

DISCUSSIONS

The result showed that respondents have shared the same insights and views towards the implementation of the program, same problems such as encashment of the money and lack of equality and distribution of resources had been encountered by the respondents, thus an action plan was proposed to maintain the program and for the government to ensure that the beneficiaries of the 4P's are well-screened, worthy and qualified.

KEYWORDS: 4P's Program

SUBMISSION ID: R04A-CAVTP-1260

Implementation of Barkada Kontra Droga of Natatas National High School

Marites Miranda & Neneth Balsamo, Department of Education

Abstract

INTRODUCTION

Barkada Kontra Droga is running for almost four years at the Natatas National High School. Students have witnessed and gained first-hand experience of the impacts of the implementation of the Barkada Kontra Droga program. The BKD aims to inform and guide in and out of School youth away from drugs and other illegal activities also involved in taking drugs. Activities, symposiums and other information drives are the BKD's way to help build a strong and firm resolution on the youth's minds to say no and help in fighting drugs. This study is all about the impact of the implementation of the Barkada Kontra Droga program on the students of Natatas National High School.

METHODS

The Barkada Kontra Droga has also used different wholesome activities to help fight and prevent drugs and substance abuse. It has transformed individuals to be a catalyst of change on their respective group of friends forming a domino reaction that further spread awareness even on individuals outside the School. Multiple methods of implementation were used to sustain their impact. Evaluation forms and survey questionnaires were also given to improve the quality of the program. While these kinds of campaigns are nothing new to us, NNHS still contextualize, plan, devise and find practical and local ways to further attain its vision and goals.

RESULTS

The BKD program has made a positive impact on the NNHS. Participation of the community, parents and other stakeholders is important to help improve the BKD program. The implementation of BKD has been indeed a big help to the School. It has helped students and teachers alike to perform and socialize inside and outside of the School. It has changed the lifestyle and behavior of students that can give them better job opportunities in the near future.

DISCUSSIONS

The Barkada Kontra Droga program helped to improve the discipline of students and developed a firm resolution of students to say no to drugs. The program also made students feel safe and secured while inside the School premises. It has also successfully spread awareness on students about the risks and dangers of taking cigarette, alcohol and other kinds of illegal drugs. The program also helped numerous students to stop the use of cigarette giving them a healthier lifestyle and preventing them to take the path towards the world of illegal drugs. It also helped them to avoid the health risks and dangers of using gateway drugs

KEYWORDS: BKD, peer pressure, impacts, illegal drugs, implementation

SUBMISSION ID: R04A-TANAUA-0048

Implementation of Boy Scouting Program in Public Elementary School

Christian Cervantes, Pililla Elementary School Central

Abstract

INTRODUCTION

Scouting provides a new culture of learning, which fosters the acquisition of knowledge, values, attitudes, and skills needed in everyday life. Life skills are often designated as survival, livelihood, basic or essential skills, including health-related skills, which, together with literacy and numeracy, enable people to reinforce their personal development and allow them to address the challenges they face in improving their quality of life, by enhancing their capabilities in the economic, social, cultural, political, and psychological spheres.

METHODS

The study is a descriptive research method of study which aims to assess the implementation of boy scouting program in public elementary school in the District of Pililla, Division of Rizal. The respondents of the study were 39 Adult Leaders in the District. They were described in terms of age, sex, length of service in Scouting Program and seminars/ training attended in scouting. A researcher - made questionnaire - checklist was used to assess the implementation of the Boy Scouting Program concerning the usefulness of programs/ activities, implementation of prescribed activities, membership, and condition of Scouting and monitoring and evaluation of activities.

RESULTS

Based on the findings posted, the researcher concludes that in terms of age the hypothesis was rejected against the implementation of prescribed activities stating that significant differences in perception may be disclosed. In terms of sex, the hypothesis in all the aspects of the boy scouting program was rejected and revealed a significant difference. Relevant to tenure in scouting two scooters in the implementation of the program was found no significant difference in their perception thereby accepting the hypothesis in usefulness and monitoring and evaluation. The respondents gave a different perception of the program when grouped according to tenure in scouting.

DISCUSSIONS

The following recommendations were offered based on the findings and conclusions. Make a request to the school officials and local government units to appropriate a much bigger budget to support the implementation of scouting program, require all unit and troop leaders to avail of seminars and trainings that are conducted by the Boy Scouts of the Philippines, since Boy Scouting is volunteerism, encourage troop leaders to conduct scouting activities on Saturdays so as not to have conflict with school and class activities, teach the boy scouts the concept of simple earning or thriftiness by saving from their allowance given by their parents.

KEYWORDS: Scouting Implementation, Program, Leaders, Membership

SUBMISSION ID: R04A-RIZALP-0012

**Implementation of Community Engagement: Its impact on the Levels
of Learning on Selected Senior High School Students of Calauag
National High School**

Paterno Baloloy Jr, Senior High School Coordinator

Abstract

INTRODUCTION

Community Engagement is one of the best routes for the students to develop their social awareness, deeper understanding and concretized learning. In this program, the researcher witnessed the great impacts and effects of learning on the students' perception. In this study, the researcher found substantial pieces of evidence for the great impacts of the levels of learning with the students' outputs and programs in the communities.

METHODS

Nonequivalent Groups Design was used in this research. Here, the participants in a between-subjects experiment were randomly assigned to conditions, the resulting groups were likely to be quite similar. The researcher did not assign any subjects or programs to the selected students and considered them to be equivalent. Thus, when the participants were not randomly assigned to conditions, however, the resulting groups were likely to be dissimilar in some ways. This was considered by the researcher to be nonequivalent.

RESULTS

Students who participated and who were randomly selected in the researcher's assigned group observed and created substantial programs such as 1.) Education through Teaching: A Student-Teacher Substitution, 2.) Wonder Mini-Library at Mabini, and 3.) Tree Planting: Turning Lots of Beneficial Lands. In some instances, students were excited to come to the community every Friday. Levels of awareness and learning were evident among students as they started the programs. Barangay officials and the community also showed their support to the students as they launched the programs.

DISCUSSIONS

The results of the levels of learning among students are highly effective. Students were able to show their deeper understanding, concretized learning, and social awareness through their works, journals, reflection papers and engagement with the community. It will cease its significance when students do not participate and continue their active role with the community. Continuous programs were the key factor in the success of the Implementation of Community Engagement and its impact on the levels of learning among selected students. As a suggestion for future research, the continuation of the Community Engagement should take into account and compare the impact of the program from previous students to another group of students.

KEYWORDS: Community Engagement, social awareness, concretized learning, students' perception

SUBMISSION ID: R04A-QUEZON-0082

**Implementation of Continuous Improvement Program (CIP) Project
Trust for Tina and Performance Ratings of Teaching and Non-
Teaching Personnel in Pulo Nhs: Basis for Policy Formulation of School
Managem**

Cristina Talambayan, Department of Education - Laguna

Abstract

INTRODUCTION

This study was undertaken to determine the status of the implementation of the school's Continuous Improvement Program Project TRUST for TINA (TEACHERS' RESEARCHES UPHOLDING SUPPORT and TIME for TEACHING IMPROVEMENT AND NEEDS ASSESSMENT) in Pulo NHS on school leadership, strategic planning, learners/stakeholders focus, information and assessment management, workforce focus, operation/school process focus, and school results; performance of teachers after the implementation of the CIP; and the relationship of its implementation to the performance ratings of teachers.

METHODS

The researcher used a descriptive method of research to record, describe, interpret and compare the data gathered. Survey and interview to 100% of the teaching and non-teaching personnel of Pulo NHS for the school year 2017-2018 was done to get the needed evaluation results.

RESULTS

The result showed an OUTSTANDING CIP practice in School Leadership and Strategic Planning. The findings also revealed that the quest for transformation has greatly shaped Pulo NHS in to a small global competitive institution with the 128 teaching and non-teaching personnel of the school as respondents with a low Very Satisfactory mean rating of 3.97 as its baseline performance to a mean of 4.23 to 4.35 rated as Very Satisfactory in its succeeding two years of CIP implementation. Teacher's ratings in the Individual Performance, Commitment and Review Form (IPCRF) served as a validating variable to the relationship of the competencies and insights learned from the school-initiated CIP as manifested by the status of its implementation.

DISCUSSIONS

The researcher realized the need to establish a system and processes first before we can achieve a more improved achievement and performance, therefore we need to formulate management of monitoring and evaluation system to evaluate effectively. The cooperation comprises an understanding of individual jobs and professional expertise as the total of connected work processes with a customer at the end of the process. The positive findings would be a great basis for the policy formulation of the school management, monitoring and evaluation system of Pulo National High School.

KEYWORDS: performance, management, monitoring, evaluation, formulation

SUBMISSION ID: R04A-LAGUNA-0012

Implementation of Establishing an Honesty Store: Strengthening the Value of Honesty among the Grade Eight Students of Rosario National High School

Roxanne Sagpao, Rosario National High School

Abstract

INTRODUCTION

Department of Education gave a directive to post the quotation "Honesty is the best Policy" in every classroom so that this character will be embedded to the hearts of the Filipino youths (Department of Education Memo No. 108, S. 2012). To the dictionary honesty is sincerity and sincerity is honesty. Honesty in Wikipedia is a facet of moral character that connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Honesty also involves being trustworthy, loyal, fair, and sincere (www.wikipedia.com). Aside from Department of Education, several attempts are being done by institutions in promoting the value of honesty through different programs. Honesty Store, wherein the customers will get whatever they need from the store, log it in a book and put their payments in a box, is one of these programs which practice honest acts among different individuals in some areas of the Philippines even in different public schools.

METHODS

The respondents of the study are 270 Grade Eight students of Rosario National High School. The honesty of the students was measured using an evaluation form. This is the Panukat sa Pagiging Matapat. It has five components namely: pagiging matapat sa sarili, pagiging matapat sa pamilya, pagiging matapat sa kaibigan, pagiging matapat sa kapwa, at pagiging matapat sa mga alituntunin at patakaran. Each component has five (5) statements to evaluate. Overall, the instrument is composed of 25 statements which is measurable through Likert scale of 1-5.

RESULTS

The result reveals that the t-value of 6.066 and 6.196 with 9 as degrees of freedom, the variables have the same p-value of 0.001 which is less than 5% level of significance, shows that there is a significant difference between the official logged sales and the actual income of the Honesty Store.

DISCUSSIONS

Thus, the null hypothesis that there is no significant difference between the official logged sales and the actual income of the Honesty Store is rejected. This implies that the Honesty Store of Rosario National High School has strengthened the value of honesty among the grade eight students.

KEYWORDS: HONESTY, HONESTY STORE

SUBMISSION ID: R04A-CAVTP-0293

**Implementation of Every Child a Reader Program in District 4 Schools
of City of Santa Rosa, Laguna**

Marjori Larida

Abstract

INTRODUCTION

The study focused on the implementation program of ECARP in District 4 Schools of City of Santa Rosa, Laguna. The study evaluated the existing ECARP programs in terms of Read-a-thon, Drop everything and Read, Big Brother/Big Sister/Kaklase ko Sagot ko/Shared Reading, Pull-out Remedial Class/Reading Assistance Program/ Remediation Class/Intensified Remedial Reading ,Five Words a Week (FWAW)/A Paragraph A Day(APAD) Library Hour A Week and Reading Camp. The major concern of this study is to compare the implementation of the School Head and the Teachers in the following programs of Every Child A Reader Programs (ECARP).

METHODS

The respondents of the study are the selected teachers and School Heads from Dita Elementary School, Balibago elementary School, Dila Elementary School, and Malitlit Elementary School. A total of 98 selected teachers, four School Heads and unstructured interviews from the pupils and the teachers have been utilized.

RESULTS

The data of this research were obtained through the use of questionnaires coming from the Department of Education Memorandum. The quantitative data obtained through the conduct of the survey were analyzed and evaluated using the following statistical data: simple percentage, average weighted mean through the use of a five-point Likert scale and focus group discussion. From the findings of the study, four schools have different problems in the implementation of the programs. The researcher suggested different intervention programs improve the implementation of ECARP activities.

DISCUSSIONS

As a result of this study, School Heads and Teachers have different perceptions of how the ECARP activities are being implemented. The output of this study is the Reading Intervention Program that can be of help in improving the implementation of the ECARP activities.

KEYWORDS: Implementation of the programs

SUBMISSION ID: R04A-STAROS-0069

Implementation of Gulayan Sa Paaralan Program (GPP) in All Public Schools of San Nicolas District

Carlos Rosales, San Nicolas National High School

Abstract

INTRODUCTION

Gulayan sa Paaralan Program intends also to feed the school children with the school produce taking into consideration the result of the Nutritional Status Survey made by the teachers. However, it seems that GPP was not disseminated to all the school administrators especially in far-flung areas as both teachers and school heads focus their energy on other programs of the Department of Education such as Brigada Eskwela, Teachers' Month Celebration, Disaster Preparedness, Gender and Development, Sports Competition and among others. In such a premise, the researcher was motivated to conduct the current study to assess the status of the implementation of the GPP in all public schools both elementary and secondary in San Nicolas District.

METHODS

In this study, the researcher used the descriptive method of research. To assess the status of the implementation of the Gulayan sa Paaralan Program (GPP) in all public schools of San Nicolas District, Division of Batangas for the School Year 2016 - 2017 both elementary and secondary schools, the researcher sought the involvement of the teachers from both elementary and secondary school regardless of their position as long they have been serving for five years and above and their school administrators whether Teacher - in - Charge Head Teachers and Principals of San Nicolas District.

RESULTS

From the 156 respondents of both teachers and administrators, the majority of them are teachers and school heads. The data revealed that among the two groups of respondents, a huge number of them or 50 respondents which was equaled to 35 percent clustered in the 10 - 19 years of experience. The teachers and school administrators have been moderately establishing and maintaining school gardens as evinced by the highest mean score of 3.83 or to a moderate extent. This was inferred by the average weighted mean of 4.05. It can be inferred that the teachers and school administrators are greatly affected by the problems regarding the implementation of GPP as evinced by the average weighted mean of 4.17.

DISCUSSIONS

To attain a very great extent of implementation of the GPP, school heads and the teachers of San Nicolas District must implement regularly all the programs related to GPP with the participation of the parents, stakeholders and other government-related agencies so that the real purpose of GPP must be realized. Constant coordination with the stakeholders must be made so that teachers and school heads will be able to solicit any kind of resources.

KEYWORDS: Department of Agriculture, Gulayan sa Paaralan Program, School Feeding Program, School Vegetable Garden, supplemental feeding

SUBMISSION ID: R04A-BATANP-0848

Implementation of Health Awareness among Senior High School Teachers in Anselmo A. Sandoval Memorial National High School

Mary Jane Cuyba

Abstract

INTRODUCTION

In MAPEH subject, the learners give more focus on physical education that enhances individuals through body movement but how about the health that you can practice and maintain your physical health? Most people have a good idea of what is meant by health. But it is difficult to define health exactly. The simplest definition is that health is the absence of disease. But no matter how health is defined, keeping the body well is the foundation of good health. Due to the complicated roles of teachers, it is natural for them to experience and be confronted with problems that are necessary to cope. If they are unable to resolve the problem, they will perceive themselves as being under stress.

METHODS

For the study, the descriptive type of research was used. Descriptive research involves the collection of data to test the hypothesis or to answer questions concerning the current status of the subject of the study. The researcher made a letter of request to the School Head in AASMNHS requesting permission to conduct a study. The letter was personally given to the School Head. After the approval of the request, the researchers went to the respective classrooms of the respondents and distributed the questionnaire. The retrieval of the questionnaires from the respondents took more than a week. The data were submitted for statistical treatment after which the data were analyzed and interpreted.

RESULTS

The results of this action research show that personal cleanliness and hygiene are being prioritized by the respondents. However, the respondents neglect activities like exercising every morning and do jogging exercises. With this study, faculty should not only deal with their cleanliness but extend as well as their nutrition and communities. A healthy community makes a healthy family.

DISCUSSIONS

According to the survey, lifestyles do influence people's health. This led to the conclusion that good health practices make people live longer. The seven good health habits and practices are: never smoke cigarettes, regular physical exercise or activity, moderate use of alcohol, seven to eight hours of sleep, maintaining proper health, eating breakfast and eating between meals. Nutrition is the foundation of good health. And education is the cornerstone of good nutrition. To attain this, the individual must be taught to make good habit selection.

KEYWORDS: physical activities, wellness, nutrition, health awareness

SUBMISSION ID: R04A-BATANP-1510

Implementation of inclusive Education in the Division of Cavite: SPED and Receiving Teachers' Perceptions

Ma. Victoria B. Maligayo, Department of Education

Abstract

INTRODUCTION

Implementation of inclusive education in the Philippines along with the mandate of the Constitution, Presidential Decree No. 603, and the Magna Carta for Persons with Disability, the State must uphold the right of all its citizens to quality education regardless of their circumstance. The division of Cavite strictly implemented inclusive education to all grade levels. This study aimed to gather the SPED and receiving teachers' perceptions of the program described above.

METHODS

This research utilized the quantitative method type of research. It involved a descriptive-correlational-quantitative research design. Out of 68 total populations of SPED teachers in the division of Cavite, 51 were identified as participants of the study through a random sampling technique and a congruent number of the receiving teachers. Mean and Percentage score was used to measure the SPED and receiving teachers' perceptions on inclusive education while Chi-square and Tests Contingency Table was used in attaining the significant differences of the assessment when grouped according to dimensions.

RESULTS

Based on the findings of the study, SPED teachers' perceptions on inclusive education gained 43.76 mean score or 85.80% definitely agreed and 38.84 or 76.16% for the receiving teachers' perceptions which greatly implies that inclusive education implementation has a positive result to the SPED and receiving teachers though there are still in the level of need more information. In the dimension of producing inclusive policies and evolving inclusive practices, the null hypothesis that there were no significant differences between the SPED and receiving teachers' perceptions were rejected. However, in dimension creating inclusive cultures, the null hypothesis was accepted.

DISCUSSIONS

The responses of the participants of the study illustrate their acceptance of the inclusive education implementation in the division of Cavite. Hence, a point difference of 4.92 on the responses of the SPED teachers to the receiving teachers who agreed on the program implementation. The results affirmed that there were significant differences gained in two dimensions wherein it implied that the SPED teachers' perceptions differ on the perceptions of the receiving teachers concerning the implementation of inclusive education. The program must be continuously implemented to monitor the progress of the program by identifying its strengths and weaknesses.

KEYWORDS: Inclusive Education, Inclusive Cultures, Inclusive Practices, Inclusive Policies

SUBMISSION ID: R04A-CAVITP-1425

Implementation of K - 12 Curriculum in Public Elementary Schools in the District of Padre Garcia Division of Batangas: An Analysis

Joy Pacifico, Department of Education

Abstract

INTRODUCTION

The K to 12 program is already in the process however the certainty on the extent of its outcome remains questionable. What is the present situation of education upon the implementation of the new curriculum in many schools in the country particularly in public elementary schools in the District of Padre Garcia in terms of administrative support, preparation and readiness of teachers, availability of instructional materials, and acceptance and involvement of parents?

METHODS

The study utilized the descriptive method of research because of its appropriateness to the nature of the research conducted. The respondents of the study were 17 schools' administrators and 146 teachers from the District of Padre Garcia. The instrument used was a survey questionnaire in gathering data.

RESULTS

The biggest percentage of the respondents are between 31 - 40 y.o, the majority are female. With regards to the Perceived Level of Effectiveness the following ranked 1st: 1. Use mother tongue as medium of instruction, 2. Increase the use of technology 3. Communication skills and literacy of learners 4. Has available tables/chairs/desk 5. Train teachers and explain well the content and objectives of the curriculum. 6. Teachers understand the subject area contents. 7. Parents consider that K-12 is a core component of knowledge. With regards to the significant difference in perceived level of effectiveness between the administrators and teachers: Respondents of different age, gender, and occupation groups have more or less the same perceived level on the effectiveness in the implementation of K-12 Curriculum.

DISCUSSIONS

Findings revealed that the biggest percentage of the respondents are between 31 - 40 years old, the majority of the respondent were female, and the greatest number of respondents were teachers. The perceived level of effectiveness of the implementation of the K - 12 program was effective. With the perceived extent of challenges met in the implementation of the K - 12 program fell on a descriptive rating of Met. In the perceived level of effectiveness and extent of challenges met: 1. age, gender, occupation have more or less the same 2. male is significantly higher than female, 3. teachers and school administrator respondents were both significant. There is a positive strong relationship between the school administrators perceived the level of effectiveness and perceived the extent of challenges met in the implementation of the K-12 curriculum. The higher level of effectiveness means a higher extent of challenges.

KEYWORDS: joyilagan

SUBMISSION ID: R04A-BATANP-0964

Implementation of Learning Action Cell (LAC) in Selected Secondary Schools in the Division of Cavite Department of Education: Basis for intensified Program

Nelia Nicolas, Amaya School of Home Industries

Abstract

INTRODUCTION

Educators who are innovators are needed nowadays to be able to transform schools into a venue of quality, equitable, culture-based, and developing life-long learners. To do that, teachers should have a quality professional development. Only a few teachers undergo training and most of the time the training does not meet the needs. The need to implement the learning action cell should be prioritized because this is the support system for teachers to meet their needs. The effectiveness of the implementation of the learning action cell in meeting the professional development needs of teachers is evaluated (Department of Education Order No. 35, s. 2016).

METHODS

It employed the descriptive - correlational type of research which identified and established the causal relationships between variables as in the case of this study, evaluating the effectiveness of the implementation of Learning Action Cell (LAC) of selected secondary schools in the division of Cavite were best to describe by this method and the factors influencing the effectiveness of the implementation of the program were identified.

RESULTS

The majority of teachers have attended only 2-5 times local training, with no national training; while the administrator attended only 2-5 times local and national training/seminars. The administrator strongly agrees with the management, organization, needs assessment, the number of meetings, topic prioritization, and activities. The majority of administrators strongly agree that the needs assessment of teachers is based on the IPCRF. A significant relationship existed between predictors of LAC implementation-related factors and the implementation of learning action cells (LAC).

DISCUSSIONS

The intensification of learning action cell is highly recommended for the following reasons; it supports the most cost-effective CPD process and it helps to improve the teaching-learning process that will lead to achieving, nurture successful teachers, and enable them to support each other to update on the content and pedagogical knowledge, practice, skills, and attitudes; and most of all it fosters a professional collaborative spirit among school heads, teachers, and the community as a whole. Furthermore, it meets the needs of the teachers. Further study could be the evaluation of previous LAC, the basis for improvement of the LAC session.

KEYWORDS: LAC learning action cell, implementation, professional development

SUBMISSION ID: R04A-CAVTP-0068

Implementation of Mapeh Curriculum in Selected Public Secondary Schools in San Juan District, Division of Batangas: Basis for an Action Plan

Janeth Castor

Abstract

INTRODUCTION

There is a need to improve the teaching of MAPEH so that students may be equally motivated to participate in the designed activities in this subject as in other subject areas. Hence, an improvement in the teaching of MAPEH in the schools will also be instrumental in the total development of the students.

METHODS

The researcher used the descriptive method of research. The respondents of the study include 15 school heads and 60 teachers of MAPEH in public secondary schools in San Juan District, Division of Batangas. No sampling procedures were used but the total population of school heads and MAPEH teachers were included as respondents.

RESULTS

Based on the result, the teaching of MAPEH contributes much to the development of the school, the curriculum, administration and staff, faculty and students. The problems in the implementation of MAPEH curriculum are manageable, although the following items need attention: being less prioritized over other academic areas, inadequate training and workshops in MAPEH among teachers, participation of parents and community leaders in the school's program of activities in PE is inadequate, regular communication and coordination with parents and community leaders is hindered by their preoccupation with home and work activities and the shorter time allotted to PE class hampers the students' consistent development of physical and sports competencies. The school heads and the teachers have generally the similar extent of viewpoints on the status of the teaching of MAPEH and its effects.

DISCUSSIONS

From the results, the following recommendations were formulated: The school heads and the teachers should improve to further extend their partnership with stakeholders through frequent coordinating with them or inviting them to the school compound for conference or socialization activities that will help them understand the predicaments of the school in terms of its inadequate sports facilities and equipment. The MAPEH teachers, if possible, should pursue further professional growth and development through attending subject-related seminars, conducting action researchers in the subject area and enrolling in graduate studies with a specialization in MAPEH.

KEYWORDS: curriculum, MAPEH, extent, predicaments

SUBMISSION ID: R04A-BATANP-0173

Implementation of Play-based instruction in Kindergarten

Jonamie Sapong, Department of Education - Telaje ES

Abstract

INTRODUCTION

The main purpose of this study was to evaluate and track the implementation of play-based instruction in kindergarten among public schools of Tandag City Division.

METHODS

This study employed descriptive-quantitative design. The instrument underwent a content validity test by experts with aligned relevant knowledge to the study for their suggestions. All answers of the respondents were described accordingly and complete enumeration was used to collect data from school heads as well as a teacher-respondents. Frequency counting described the profile of the respondents, weighted average mean determined the programs comprising play-based instruction, support from administrations, and the major issues and concerns in implementing the play-based approach of instruction and Pearson-moment-product-correlation was used to determine the significant relationship between the profile of the respondents, play-based implementation and the support of school administration.

RESULTS

The implementation of play-based instruction in kindergarten had not been affected by Age, Sex, Civil Status, Highest Educational Attainment, and Civil Status. The extent of play-based implementation based on the Standards and Competencies for five-year-old Filipino children revealed a descriptive rating of "implemented". The indicators of the ECCD competencies showed a descriptive rating of "seldom implemented". Play-based instruction implementation using DAP materials in teaching kindergarten disclosed a descriptive rating of "seldom implemented". The extent of support of school administrators in the implementation of play-based instruction in kindergarten divulged a descriptive rating of "implemented". The result on the challenges encountered by teachers in the implementation of play-based instruction unveiled the top three indicators with a descriptive rating of "moderately serious problem"

DISCUSSIONS

Tandag City Division may consider sending kindergarten teachers to specialized training- workshop that focuses on the different play-based instruction and activities to level-up and sustain its implementation, acquisition of instructional materials and facilities may be provided by the Department of Education through the school administrators. The prescribed class size at 1:25 teacher-pupil ratio and classroom pupil ratio may be observed to ensure quality learning of pupils and provide the opportunity for the pupils to engage and participate in the class, teachers may consider modifying and contextualizing materials and activities using play-based approach.

KEYWORDS: Play-based Instruction, Kindergarten

SUBMISSION ID: R013-TANDAG-0002

**Implementation of Positive Learning, Understanding of Self, Others and
New Experiences Project in Improving Grade Eight Students'
Academic Performance in EsP**

Kaithlen Astive, Department of Education

Abstract

INTRODUCTION

The general aim of education is to contribute to the holistic development of every individual. This recognizes that social, personal and health education is as important for young people as any other area in the curriculum. The processes of teaching and learning should be bound up with personal and social development. This study is a BERF Funded Research through the effort of the PPRD.

METHODS

The descriptive survey method was used in the study. A self-made questionnaire and evaluation form were developed by the researcher to determine the factors affecting the students' academic performance and acceptance level towards the identified intervention method. A pre-test questionnaire was also developed and given to the students and later compared to the result of the first periodical test results.

RESULTS

The performance levels of the grade 8 students in terms of periodical test result are: 71.68 (C), 50.5 (J), 53.66 (L), 53.28 (M), 51.2 (P) and 53.28 (I), as compared to its pre-test results of 41.36, 36.2, 40.48, 38.2, 36.3, and 29.84 respectively. There is an increase of 18.54% in the performance levels of the 6 sections. The academic performance is not affected or related to Family factors, as the result is showing no significant relationship between the two variables. Other factors like Interest, Study Habits, and Teacher Related Factors have a significant relationship with academic performance as revealed by the results. From among the three factors, Teacher Related Factors ranked 1, followed by Interest and Study Habits. Third, of the 181 students who evaluated them for the implementation of Project P.L.U.S O.N.E, based on how it helped them do better in Edukasyon sa Pagpapakatao, 83 said it helped them as always, 80 said often, 15 as sometimes and 3 said that it rarely helped them.

DISCUSSIONS

Using the Slovin's formula, the researcher came up with 49 respondents. To see whether or not factors like Family, Interests, Study Habits and Teacher-Related Factors are affecting the students' academic performance in terms of periodical test results, using the Pearson product moment coefficient of correlation. A null hypothesis was formulated that, there is no significant relationship on any one of the factors and the academic performance of the students. 181 students were asked to evaluate and rate their level of acceptance on the implementation of Project P.L.U.S O.N.E. It is determined using ninety-five percent (95%) accuracy from the total population of 331.

KEYWORDS: positive learning, academic performance

SUBMISSION ID: R005-CAMSUR-0051

Implementation of Project 555 in Mathematics 10 Using Different interventions

Erene Panopio, Department of Education

Abstract

INTRODUCTION

The increment of the achievement level of students in mathematics is hard to achieve, most especially in the schools wherein the teachers are handling at most three different subjects every day. Most of the students had mathematical disabilities that need to be addressed. Enhancement of programs, projects and different methodologies should be given priority to increasing students' performance in mathematics. San Roque National High School was one of the schools got a low Achievement Test MPS to result in mathematics. To assist struggling students, the researcher implement project 555 in mathematics 10 with the use of two methods as part of the intervention to uplift their performance and to realize its effectiveness.

METHODS

All students from the two sections were the respondents of this research. Purposive sampling was employed based on the researcher judgment in choosing members of the sample to participate in the study. The study made use of quasi-experimental nonequivalent control group design. The control groups undergo the teacher directed method (chalk and talk) and the experimental group the Harkness method. The research instruments used in the study was the achievement test composed of 40-item tests of multiple choice came from the Division of Laguna. The statistical treatment used was mean and t-test for independent samples to compare the pre-test and post-test between the two groups. The result indicates that most of the grade 10 students were lack of prior knowledge in patterns and algebra and geometry. Through the applied interventions the difficulties were treated.

RESULTS

Based on the findings of the study, 1) there was a significant difference between the mean performance of control and experimental in pre-test and post-test and also there was a significant difference between the teacher discussion (chalk and talk) and Harkness mean performance of the two groups, since the post-test mean performance of the two groups is higher, it means that the null hypothesis is rejected. The two approaches use is both effective in making the performance higher, and 2) project 555 with the use of teacher discussion method (chalk and talk) and Harkness method has a significant effect on enhancing the students' performance in mathematics of grade 10 students. Therefore, the decision is to reject the null hypothesis (reject H_0).

DISCUSSIONS

The results demonstrate the need to identify the prior knowledge of the students before learning the new concept through diagnostic teaching. The competencies taught by the teachers should coincide with the competencies given in the National Achievement Test by having an item analysis of test results. Through these, the teacher could give solutions to the students' learning disabilities. Moreover, continue adopting projects/programs that are suitable to the needs of the students. Project 555 helps enhance students' performance in mathematics with the use of different interventions.

KEYWORDS: Project 555, Math Intervention, Harkness Discussion Method, Teacher Directed Method,

SUBMISSION ID: R04A-LAGUNA-0160

Implementation of Project Adopt a Learner at RISK (ALERT C) in Tabaco City Division

Adonis Collantes & Roel C. Tanola, Department of Education

Abstract

INTRODUCTION

The right to education is one of the Children's rights. But for a few, education seems to be an "elusive dream" maybe because of financial constraints, or perhaps due to other reasons such as that of poor intellect. Nonetheless, every young must be properly educated. The proponents believe that there is a need to save those pupils and students who are at risk: who may leave their classes because of indigence or of those who find schooling a punishment simply because of reading or numeracy difficulty. They regard Project ALeART C as the kind of intervention that could save every learner in the city schools from quitting school life. Education is indeed a passport towards economic growth. It is believed to be the individual's identity in Today's world of struggle and advancement. Sotero Laurel of Batangas, in his speech during the plenary session of the 1971 Constitutional Convention said that education is a vital element of our life as a people and as a nation. Education, whether imbibed at home or acquired in school, is truly an essential element of life, be it the life of the individual or the society. It is one factor that is responsible for the development of one's personality, or in the case of the nation, its national identity. Progress is at stake to some who have been deprived of the basic elementary and secondary education. It is the goal of EFA being defeated before it is fully achieved by 2015? But, "it takes a village to educate a child" and so we place our hands together in helping at least a learner - at - risk in every school of Tabaco City. The proponents firmly believe that giving these "select" young an equal opportunity to access basic education is worth investing.

METHODS

The researchers collected the questionnaires and tallied using the frequency percentage and the weighted arithmetic mean. A descriptive-correlational method adopting the survey questionnaire type design type.

RESULTS

The results of the study show that the Federated PTA Officers has approved funds for the pupils/students who are recipients of the cited project upon the recommendations of the teachers and school heads. This is also one of the most effective intervention activities of the school for improving the academic performance of the learners.

DISCUSSIONS

The researchers recommended the continuous implementation of the said project since it is very helpful in saving the life of the students or pupils/pupils in dropping out from school.

KEYWORDS: ALERT C

SUBMISSION ID: R005-TABACO-0039

Implementation of Project Basa-Unawa: Its Impact on Identified Struggling Readers in Grade one

Maiel Luzande, Paciano Rizal Elementary School

Abstract

INTRODUCTION

Our school experienced difficulties concerning reading. Looking for a cure in such malignant illness, the discovery of an effective reading program was like a cycle that never ends and returns to its beginning. The good thing was the stakeholders were able to dig deeper into the reasons behind the reading difficulties of our learners. Hand-in-hand, the principal through SHDP Concept Paper, the teachers through CI Program, parents through PTA Project, LGUs and NGOs through Adopt-A-School Program developed a complete remedy that ceased the illness that has been troubling our school for such a long time. PROJECT BASA-UNAWA, a reading program that helped decrease the number of struggling readers based on Reading Assessment. From then on, Project BASA-UNAWA has been implemented in the school and its result dramatically decreases the number of struggling readers.

METHODS

The descriptive method was used in this study to identify the reading level of the pupil and their specific needs (Pretest). After the respondents were identified, different strategies of the Project were applied and implemented for three months to fill the reading gap among the respondents. Using the different approaches of the PROJECT, the teams focused on the 37 struggling readers in grade one and their needs. In March, the reading test (post-test) was given to respondents to check the impact of the project mentioned above.

RESULTS

This study found out that there was a significant decrease in the struggling readers in Grade One. The 37 identified struggling readers were down to 3. This means that 92% of the respondents are now readers. This study further found out that, 1. the teachers through "Adopt-A-Child" can help specific respondents during their free time, 2. the parents through "Kasali Kami" can assist struggling readers on their tutorial during lunch break, 3. the SPG officers and some concerned intermediate pupils through "BUMs (Basa-Unawa Motivators)" can aid one-on-one reading activities after classes and (4) the fast-reader pupils in grade one also helped their classmates through "Each One - Teach One" during their SINORA.

DISCUSSIONS

The result showed that the Project was proven effective and reduced struggling readers by 92%. This means that the project can also be implemented to a higher-grade level for another set of respondents. This further proved that the Project can also be replicated in other schools experiencing such kinds of reading problems and with its continuous implementation, the learning gap among pupils can be resolved.

KEYWORDS: Struggling readers, Phil-IRI, reading gap, reading level, replicated

SUBMISSION ID: R04A-LAGUNA-0318

Implementation of Project ImpLOAR in Grade 10 students in Bagbag National High School

Marjorie Ann M. Herrera & Leah R. Del Rosario, Bagbag National High School

Abstract

INTRODUCTION

The objective of Project ImpLOAR is to make progress on Learners Outcome Assessment (LOA) results through assessment, planning, and evaluation. The said project is implemented by giving two (2) questions per day before the start of the lesson. Before the weekends, the teacher gives another test which is composed of 10 items that are parallel to the daily test. Through weekly assessments, teachers were able to determine the progress that students have made over time and to evaluate the effectiveness of the teaching strategy used in the lesson. The aimed of this study is to distinguish the effectiveness of Project ImpLOAR.

METHODS

This study employed the quasi-experimental design. The instrument was used in the pretest and posttest was a teacher-made test and was validated by the Department Head. Both control and experimental groups were given a pretest. At the end of the implementation, both groups were given the posttest to find out if there is a significant difference in the science performance of the learners in the control and the experimental groups.

RESULTS

The result of the pretest of the control group which has a mean of 18.85 while the experimental group got a mean score of 18.95. The mean difference of the pretest results was 0.10. The computation revealed that the t-computed value of -0.07 was lower than the t-tabular value of 2.093 at 0.05 level of significance with 19 df. It means that there is no significant difference between the pretest results of the two groups. The control group got a mean score of 37.05 while the experimental group got a mean of 54.25. The mean difference in the posttest results was 17.20. The result showed that the t-computed value of 8.44 was greater than the t-tabular value of 2.093 at 0.05 level of significance with 19 df. So, there was a significant difference between the posttest results of the two groups. It means that the experimental group has higher test results in science after being exposed to Project ImpLOAR.

DISCUSSIONS

Based on the findings, the following are the conclusions.

1. There is no significant difference on the pretest results of control and experimental group.
2. There is a significant difference on the posttest results of control and experimental group.
3. There is an improvement in the results of the control and experimental group but there is a significant difference noted on the experimental group.

SUBMISSION ID: R04A-CAVTP-0506/ R04A-CAVTP-0516

Implementation of Project ImpLOAR in Grade 10 students of Bagbag National High School

Leah Del Rosario & Marjorie Ann M. Herrera, Bagbag National High School

Abstract

INTRODUCTION

The objective of Project ImpLOAR is to make progress on Learners Outcome Assessment (LOA) results through assessment, planning, and evaluation. The said project is implemented by giving two (2) questions per day before the start of the lesson. Before the weekends, the teacher gives another test which is composed of 10 items that are parallel to the daily test. Through weekly assessments, teachers were able to determine the progress that students have made over time and to evaluate the effectiveness of the teaching strategy used in the lesson. The aimed of this study is to distinguish the effectiveness of Project ImpLOAR.

METHODS

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DISCUSSIONS

Based on the findings, the following are the conclusions.

1. There is no significant difference on the pretest results of control and experimental group.
2. There is a significant difference on the posttest results of control and experimental group.
3. There is an improvement in the results of the control and experimental group but there is a significant difference noted on the experimental group.

SUBMISSION ID: R04A-CAVTP-0506/ R04A-CAVTP-0516

Implementation of Reading Remediation in Banjo Laurel Elementary School Increases the Reading Performance of Slow Readers and Non-Readers

Primitiva Gupo

Abstract

INTRODUCTION

Banjo Laurel Elementary School, aims to deliver quality education to its clientele, wherein they opened a remediation/ reinforcement program for this SY 2018-2019 to be done from 12:00 to 12:30 in the afternoon. The said activity will have differentiated instructions for the differentiated intelligence level of each pupil in which some group will be learning independently while some will learn through the help of selected little teachers and the teachers, following our Reading Program the Project READ (Read, Enjoy, and Discover) in English.

METHODS

A new set of Phil-Iri arose and implemented. The one is the Group Screening Test and Individual Screening Test. Teachers conducted reading during lunch break together with the help of little teachers with high-level reading ability to maximize the allotted short period.

RESULTS

Based on the frequent reading, pupils in Banjo Laurel Elementary School with 48 slow readers become 26 fast and 22 average and 16 out of 18 non-readers, for grades one to six. This project READ (READ, ENJOY AND DISCOVER) contributed much to the learners.

DISCUSSIONS

Enrollment of Banjo Laurel increased by 17 percent compared to the last year 2017-2018. Teachers and PTA agreed to have a "binalot" their children so that they can exercise the said Project READ. It can help them also to avoid cutting classes, instead, they become a wide reader.

KEYWORDS: clientele, intelligence, readers

SUBMISSION ID: R04A-TANAUA-0088

Implementation of Reading Remediation Program at Calubcub II Elementary School

Riza Dimaano, Department of Education

Abstract

INTRODUCTION

The implementation of the reading program is designed to provide immediate opportunities for the teachers to observe and participate in the program. The purpose of this study is to know what the proposed guide can develop for the pupils reading proficiency, which will give basic instruction in reading as part of the curriculum, provide guidance for the improvement of instruction in adjusting skills and abilities to the demands of the content fields, assist with corrective and remedial reading, instruction, stimulate broad and extensive reading that pupils can expand their interests and improve their reading performance.

METHODS

This study made use of a descriptive research design through the questionnaire. The respondents were twenty-five teachers. The researcher used Slovin's formula with a five percent margin of error and got the twenty percent of the total so the researcher arrived the actual number of respondents. The teachers were selected using non-probability purposive sampling. The researcher used the questionnaire to gather data. It also utilized interviews that helped them to seek information.

RESULTS

This study discovered that pupils must be given additional help, giving assistance and diagnose the needs of the pupils with reading difficulties. The teachers also provide a variety of instructional techniques, strategies, and materials in teaching non-readers more effectively. Through the reading remediation program, the pupils will benefit the vocabulary development, pronunciation and comprehension to lessen the number of non-readers. But the teachers encountered problems like having poor retention of pupils that needs to diagnose the reading difficulty and give assistance to improve the reading level.

DISCUSSIONS

The findings cited the extent of the implementation of the program in terms of objectives, instructional materials and administrative support is a great extent by knowing the appropriate materials suited to the pupils. The problem encountered was poor retention of the pupils. A plan of activities is designed to practice the pupils to enhance their reading skills by providing materials, joining the organization in the school, assess the reading performance of the pupils, conduct various activities to develop pupil's self-confidence and know how to participate in class discussion. The designed activities may be reviewed by higher authorities before its implementation and sustained throughout the school year and a similar study may be conducted in other areas of the discipline.

KEYWORDS: implementation, remediation

SUBMISSION ID: R04A-BATANP-0778

Implementation of School-Based Feeding Program in Five Selected Public Secondary Schools in Nasugbu, Batangas

Jocelyn Bisayas, Department of Education

Abstract

INTRODUCTION

The Philippine government has identified the factors that affect the dropouts in public schools. High rate of dropouts both in elementary and secondary can be attributed to the factors of poverty and malnutrition. To effectively lessen dropouts, the Food for Education program was implemented in two forms: Children feeding at school (School feeding Program); and Family Given Food if their children attend to school (Food for Schooling Programs). These programs used food as an incentive for parents to send their children to school.

METHODS

This study utilized the descriptive-comparative method of research. The significance of the descriptive survey method was connected not only with the characteristics of individuals but with the characteristics of the whole sample. It provided information useful to the solution of local issues. Survey might be quantitative or qualitative in verbal or mathematical forms of expressions. This method applies prominently because this study aims to assess the implementation of the current Department of Education's School-based feeding program in (5) five selected public secondary schools in Nasugbu, Batangas.

RESULTS

The study revealed that most of the recipients favored common menu which are rich in carbohydrates and protein like rice and fish. The feeding program in schools intend to uplift the educational status of students who are in need of supplementary feeding on basis of students' health condition. The respondents rated strongly agree on the cleanliness and condition of the feeding center.

DISCUSSIONS

The school-based feeding program, which serves as the nucleus of delivering nourishing food to selected schoolchildren, is giving optimum on the indispensable criterion that the program should present.

KEYWORDS: Implementation, School Feeding Program, Students, Nutrition body Mass Index.

SUBMISSION ID: R04A-BATANP-1452

**Implementation of TEA (Transparent, Ethical and Accountable)
Governance in the Province of Quezon: From theory to Practice**

Emelia Eclarin, TRAQ

Abstract

INTRODUCTION

The quality of leadership and management makes a significant difference to any school and its learning environment; thus, the leadership of a school leader is essential for every organization. However, many cases concerning management operations of the school specifically in terms of Liquidation of Maintenance and Other Operating Expenses (MOOE), management of human and other school resources become the most controversial issues among the school heads in many public schools. Region IV-A CALABARZON implemented a flagship program that adheres to strengthen the quality of management and leadership in schools known as Transparency, Ethical and Accountable (TEA) governance which aims to promote transparent, ethical and accountable delivery of instructional services and governance in basic education based from the SCOUTERS ROCK. Hence, this study determined the implementation level of TEA governance in Quezon province as the basis for a proposed manual of implementing rules and guidelines.

METHODS

This study employed a quantitative-qualitative research design. A descriptive method using a survey questionnaire was used in this study to determine the level of implementation of TEA governance. The researcher used twelve (12) key indicators of TEA governance based on the SCOUTERS ROCK to gather facts and data. For qualitative measures, interviews among the parents were coded for interpretation.

RESULTS

TEA governance in the Quezon province among the public schools is implemented as perceived by the respondents. Improving access to and quality of basic education services was perceived as highly implemented and rendering regular and accurate financial reports on MOOE and other generated funds were perceived fairly implemented. Its high relationship revealed a significant difference in respondents' perceptions. This is the effect of the common problems in the implementation of TEA governance such as cooperation and participation of the entire stakeholder and the proper coordination with responsible persons.

DISCUSSIONS

Enhanced greater transparency in school management is an indispensable element of management system leading to effective school governance. The advocacy of TEA governance headed by the Region IV-A Dir. Diosdado M. San Antonio which adheres and campaigns good governance among its educational leaders will bring the regional office closest to the people in the local communities to participate and know their issues and concerns regarding the School-Based Management system.

KEYWORDS: Good Governance, Transparency, School-Based Management, Stakeholder, SCOUTERS ROCK

SUBMISSION ID: R04A-QUEZON-0305

Implementation of TEA Governance to Master Teachers' Role in Coaching and Mentoring

Mark Anthony Idang, Department of Education

Abstract

INTRODUCTION

Coaching and mentoring are responsibilities of the Master Teachers among others. They are not only allowed to observe classes to look for best practices but by also providing technical assistance for improved instructions as governed by being transparent, ethical and accountable.

This study aims to measure the master teacher's being transparent, ethical and accountable toward the level of implementation of coaching and mentoring perceived by the fellow teachers in accomplishing tasks, developing competence, establishing relationships and giving feedback. The key findings in this implementation will serve as the basis for providing targeted professional development programs.

METHODS

The quantitative method of research using a survey to collect the data was used in this study. Respondents' insights were also written to indirectly validate the responses. The instrument was subjected to content validity by school heads, supervisors and specialists. Focus group discussions were also conducted among the 14 teachers after disclosing informed consent to the respondents.

RESULTS

The majority of the respondents said that the master teachers' role in coaching and mentoring is strongly evident. The teachers provided consistent evidence that master teachers being transparent, ethical and accountable provide open communication, candid working environment showing respect, competence, responsibility, and integrity in doing the tasks. Teachers also put a premium on the governance of being accountable while doing coaching and mentoring as master teachers provide a clear goal for outputs and give highlight best practices on how to accomplish things. On part of accomplishing tasks, developing competence, establishing a relationship and giving feedback, teachers rated the master teachers' competence through coaching and mentoring as strongly evident, too. Overall TEA governance has a great relationship in conducting coaching and mentoring fellow teachers.

DISCUSSIONS

Teachers highlight the points on intently listening to issues in the workplace, addressing complicated and delicate issues and concern and helping fellow workers see the larger picture of what is happening in the organization. On the part of being ethical, master teachers' responsibility for coaching and mentoring was the priority to be taken care of. This study provided the master teachers input that coaching and mentoring is a practice of establishing good working relationships and the exchange of good instructional practices.

KEYWORDS: master teacher, coaching, mentoring, transparency, ethical, accountability

SUBMISSION ID: R04A-LAGUNA-0155

Implementation of Technical Vocational and Livelihood Track among Senior High School in Calamba Bayside Integrated School: A Basis for an Action Plan

Danilo Tungol, Department of Education

Abstract

INTRODUCTION

The effectiveness of the Philippines K- 12 Educational Plan depends on the quality of teaching and learning in the classrooms and laboratories in which the education takes place. The TVL senior high school program plays a significant role in raising the quality of high school graduates toward employment or entrepreneurship locally and internationally. This study was envisioned to provide sufficient feedback to school administrators that will enable them to find ways and means to address whatever shortcomings of the K to 12 programs.

METHODS

The study employed the descriptive research design to secure evidence concerning the present status, situations, and conditions of things and events. The subject of the study involved 9 TVL senior high school teachers and 394 senior high students for the school year 2017-18. Two sets of questionnaire checklist were prepared. The first set was prepared to determine the assessments of the senior high school teachers in the implementation of TechVoc and Livelihood Track and their readiness in it. The second set of questionnaires solicited the assessments of the students in the implementation of TVL Track at Calamba Bayside IS.

RESULTS

The students found that curriculum adjustments, school plant, and facilities, administration and management for TVL Track as very good. Teachers responded as very good in curriculum adjustment and much ready with instructional materials for TVL Track, while moderately ready in advancing their teaching competencies and so as their teaching strategies. The generated value from the t-test yields no significant difference between the assessment of the two groups of respondents on the implementation of TVL Track along with curriculum adjustments, school plant and facilities, and administration and management, therefore null hypothesis is accepted. The action plan was developed to address the weaknesses of the implementation of TVL Track and offer enhancement activities to senior high school teachers and students at Calamba Bayside IS.

DISCUSSIONS

The results show that the students in TVL Track need innovative technologically based training that promotes the application of knowledge to improve their skills. A TVL teacher needs to be retooled, enhanced, and retrained. They are encouraged to gain NCII/TM/NTTC and enroll in graduate studies. With regards to school plants and facilities, the local or provincial government may assist in the acquisition of tools and equipment.

KEYWORDS: assessment, implementation, tvl track,

SUBMISSION ID: R04A-CALAMB-0048

Implementation of Technology-Based Application in Eliminating the Struggling Readers of Grade Two Students in Paaralang Sentral ng Mataasnakahoy

Chona Marudo, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

The advent of computer technology opened new trends and avenues in teaching and learning. Old ways of instruction are now giving way to newer and more efficient methods of teaching. Consequently, the teacher's instructional responsibilities and the impact of teaching on learning are both under critical evaluation. Nowadays the crucial task in the field of education is the improvement in the teaching-learning process. For these purposes, educational researchers have tried to experiment with the innovative methods of instruction.

METHODS

The researcher used descriptive methods of research since it is most appropriate in determining current status and situations related to the variables of the study being conducted which is to describe the effectiveness of project telephonic in improving the reading abilities of grade four pupils at Paaralang Sentral ng Mataasnakahoy.

RESULTS

Results revealed that teachers often used computer-aided instruction to strengthen the pupils' motivation, enhance and make faster, accurate and meaningful their conduct of teaching-learning activities and slightly often in terms of evaluating the lessons. The technology-based improved performance when computer-aided instruction is utilized. The result also revealed a strong association between computer-aided instruction, teachers' efficiency in utilizing it and the pupils' development of competencies.

DISCUSSIONS

The researcher designed an innovation that will be executed in the academe for the whole to identify the strengths and weaknesses of the students. The said innovation was named computer-aided instruction in eliminating the struggling readers of grade two pupils in Paaralang Sentral ng Mataasnakahoy. The designed CAI was utilized by the grade two struggling readers. Different CAI was applied to the pupils to the pupils to be able to develop the reading skills to the low-level students. The researcher designed an innovation that will be executed in the academe for the whole to identify the strengths and weaknesses of the students. The said innovation was named computer-aided instruction in eliminating the struggling readers of grade two pupils in Paaralang Sentral ng Mataasnakahoy. The designed CAI was utilized by the grade two struggling readers. Different CAI was applied to the pupils to the pupils to be able to develop the reading skills to the low-level students.

KEYWORDS: Telephonics, Reading

SUBMISSION ID: R04A-BATANP-0825

**Implementation of the Alternative Learning System (Als) Program in
Selected Public Elementary Schools: Basis for a Proposed Development
Plan**

Emma Grace Pamittan, Department of Education - Cavite

Abstract

INTRODUCTION

Alternative Learning System (ALS) is an alternative or substitute for formal education that is parallel to the learning system in our country. It has created a lot of disagreements before but now the good results emerge in our Philippine Educational System. Alternative Learning System provides a second chance of schooling to marginalized learners to the end that they can find a better job and pursue further education. The program requires highly dedicated and multi-skilled teachers who have to deal with diverse types of learners. This study is focused on the status of the primary implementation of ALS are in the elementary school Division of Cavite.

METHODS

This study principally used the descriptive method of research using questionnaire-checklist as the research instrument and the respondents were selected students coming from Valenzuela National High Schools in Valenzuela City such as Dalandanan, Polo and Malinta using Alternative Learning System, implementers, local government unit, and School Administrators from the 1st District of Valenzuela in the Division of Valenzuela City.

RESULTS

The implementers/facilitators possessed appropriate qualifications and experiences in instructional leadership practices, it is also apparent that the problems identified need immediate solutions and action for which to enhance the implementation of the programs and projects of the Alternative Learning System. The proposed development plan is doable and provides the right direction and expectation to rectify and solve the problematic areas of concern for the implementations of the programs and projects of the Alternative Learning System.

DISCUSSIONS

There should be continuous upgrading of their skills through conferences, training and seminars, workshops to abreast with the new trends in educating the prospective clients.

KEYWORDS: ALS, Alternative Learning System, Adopt a School Program, Proposed Development Plan

SUBMISSION ID: R04A-CAVITP-1718

Implementation of the Child Protection and Anti-Bullying Policies in Sdo-Quirino: A Basis for Developing a Contextualized Child Protection Program

Melissa M. Vicmudo, Ed.D., Atty. Shayne Anne R. Bascos, & Orlando E. Manuel, Ph.D., CESO VI, Department of Education - Quirino

Abstract

INTRODUCTION

Child abuse and bullying are among the nation's most serious concerns, with thousands of cases reported every year. This study was conducted to evaluate and describe the implementation of child protection and anti-bullying policies in the Division of Quirino which will be used as a basis in developing a contextualized child protection program.

METHODS

The descriptive quantitative type of research method was utilized to describe and assess the child protection policies of the Schools Division Office of Quirino. The researchers chose the twenty (20) elementary and twenty (20) secondary schools in the Schools Division of Quirino as their respondent schools. These schools were chosen per the number of abuse and bullying incidents they have reported in the school years 2013-2014, 2014-2015, 2015-2016 and 2016-2017.

RESULTS

The analysis of the data revealed that the majority of the schools surveyed are categorized as small schools. Records show that there are 256 reported bullying incidents and 69 child abuse cases despite majority of the schools have complete policy being implemented in terms of the provisions on child abuse, provisions on bullying, student code of conduct, and referral mechanisms; and full participation in terms of information dissemination on child protection, raising awareness on child protection, drafting the child protection policy currently being implemented, responding to cases of bullying within the school, and responding to cases of child abuse within the school.

DISCUSSIONS

With this, it is recommended that authorities should develop a contextualized child protection program in the Division of Quirino to address the different areas of the child protection and highlighting the policies in terms of the student code of conduct and feedback mechanisms and devise an action plan considering the activities provided in this study.

KEYWORDS: anti-bullying, child protection, contextualized policy

SUBMISSION ID: R002-QUIRIN-0139

Implementation of the Child Protection Program in Basic Education

Medelyn C. Trinidad, Department of Education

Abstract

INTRODUCTION

Child Protection Program exists and mandated to be implemented in Basic Education. Even if it is mandated, different aspects are being considered how it is being implemented. Each school differs in the implementation of the said program. Moreover, this study will become an essential supplement for offering an intervention that could strengthen the Program.

METHODS

A descriptive evaluative research design was used. The design has emphasized objective measurement through the use of a survey questionnaire. One-hundred five teachers and three-hundred sixty-two parents were tapped as respondents in six identified central schools. After the questionnaires were answered, it was collected and had all of it tabulated.

RESULTS

The advocacy of the Department of Education through its Child Protection Program is seen to be a measure of accountability and responsibility for child protection. It can be noted that Department of Education schools have organized their individual Child Protection Program Committees and the practices differ because of the various backgrounds and orientation of the implementers. In some schools, parents may not be fully aware that such a program exists, teachers may have been overwhelmed with their other academic tasks that might have inhibited their active involvement in the program. As such, it can be inferred that the different learning institutions have varied experiences when it comes to the implementation of the Child Protection Program. It was also found out that the implementers rarely come across issues that might affect the implementation of the Program.

DISCUSSIONS

Despite the result, there are still incidences of abuse to the learners; thus, the intervention program designed considered the various aspects of the program to encourage a proactive involvement among stakeholders on the Child Protection Program of the Department of Education.

KEYWORDS: implementation, Child Protection Program, Basic Education

SUBMISSION ID: R013-SURSUR-0190

**Implementation of the School to School Partnership Program as
Correlates to the School Performance of the Three (3) Selected Public
Secondary Schools in Tuy District**

Ronel Gomez, Department of Education

Abstract

INTRODUCTION

This research aimed to determine the effectiveness of the implementation of the School to School Partnership Program as correlates to the School Performance of the three (3) Public Secondary Schools in Tuy District since after 1 year of the implementation of SSP, no budget has been given to all the implementers.

METHODS

The seventy-nine (79) respondents of the study were from the three (3) Public Secondary Schools which implemented the School to School Partnership Program. Data were gathered through survey-questionnaire regarding the implementation of the School to School Partnership Program. The study used the Descriptive Method of Research and utilized the survey-questionnaire as the instrument in gathering the necessary information.

RESULTS

As presented, there is a significant relationship on the responses of the respondents regarding School to School Partnership implementation when grouped according to School Profile variables such as School-based Management, Performance Indicators, Teaching and Learning Performance, Action Research, Disaster Risk Reduction Management Program and Child-friendly School System. There is also a significant relationship between School to School Partnership implementation and School Performance.

DISCUSSIONS

The school as an institution of learning, which aims to provide quality education to the learners, delivers the curriculum instruction with various strategies. With this, the institutional performance in many aspects must be improved to better deliver quality services to all the stakeholders. One of the aspects of services that need to be addressed is the School-based Management (SBM). The next is the School Performance Indicators which is the quantitated result of the school's performance on access and quality. Also, the teaching and learning performance must also be given attention since this is the core responsibility of the school which is to provide quality teaching experience to the learners. This can also be improved if all personnel look for solutions to improve the practices. With this, the school also needs to improve the action research level of practice. Also, quality education cannot be attained if the environment is not safe and child-friendly. This is why the Disaster Risk Reduction Program and Child-friendly School System must also be given emphasis. In connection, it is suggested that when they implement the program, they still need to focus on the school performance profile.

KEYWORDS: School to School Partnership, School Performance, School-based Management, Performance Indicators

SUBMISSION ID: R04A-BATANP-0085

Implementing Career Guidance Activities in Selecting Specialization Course in T.L.E. among Grade 8 Students

Michelle Cabarrubia, Department of Education, Calatagan National High School

Abstract

INTRODUCTION

K to 12 Education Program offers Career Pathways or optional courses that students select from several choices. At grades 7 and 8, students will study exploratory subjects by taking four Technology and Livelihood Education (T.L.E.) courses for each grade. At Grades 9 and 10, T.L.E. specializations are offered. The learner chooses one course to specialize in from among the exploratory courses taken in Grade 7 and Grade 8. However, students face several problems while choosing a specialization course. More often, they face the problem of matching their course choices with their abilities, interests and school performance. Students are perplexed and choosing a specialization course becomes daunting. In this study, the researcher was motivated to implement career guidance activities that will enhance the selection of a specialization course in Technology and Livelihood Education among Grade 8 students.

METHODS

The descriptive method was used with the questionnaire as the main data gathering instrument which was validated and administered to Grade 8 students and T.L.E. teachers. The data gathered from the responses of the teachers and students were analyzed and interpreted through the use of frequency counts, percentage, ranking, and weighted mean.

RESULTS

The students who participated in the survey made a thorough assessment of the impact of the implementation of career guidance activities on their selection of specialization courses. Such activities include self-exploration activities, course orientation, and career counseling. Based on the data gathered, the respondents strongly agreed that career guidance activities influenced their specialization course choice preference. This only proves that the self-exploration activities helped the students better understand themselves; course orientation enlightened them of the distinct features of every specialization course, and career counseling made them recognize the impact of right course choice on the improvement of their academic performance. However, the data also showed that the teachers faced various constraints in the implementation of career guidance counseling.

DISCUSSIONS

Based on the result of the study, it was drawn that additional guidance activities must be implemented to enhance the selection of the preferred specialization course of the students. Students should be given more self-exploration activities and extensive career orientation. Furthermore, career counseling should be dealt upon with emphasis. Teachers experience a multiplicity of challenges during the implementation of career guidance activities. To lessen the challenges faced by the teachers in implementing career guidance activities, teachers should: a) be given adequate trainings, workshops or seminars; b) have adequate resources and a venue; c) set consultation time; d) encourage students to participate and make them realize its usefulness, and; e) ensure parents are aware and participate in the guidance activities.

KEYWORDS: Specialization course, career guidance activities

SUBMISSION ID: R04A-BATANP-1945

**Implementing inclusive Education as Experienced By Paaralang Sentral
Ng Mataasnakahoy General Education Teachers**

Liza Briones, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

Since the past two and half decades, inclusive education is being the most advocated program for children with disabilities in the education system. Teachers play a vital role in the effectiveness and workability of the program. However, difficulties inherent in the process are major setbacks to wider the execution of inclusion. In this study, I seek to answer what are the challenges do teachers experience in implementing inclusive education.

METHODS

A descriptive research design was used. Using a quantitative method of data analysis, I conducted survey questionnaires to get a response of the respondents. Forty general education teachers were used as respondents of this study.

RESULTS

The study proves that general education teachers faced many challenges in diversity of learners wherein they have an inadequate understanding of the multiple theories and concepts of learning styles; curriculum mainly the lack of knowledge to provide activities and use different materials appropriate to the learners; assessment specifically insufficient appreciation of the value of testing as a tool to improve instruction and learning performance and personal growth and professional development for they are uninformed with the current developments in education.

DISCUSSIONS

The results of this study must be attending immediately to make learning in inclusive education more fruitful to children with special education needs and improve the quality of teaching of general education teachers. They should be equipped with lots of training and seminars because they are key drivers and implementers of education at the school level. They largely determine whether inclusive education will succeed or not. Moreover, collaboration among all stakeholders is necessary to maintain the goodness of the teaching process through being resourceful in solving the difficulties at hand.

KEYWORDS: CHALLENGES, INCLUSIVE EDUCATION

SUBMISSION ID: R04A-BATANP-0350

**Implementing OLAQIET (one Learning and Question in Every topic)
to Develop Students' Mastery Level in Understanding Culture, Society
and Politics**

Fredelyn Jeminez, Department of Education, Tagbina National High School

Abstract

INTRODUCTION

In the first two years of Senior High School implementation in the Philippines, many students are still in the process of transition and are experiencing transitional peculiarities who are still confused with the changes in the educational system. OLAQIET is an acronym personally created by the teacher-researcher that stands for One Learning and Question in Every Topic. This does not focus only on the "learning" but to the points of difficulty also.

METHODS

This action research is a quasi-experimental design since this is a "test-out of a strategy" whose purpose is to gauge the grasping scale and the reason was to test the efficacy. Participants are the current Grade 11 students in all strands having a total of 154. The teacher-researcher uses any of the four methods of data gathering: analyzing documents and material culture, participating in the setting, observing directly, and interviewing in depth.

RESULTS

Pre-test results showed that the mastery level of the entire Grade 11 students in UCSP is 51.72 with a description of "nearing mastery" and that the MPS rating is at the lowest part of the range. During the post-test, the MPS rating increased to 69.6 having a description of nearing mastery but is on the upper range, making a difference of 17.878. The comparative difference in the pre-test and post-test scores (MPS) of the students is indeed proof that they performed better in the post-test. It is therefore construed that the strategy is useful. The perception survey also proved that OLAQIET has helped the students easily recall the whole topic with the highest number of responses of 64 out of 111.

DISCUSSIONS

The comparison of MPS showed an increased result; therefore, the intervention has helped the students in any way to master the competencies of the subject. Considering the responses on the survey sheet, it is interpreted that the intervention is beneficial to the academic routine of the students. The strategy has served the following benefits: learning is monitored; points of difficulty are made known to the teacher and are given due attention along the way; students became responsible in complying with their regular task; improved students' writing skill in some way; timid students can freely express their thoughts and confusions through writing, and forgotten key points are easily remembered and scanned.

KEYWORDS: Journaling; Understanding Culture, Society, and Politics

SUBMISSION ID: R013-SURSUR-0102

Implementing Project DREAMS (Developing Reading Ability through Meaningful Strategies) in Addressing Non-Readers among Grade II Pupils at Bagbag II Elementary School

Jonathan Fuensalida

Abstract

INTRODUCTION

"Every Child A Reader Program" of the Department of Education (Department of Education) to gauge the proficiency level of pupils to make every Filipino child a reader at his/her grade level. If the child has poor reading, chances are his/her performance in any other subject is poor and eventually affects learning. This situation brings the desire of the researcher to select this study to remedy the problem using the implementation of Project "DREAMS" (Developing Reading Ability through Meaningful Strategies) to reduce the non-readers.

METHODS

The descriptive method was used in gathering data from the Phil-IRI of teachers using the documentary analysis and from the interviews done to the teacher-adviser and pupils which helped to the development of the study.

RESULTS

The following were the results of the intervention done to reduce non-readers 1) develop intervention to address non-readers, this project under CIP was inspired the researcher of the study because it is a dream of any teacher that every learner any acquire knowledge, skills, and understanding to combat the challenges of life in order to meet the global demands. Through the teaching of reading, knowledge in different areas can be ascertained, and 2) effectiveness of the intervention in reducing non-readers.

DISCUSSIONS

Based from the results of the study on giving remedial instruction through the said project, it helped to decrease the number of non-readers among the target pupils. This project can be fully utilized as an intervention to develop reading ability of pupils who are experiencing reading problem.

KEYWORDS: Project DREAMS, Nonreaders, Strategies

SUBMISSION ID: R04A-CAVITP-1308

Implementing Reverse Teaching Method in Teaching General Mathematics among Abm Grade 11 Students

Vicente Carandang & Job Triviño, San Juan Senior High School

Abstract

INTRODUCTION

With the implementation of K to 12 Curriculum, teaching was reformed into a student-centered learning using new techniques. Unfortunately, in General Mathematics, teachers were forced to use traditional teaching method; the sixty minutes class are used discussion and answering queries resulting to the insufficiency of time for application which affects the overall academic performance of the students. With this scenario, educators are considering reverse teaching method which is one the most trend in education nowadays. This study focused on determining if there is a significant difference between the academic performance of the students taught using the traditional teaching and reverse teaching methods.

METHODS

A mixed method and quasi-experimental research approach were used. Eighty ABM Grade 11 students were selected through purposive sampling and interviewed to determine those students with a smartphone, laptop, and desktop with internet access. The mean of students' academic performance was given a corresponding verbal interpretation based on the K to 12 Curriculum level of proficiency. Data were analyzed using SPSS statistical analysis program. Means and standard deviation were determined. The t-test was used to determine the significant difference between the academic performance of the students taught using the traditional teaching and reverse teaching methods.

RESULTS

The level of proficiency of the academic performance of the male and female students in General Mathematics were both Very Satisfactory. The study revealed that there is a significant difference between the students' academic performance in General Mathematics, both when grouped according to sex and the types of teaching methods used. It also revealed that there is a significant difference between the academic performance of the students taught under the traditional teaching method and the reverse teaching method.

DISCUSSIONS

Based on the results, teachers of General Mathematics were encouraged to teach using reverse teaching method and they should undergo service training to gain adequate knowledge on recent teaching strategies like reverse teaching methods. Also, schools should be equipped with modern and appropriate technology tools and high-speed internet to help the teacher in preparing the needed teaching materials. Lastly, conduct this research study on other content subjects to investigate the effect of reverse teaching methods and to assess its effectivity on the learners' academic performance.

KEYWORDS: Reverse Teaching Method, Academic Performance, ABM Grade 11 Students, General Mathematics

SUBMISSION ID: R04A-BATANP-0057

Implication of Balanced Strategic Approach in Teaching Struggling Readers in Grade 9 integrity of Dacanlao Gregorio Agoncillo National High School Sy 2016-2017

Jerwin Hernandez, Department of Education

Abstract

INTRODUCTION

Studies dealing with the use of varied strategies in teaching reluctant and critically struggling readers in high school is pretty limited. Mostly, one or two strategies were used before, yet failed to increase reading skills from non-readers to instructional readers. In this study, the researcher explored the implications of balanced strategic approach in teaching reading with strategies such as the direct, explicit instruction of reading strategies, the use of different types of technology to supplement reading instruction, the use of classroom talk moves, and the importance of fluency instruction in improving reading comprehension skills of junior high school students.

METHODS

The experimental method in conducting research was used in this study aligned with what Manset-Williamson & Nelson (2005) used in creating a balanced, strategic approach to reading with explicit reading comprehension. 10 out of 42 students in the class of Grade 9 - Integrity were the focus of this study. They were taught reading through direct instruction of reading strategies (and other strategies aligned to it to make a balanced strategic approach), while the rest of the class taught regularly.

RESULTS

After ten days of using this approach for ten struggling readers, the oral fluency level and comprehension scores on tests of the ten students increased notably. In a comparison of the control and experiment group, the experiment group gradually increased the scores in reading tests and even exceeded the objectives in oral fluency, comprehension, context clues, word parts, and phrasing. And during the reading speed and comprehension test, 8 out of 10 students in the experiment group scored under the instructional reader group. This revealed that a balanced strategic approach in teaching reading is effective.

DISCUSSIONS

As a result of the increased direct fluency instruction, the ninth-grade class increased their oral fluency which, in turn, increased their reading comprehension. Although only 10 days were used in teaching using the specific strategies from a balanced strategic approach to reading, tremendous growth was observed. By increasing direct fluency instruction strategies in a reading classroom, there will be an increase in student comprehension.

KEYWORDS: balanced strategic approach, direct instruction

SUBMISSION ID: R04A-BATANP-1952

Implication of School-to-School Partnership Program in the Learning Success of Pupils and Learners at Mataasnakahoy District: An input for Ssp Program Development

Amelia Ilagan, Department of Education

Abstract

INTRODUCTION

The Department of Education believes that high performing schools can be instruments for reform. Through school-to-school partnerships, high-performing schools can share their best practices and help other schools improve their school performance using Learning Action Cells (LAC), the Continuous Improvement (CI) program and School-Based Management (SBM). School-to-school partnership program offers unique insights into another way of life. By collaborating on joint projects, learners develop an appreciation of cultural diversity, creative mind, and other skills that lead to the mastery of concepts in each subject. This program is necessary for teachers wherein they can work with colleagues in other schools and can be a very rewarding way to develop professionally, engage young learners with the curriculum, and create further exciting opportunities for sharing knowledge and wisdom. I conducted this study to determine the implication of the school-to-school partnership program in the learning success of pupils as input for program development to help other schools to elevate their performance and reach their full potential as well as to improve the performance of learners.

METHODS

A descriptive method of research was utilized using survey questionnaires. Using a purposive sampling from the 6 performing schools I was able to gather the needed data in terms of records or documents related to drop out rate, reading inventory and absenteeism of pupils and learners from the key teachers and school heads in the district of Mataasnakahoy.

RESULTS

Findings revealed that participating schools have difficulties in the dropout rate, reading abilities and absenteeism. However, through the school-to-school partnership program, students improved their reading abilities, lessen and minimized the dropout rate and absenteeism of learners. Thus, the implementation of the School-to-school partnership program has significant implications on the learning success of pupils and learners in the district of Mataasnakahoy.

DISCUSSIONS

The teachers and school heads may adopt the practices of other schools involved in School-to-school partnership programs focusing on dropout rate, reading, and absenteeism to help improve or lessen their problems in their school. School-to-School partnership program may be implemented to other schools in the district of Mataasnakahoy to help them cope up with their problems.

KEYWORDS: School to School Partnership Program

SUBMISSION ID: R04A-BATANP-0583

Implications of Cursive Writing towards the Oral Reading of Grade Four Pupils: Basis for Aptitude Skill Development intervention Program

Maria Cristina Amosco, Department of Education - Batangas

Abstract

INTRODUCTION

Cursive writing is always looped, connected and allows the writer to make fluid, pencil paper connections. Liza Garber (2013) stated that in an age of keyboards and touch screens, some might argue that teaching cursive is a vestigial nicety in today's classroom. Even handwriting much less cursive writing is neglected in the national curriculum guidelines. This thinking and experience aided us to pinpoint the problems among our grade four pupils who displayed difficulty in reading at times of using cursive writing during class activities. The proponent noticed this, so she decided to investigate the methods used to teach learners with regards to their reading and writing performance.

METHODS

Random sampling was employed in selecting pupils. They were grouped according to their reading ability as stipulated in the result of the PHIL-IRI Oral Reading Test. They were given reading materials written in manuscript and cursive. The results were compared.

RESULTS

Most of the pupils find it hard to read words written in cursive that have a big impact on their learning output. As Grade Four pupils, the need to develop the ability to read words written in cursive arose. This was resolved through different interventions and remediation. The results showed that out of 47 pupils in class, it was found out that 20 Fast Readers came to be Average, 15 Average Readers became Slow Readers, and 2 Very Slow Readers became non-readers when the reading materials were written in cursive.

DISCUSSIONS

The study focused on the implications of cursive writing to the reading skills of 47 Grade Four pupils. As teachers, we have to do something to fix this problem immediately. Teachers struggled to find time within their busy day to focus on the writing exercises needed. Teachers and the entire school do not have a specific cursive writing curriculum to follow. Our department must emphasize this. As teachers, we must give extra time and effort to teach our pupils and use different techniques and strategies to enhance their ability to read and write legibly.

KEYWORDS: Keywords: neglected, impact, cursive

SUBMISSION ID: R04A-BATANP-2026

Implications of Graduate Studies among Teachers in Subay Elementary School

Aiko Marie Distor, Subay Elementary School

Abstract

INTRODUCTION

Professional teachers constantly discover new ways of integrating academic theory and teaching. Meaning, teachers must gain new skills to best influence their students. Because of this, many teachers choose to return to school and obtain a master's degree. In this study, we explored the implications of graduate studies among teachers in Subay Elementary School.

METHODS

Quantitative- Qualitative Descriptive Method design was used. Using a researcher-made questionnaire-checklist, a tool in gathering necessary data, the researcher conducted 16 female teachers who have taken and are taking up the master's course in the said school.

RESULTS

The study revealed that graduate studies among teachers in Subay Elementary School were perceived to have a significant effect on the teacher's Professional Growth (the improvement of teachers in their profession continuously), Personal Growth (improvement of teachers personally), Economic Status, Family, and School and Administration. Findings also implied that the teachers believe that graduate studies have enhanced their teaching capabilities, led them to more sense of commitment and increased the teacher's salary. It was also found out that teachers were supported by the school, which offers programs for their professional growth.

DISCUSSIONS

The study recommended that teachers should pursue graduate studies in the future. Further studies on the implications of graduate studies among learners may be conducted considering other variables.

KEYWORDS: professional growth, personal growth

SUBMISSION ID: R04A-RIZALP-0311

Implications of Home Environment to the Academic Performance of Grade VI Pupils: Basis for an intervention Program

Marijoy Maghirang, Department of Education - Tanauan

Abstract

INTRODUCTION

Education begins at home. It is where a child learns his first knowledge of everything, that is why parents are considered as his first teachers. A child's personality is developed by the kind of home environment he has. A positive home environment allows a child to grow and develop well. In this study, there was an in-depth exploration as to how home environment factors affect the performance of pupils academically and what intervention programs can we give to help the learners achieve their full potential.

METHODS

A descriptive method of research was used. The respondents were 210 public elementary teachers, parents and Grade VI pupils of West I District of the City Schools Division of Tanauan. The statistical formulas such as weighted mean, T-test and Chi-square were utilized to arrive with the accurate interpretation of the gathered data based on the problem of the study.

RESULTS

The majority of the respondents believed that a family who shows love and care tends to have a positive effect on learners and parental involvement in children's learning activities positively influences their levels of achievement. More so, pupils who come from low-income families are more determined to do better in school and children of parents who were authoritative tend to be the most achievement oriented. The perception of teachers and parents on the extent of the home environment to the academic performance of the pupils has no significant difference. The learners have an overall rating of satisfactory and home environment registered a positive correlation with their academic performance. Hence, programs for both parents and teachers which include guidance and support for children, parental partnership and home-school open- communication need to be enhanced.

DISCUSSIONS

The pupils' home environment and academic performance work interdependently and everyone around them may consider what is best for them in developing and achieving the optimum level of learning. Communication between parents and teachers is necessary because the full potential of children can be unfolded. Values and character development are vital. Honing them to become responsible, obedient and respectful persons will aid the parents and teachers achieve the goal of turning children into becoming more disciplined and well- mannered individuals.

KEYWORDS: home environment, academic performance

SUBMISSION ID: R04A-TANAUA-0081

Implications of Judging and Perceiving Type Groupings on Classroom Team Effectiveness

Beatrice Daniella Negosa, Karen Macaraeg, & Marie Josefina Castillo, Canossa Academy - Lipa City
(Adviser: Jasmin Biscocho)

Abstract

INTRODUCTION

Collaborative learning is an integral learning skill developed in a K-12 classroom. A properly structured grouping is deemed to optimize student learning, retention, and success. Recent studies suggest the influence of personality types of team members on team performance in the workplace. This paper investigated the most effective team composition for classroom groupings based on student's preference in the Judging vs. Perceiving component of the Myers-Briggs Type Indicator.

METHODS

This quasi-experimental research studied how the assortment of personality types (IV) affects team effectiveness (DV). Purposively selected 30 grade 10 students took a shortened version of the MBTI questionnaire. Based on the results, 5 groups of 6 members with varying Judging or Perceiving preferences were formed and given a task. Triangulation of multiple observers and 3 measuring tools (teacher-made and standardized) were used to gauge each team's effectiveness.

RESULTS

Using the Team Performance Observation Tool in monitoring the groups' meeting, the researchers found out that the group with an equal number of judging and perceiving-type members scored the highest, while the homogeneously perceiving-type group generally scored poorly. The homogeneously judging type group scored the highest in leadership. Meanwhile, in the Team Assessment, which measured the members' perception of their own team's performance, the group with an equal number of judging and perceiving-type members again scored the highest average while the perceiving-type group scored the lowest. In the teacher-made rubric, the same highest-scoring heterogeneous group obtained the most original output and the highest performance grade. The group with mostly judging-type members, however, seemed the most prepared with their content whereas mostly perceiving type groups preferred to improve their group strategy.

DISCUSSIONS

Results show that groupings according to judging or perceiving preference among team members influence performance. Scores from the 3 measuring tools have consistently shown that balance of judging and perceiving types within a group resulted in the most effective team. The findings were parallel to Bradley and Hebert's 2013 study which highlights the heterogeneity of personality types among members as a factor to team effectiveness in the workplace. Future research may include the consideration of the participants' Emotional Quotient and the inclusion of other MBTI components as factors of personality.

KEYWORDS: team performance, personality types, team assessment

SUBMISSION ID: R04A-LIPAC1-0004

Implications of Parents' Support on the Educational Development of the Pupils in Mataasnakahoy District, Division of Batangas and its Impact on School-Home Relationship

Analiza Aguila & Victoria Lea Perez, Kinalaglagan Elementary School

Abstract

INTRODUCTION

Parent partnerships in schools have evolved as parent's expectations of the school have increased with the changing world. The global climate means that parents have to demand more for their children: greater learning, further education, a higher level of literacy and greater competence in technology. To achieve these goals, parents must become more involved in their children's education so that they will acquire a better understanding of the complexities of the educational system. This study aims to determine the implications of parents' support on the educational development of pupils in Mataasnakahoy District and its impact on the school-home relationship.

METHODS

The researcher utilized the descriptive method of research with the survey questionnaire as the primary data gathering instrument which was validated and administered to 146 pupils of the public elementary schools in Mataasnakahoy District. The gathered data were interpreted through the use of Weighted Mean, Spearman-Brown Formula, Pearson Product Moment Correlation Coefficient and Regression/Correlation for the testing of the hypothesis of relationship.

RESULTS

The findings of the study imply the need for a stronger school-home and school-community relationship through regular conferences between teachers and parents so that they could collaborate more often for the purpose of helping the children in their educational pursuits and also to minimize problems that affect instruction, improve pupils' academic performance through quality instruction and help promote school programs and projects that would otherwise lead to better school and classroom conditions for the benefit of the pupils.

DISCUSSIONS

Parents are generally supportive of the educational needs of their children and they do so in terms of spiritual formation, attitudinal/moral supports, provision for recreational activities, maintenance of desirable habits and preferences, financial, material supports and educational supports. The pupil's manifest adequate improvement of their cognitive, affective and psychomotor competencies as a result of their parents' support on their children's educational activities. Parents should continue enriching their knowledge, developing their skills and enhancing their desirable values through various means they are capable so that they could be of more help in the education of their children cognitively, skillfully and attitudinally.

KEYWORDS: IMPLICATIONS, DEVELOPMENT

SUBMISSION ID: R04A-BATANP-0153

Importance of Family and Friends on attitude and Behavior of 1st Grade Learners of Pingkian Elementary School

Christine Joy Rojas, Department of Education Batangas, Pingkian Elementary School

Abstract

INTRODUCTION

Family and friends have their roles in pupils' growth and development. Being a child is a critical stage on which you build social interaction with your surroundings. It is important to know which factor more influences the behavior of the students so you can easily understand why they behave like that. This is timely and relevant because primary students nowadays are more likely to get matured faster. Thus, this research will help to understand more of their behavior.

METHODS

The researcher used the descriptive method. Using this method, it essentially describes the characteristics of population or phenomenon being studied. The Grade 1 learners with a total number of 34 from Pingkian Elementary School were undergoing a survey about the importance of family and friends on their attitude and behavior. They are all given a sheet of paper composed of ten questions where they can choose their answers and get the sufficient data needed. Afterward, all papers are collected and tabulated to get the frequencies, averages, and other statistical calculations. The treatment of the data gathered remains to be unbiased/ discreet.

RESULTS

Out of 34 learners who participated in the study, 100% of them said they chose to be more around with their family. This clearly showed their closeness to their family than their friends. 66.18% of the respondents believe that they are very close to their family and friends. 78.13 % of the respondents highly believe that spending time with family and friends are very important. 94.12% of the respondents said that they have the same attitude at home and school. 57.35% of the respondents believe that the effect of their family and friends are they have good manners and values. 76.56% of the respondents agreed that their family and friends influence their attitude and behavior.

DISCUSSIONS

The outcomes of this study proved the importance of family and friends on the attitude and behavior of Grade 1 learners. This study also proved that family has a greater effect on their attitude than their friends. Both have roles for the child's development and growth. So, proper guidance and care are needed by the learners.

KEYWORDS: family, friends, attitude, behavior

SUBMISSION ID: R04A-BATANP-0374

**Importance of NCAE Results and Other Requirements to be a STEM
Student in General Mariano Alvarez Technical High School**

Allana Batingal, GMATHS
(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

The purpose of this research is for the students' readiness in taking the STEM strand. It tries to prove the importance of taking the NCAE (National Career Assessment Examination) seriously and how this affects the student's future on choosing their career paths such as the strand that they will be choosing in grade 11.

METHODS

The method used in this study was qualitative research by interviewing some of the Grade 10 students of General Mariano Alvarez Technical High School who aspired to become a STEM student in General Mariano Alvarez Technical High School. The researchers formulate five questions to be answered by the respondents.

RESULTS

This research shows that some of the students are already aware of the requirements and consequences of taking STEM as their strand in senior high school.

DISCUSSIONS

The research recommends that STEM students should be mentally ready as the strand requires a rigid and intense understanding of subjects such as science, engineering, and math. Also, the students should consider their results in NCAE as it tells them the right course that they could fit in according to their skills and limitations.

KEYWORDS: NCAE RESULTS, HIGH SCHOOL, STEM, REQUIREMENTS, GMATHS

SUBMISSION ID: R04A-CAVITP-0694

Importance of Phonemic Awareness towards the Successful Acquisition of Reading among the Grade 1 Pupils in Mayasang Elementary School

Antonina Casalme, Department of Education

Abstract

INTRODUCTION

Reading is the key that opens the gate of successful learning. It is the way to learning all other learning disciplines. In the last report issued by the National Reading Panel (2015), it identified five reading areas of reading instruction that lead to successful reading and one of them is through phonemic awareness. It was proven by the researcher that phonemic awareness is the best predictor of the cause of early reading acquisition than intelligent quotient vocabulary and listening comprehension. The reading program in Mayasang Elementary School starts from the development of phonemic awareness to the creation of reading programs to enhance reading climate that will create better and productive readers.

METHODS

This study used descriptive research which was deemed appropriate in the type of investigation. The respondents were limited in one section (Grade 1 - Lily) the other section (Grade 1 - Rose) was not included to get more concrete data from a limited number of pupils. Two teachers (Grade 1 teachers only) comprising 100% of the teacher - population were also involved in the study for them to provide the researcher with meaningful data needed. The researcher - made questionnaire was used as the primary data gathering instrument.

RESULTS

Teachers were asked to rank the activities undertaken to develop pupil's phonemic awareness as to their importance. It revealed that the most useful activity was the use of instructional materials such as the contextualized big books, followed by utilizing games, plays and other concrete materials, the use of individualized and group instructions and the use of technology as the least. The effectiveness of the teachers in developing phonemic awareness indicated that manipulation, separation, and sequence of sounds received the highest percentage and the transition into a written language as the least effective. The extent how the teachers have undertaken the different activities noted that it is of a very great extent.

DISCUSSIONS

The results presented are strongly recommending the enhancement of the school reading program through a conducive reading climate. Teachers teaching reading should be equipped not only by the knowledge and skills but also the heart and the commitment to engage 100% of the pupils to the wonderful world of reading.

KEYWORDS: phonemic awareness, contextualized, manipulation, conducive, questionnaire

SUBMISSION ID: R04A-BATANP-0710

Improve Academic Performance of Grade VI Pupils through Reading intervention Using ICT

Catherine Olivar, Pagalangan Elementary School

Abstract

INTRODUCTION

The use of the internet, Facebook, cellular phones, iPad and materials with technological advances during their leisure time was very evident nowadays and greatly affects the academic performance of the pupils. This scenario is very uncontrolled and evident in Pagalangan Elementary School to the twenty-four (24) enrollees in grade VI. In connection with these, the study comes up with the use of ICT in Reading Intervention. To address the said dilemma, this research was done to increase/improve the academic performance of Grade VI pupils in English.

METHODS

This study will use the descriptive survey method to determine the academic performance in English of Grade VI pupils in Pagalangan Elementary School, School Year 2016-2017. The data are gathered from 24 pupils. The type of questionnaire design for Grade VI pupils are reading comprehension, vocabulary development and sequencing events with three (3) rating scale namely better (3), good (2), and poor (1). Both variables use ten (10) item test.

RESULTS

After the implementation of the reading intervention using ICT, the researcher gets the result and it shows that 42 percent of the pupils that fall under the POOR category decrease to 17 percent. There is a significant difference in the level of academic performance of Grade VI pupils before and after the reading intervention using ICT.

DISCUSSIONS

The result shows that the use of different online activities during reading intervention using ICT improved the academic performance of Grade VI pupils. The pupils are now interested in reading and in doing their assignments, projects, and researches using ICT.

KEYWORDS: academic performance, reading intervention, ict

SUBMISSION ID: R04A-LAGUNA-0063

Improve Mastery and Enhance Proficiency Level of the Students in Physical Science

Jean J. Pesimo, Bula National High School

Abstract

INTRODUCTION

Achieving quality education is a great challenge for teachers. With the advent of modern technology, teachers should be equipped with the necessary knowledge and skills to use innovative techniques in teaching to cope with the increasing demands of modernization. This study focused on the utilization of Strategic Intervention Material (SIM) as a tool in Science Instruction.

METHODS

Multiple methods of research were employed in this study. A purposive sample was used in selecting respondents. The researcher- made pre-test and posttest, survey questionnaire and strategic intervention materials were the instruments used in this study. Gathered data were treated using weighted mean, percentage and ranking.

RESULTS

The mastery level of Grade 11- BPP students in Physical science was in the developing stage since one-third of the competencies were not mastered by the students. However, after using SIM, the mastery level of the students was improved and the SIM was accepted by the students as an aid in enhancing concepts in science.

DISCUSSIONS

The SIM used in this study was effective in improving the students' performance. Therefore, Science teachers may design SIM that may be used in teaching Science lessons, the implementation of the SIM during classroom discussion may be recommended since in this study SIM positively affected the performance of the pupils. Therefore, SIM may be implemented to improve the mastery level of the pupils.

KEYWORDS: Mastery, Proficiency, Physical Science, SIM

SUBMISSION ID: R005-CAMSUR-0075

Improved Instructional Materials in Science 6 through Monitoring and Evaluation

Inocencia Opeña, Department of Education

Abstract

INTRODUCTION

Instructional materials can range from traditional resources (reference books, handouts, chalk and board, models) and modern resources (video, PowerPoint presentations, other software tools). Science is one of the lowest learning areas among elementary students. Enhancing students' performance in Science is directly linked to the quality, adequacy, choice, and use of learning aids that are aligned with the curriculum. With the advent of K-12 in the Philippines, teachers were challenged to create instructional materials that would fit the BEC curriculum. It was their first time to create instructional materials so they faced many difficulties. Another block is the lack of manipulative instruction materials in the classroom. In Science, experiments are vital to the students can experience the phenomenon through their senses and ultimately, enhance their learning process.

METHODS

The research design adopted for the study was descriptive research. The pre-test and post-test randomized control group design were carried out in selected elementary schools in Calamba West District 3. The sample consisted of 60 students of Grade 6 who were randomly selected through simple random sampling.

RESULTS

The diagnostic pre-test showed that the mean percentage score of Grade 6 pupils is 42.62 which is far below the standard of 75. After the diagnostic post-test, their scores improved to 79.62. Upon statistical analysis using the paired z-test, the computed z value of 1.99 was higher than the critical value of 1.96 indicating that a significant difference exists between the pre-test and post-test.

DISCUSSIONS

The improvised instructional material was evaluated in terms of the following criteria: the content of the improved instructional materials in Science; usability of the materials, structuring, sequencing, appropriateness, availability, and comprehensiveness. After the implementation of two grading periods, the mean percentage scores of Grade 6 students increased by 37 or 86.81%. The study recommends that District Learning Action Cell in improving instructional materials in Grade Six be done for the third and fourth grading period. Focused Group Discussion among Grade 6 Science teachers and school heads should be done regularly on a monthly basis to evaluate the effectiveness of the use of improved instructional materials.

KEYWORDS: improved instructional materials, improvised instructional materials, manipulative

SUBMISSION ID: R04A-CALAMB-0407

Improved Pupil's attendance through Adopt-A-School Program at San Vicente Elementary School

Cecile R. Tamayo, Irin M. Manzanilla, & Nelia T. Sagario, Department of Education - Sto. Tomas

Abstract

INTRODUCTION

Adopt-a-school fosters a better understanding of the community's school system, strengthens and improves school programs and curricula, and creates a sense of personal involvement and interaction between organizations and school. Adopt-a-school program does not generally require financial support from the sponsor.

METHODS

Participants of this study were teachers of San Vicente Elementary School with their School Form 2 or the attendance of the pupils. The researchers employed a descriptive research design, they distributed survey questionnaires to the participant.

RESULTS

The attendance level of pupils in San Vicente Elementary School increased after the implementation of AaSP. The factors that cause the increase in the pupil's attendance after the implementation of AaSP in San Vicente Elementary School motivated the students to become more involved in school specifically that of attendance.

DISCUSSIONS

The research focused on the attendance of pupils of San Vicente Elementary School. It was highly recommended that the sustainability of the activities and encouraged the stakeholders to participate in all activities.

KEYWORDS: Adopt-a-school program, attendance, school form 2

SUBMISSION ID: R04A-BATANP-1917

Improvement of School Facilities Thru Project SMRO (School Management Repair and Operation) and the Achievement Level of Pupils in Sambat Elementary School S.Y. 2016-2017 (SHDP Project Implementation)

Maricel Malabanan, Principal 2

Abstract

INTRODUCTION

It is stated in our Mission to ensure an enabling and supportive environment for effective learning to happen. Part also of our vision is to develop our students' full potential for them to be part of nation-building. Our dream is to produce competent pupils that possess 21st-century skills. As a school Leader, we are the stewards and implementer of change in our school. When we were designated to serve in a new school, our first step is to identify the school strengths and sustain them. We also must seek the school's weaknesses, gaps and problems, lead the stakeholders to plan possible solutions and implement remedies and solutions to address the problems identified. This action research addresses the priority need of our school. Problems and priority improvement areas were being identified during the E-SIP terminal review.

METHODS

The researcher used the SIP terminal review in identifying the Priority Improvement Areas of the school. A focused group discussion was also done and finalizing thru the help of the School Governing Council, Parents Teachers Association, school Planning Team and Project Team. Inventory of school facilities was also used in this study as the basis of the program of works being implemented.

RESULTS

An overall increase of 5.81 % in the school MPS marked as the result of project SMRO's impact on the pupils. Learning facilities has something to do with the improvement of pupils' performance in the school. This will contribute much in attaining the mission of Department of Education to create a child-friendly, safe and motivating environment towards attaining the vision of developing a child to his full potential so they would contribute in nation building. The school's facilities are considered as a learner-centered institution that needs to be continuously improved to better serve its stakeholders.

DISCUSSIONS

Project SRMO was conceptualized to augment the need of the school for its improvement. Such a project had a great impact on pupil's achievement resulting in the school to be included as one of the Best Performing schools in the Division. Since Project SMRO indicated success, we will continue to tap the support of stakeholders in the continue the implementation of the project to attain 100% total improvement of the school physical facilities likewise improvement in the academic performance of Sambat Elementary School pupils for the school year 2017-2018.

KEYWORDS: priority need, stakeholders, terminal review

SUBMISSION ID: R04A-TANAUA-0052

Improvement of Teaching Contemporary Issues with the Integration of Social Media among Grade 10 Students

Belinda Maxion, Teacher 1

Abstract

INTRODUCTION

Millennials live and breathe on social media, so teachers are learning how to incorporate the medium into the classroom successfully. At least a quarter of the human population is actively engaging in social media. Social media possesses a high level of influence and importance. Social media shapes communication habits between people and provides a communication channel for learning. The statement that teachers should utilize social media as a tool for improving teaching and learning experience, rather than ignoring it, is becoming a common topic for discussion. Hence, this action research aims to analyze how to use social media to improve teaching and learning experience.

METHODS

Descriptive type use in action research with the questionnaires as the main instrument in gathering that would answer the problem posed in this study. It was distributed, collected, tallied and interpreted to come up with the desired output. The study involves 40 students in grade 10 at Anselmo A. Sandoval Memorial National High School. Furthermore, the study shows that students were more active and engage when social media has integrated with the lesson.

RESULTS

The findings and conclusion of this study had further established the fact that the teachers' acceptable methods of instruction are capable of changing students' performance and attitude towards Araling Panlipunan as one of the major subjects in Junior High School. After analyzing and interpreting the data, the findings of the study that showed the positive attitude of the students towards Araling Panlipunan subject made the researcher realized that indeed not all students consider Contemporary Issues part of AP as boring and irrelevant subject. It also shows that some students are also focused and responsive.

DISCUSSIONS

Having this research made the researcher realize how important it is to have this kind of work. How it may help to change the system that was once not good for its improvement. This research has also helped teachers so much during their demo-teaching. While conducting this research, the researcher applied her learnings especially in improving strategies in teaching Araling Panlipunan subject. This research will help students and teachers gain new insights and information. It also helps students improve their study skills, manage time and organize works. Indeed, after a month of conducting this action research we learned so much, the researcher identified her weaknesses and the most important is she learned the importance of research.

KEYWORDS: social media, integration, millennials, irrelevant

SUBMISSION ID: R04A-BATANP-1258

Improving Word Recognition of Grade-VI Pupils through "Parent ko Ka Readmate Ko Program" in Tabok Elementary School

John Paul De Castro, Department of Education - Hinatuan South

Abstract

INTRODUCTION

Reading is important, through it, you expose yourself to new things, new information, new ways to solve a problem and new ways to achieve a better life. But it was found out that reading is one of the problems in some public schools, that is why there are many interventions and strategies made by Educators and reading specialists to solve this problem. Reading when not reinforced in the early stage it could be a problem in higher grades. This problem has challenged the researcher to improve the performance level of pupils in word recognition through the "Parent ko ka readmate ko" program. The lack of continuity of reading at home to school is one of the primary contributors to poor reading habits.

METHODS

The participants were the 10 Grade-VI pupils of Tabok Elementary School. It made use of a descriptive method questionnaire in answering different problems. This focuses on the reading problem of pupils who were below average or under frustration level. All of the 18 pupils were tested using ORPT and PHIL-IRI and was the baseline data of the pretest based on the data as reflected on the PHIL-IRI monitoring checklist.

RESULTS

Based on the performance of the participants after the intervention, only one (1) remained slow in reading level due to some personal reasons. All of the nine (9) respondents were on average and high levels. It was also evident that their comprehension was slightly developed after the intervention. Using some, downloaded, illustrated and colorful reading materials give attraction to the respondents. Thus, making them easier to recognize words. After employing the intervention, the number of participants was improved in terms of reading performance.

DISCUSSIONS

Results of the study show that reading problem has a lot of reasons involved and a lot of things to be considered. The most prevalent learning approach was using cooperative learning strategies between parents and pupils. The level of performance of pupils in terms of word recognition after the intervention was improved. This study recommends the use of cooperative learning intervention and repeated reading instruction to improve the reading level of pupils. In case that both parents and pupils have difficulty in reading, the English teacher of the school will assess the parents supervised by the school head or else the teacher will ask assistance to the ALS Coordinator to include the respondents and their parents in her classes during the remedial session.

KEYWORDS: Parent ko ka readmate ko

SUBMISSION ID: R013-SURSUR-0108

Improving Academic Achievement in Science of Grade V Pupils in Maligaya Elementary School

Marife Hernandez, Department of Education - Batangas

Abstract

INTRODUCTION

Education has been the primary focus of governments for centuries. Education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain means to participate fully in their communities. But with the problems persisting today in the Philippines educational system our stand for functional literacy to empower learners is at stake. The scarcity of teachers with specialization in Science, poor classrooms and dearth of instructional materials, low pupil's achievement hampers our learners to be active makers of a meaningful life.

METHODS

The study used descriptive quantitative research that aims to identify the academic achievement in Science of 18 Grade V pupils in Maligaya Elementary School. A researcher gathered data, prepared research questionnaires to determine the problem. Administration of questionnaire, statistical treatment, and interpretation of results and the strategic interventions to be developed to improve the academic achievement of pupils in Science.

RESULTS

Based on the study it was conducted that five factors can affect the academic achievement of Grade V pupils which are: socio-economic status, home location, educational backgrounds of parents, absenteeism and inadequate learning resources. The result showed that in general the five indicators are to a very great extent and these are the major factors why pupils have low academic achievement in Science. The result implies that the majority of the respondents achieved low MPS and PL scores. Strategic interventions are needed to achieve higher MPS and PL scores.

DISCUSSIONS

The results demonstrate that teachers and parents needed to collaboratively work together for the success of the pupils. It is recommended that there is a need for more learning resources to improve the achievement of pupils. Teachers can ask for assistance to private organizations and other stakeholders to help resolve their problems. The schools should invest heavily in remedial classes to assist the weaker pupils. They are supposed to be guided by the adults especially by mentors on life issues. They also need guidance and counseling to be able to do the right things. Remedial coaching should be intensified especially to slow learners to enable them to compete favorably with other pupils. Mentoring and counseling services should also be increased to the students to enable them to live responsibly and put more effort into their studies.

KEYWORDS: achievement, absenteeism, intervention

SUBMISSION ID: R04A-BATANP-2275

Improving Academic Performance in Matter through the Use of Localized Worktext in Science 3

Annadel Gob, Department of Education

Abstract

INTRODUCTION

The researcher tempted to make a localized learning material in Science because of the poor academic performance of Grade 3 specifically about Matter. Since the implementation of the K to 12 Curriculum, the Mean Percentage Score of Grade Three did not meet the standard achievement result. In this study, I explored localized worksheets significantly improved students' performance from developing to a proficient level. It also implied that localization and contextualization is a way to enhance and innovative strategy in teaching Science.

METHODS

This action research used a qualitative and quantitative data from the last year result of First Periodical Test and First Periodical Test for this year. To obtain the validity and reliability of the results of the study, a quantitative method was used. To determine the level of performance of the learners' mean percentage score was used by the researcher. Thirty-two grade 3 students of the researcher were the respondents of this study.

RESULTS

1) The pre-level understanding of pupils was 43. 25% during the pre-test. 2) The localized learning worktext significantly improved the academic performance in Science 3 from 54.02% to 69.76%. 3) The researcher noted some problems using localized worktext such as the incomplete concept in Science. For example, the pupils will identify the taste of solid. Some examples such as maalat and maasim were missing.

DISCUSSIONS

The results demonstrate the need for continuous utilization of the localized worktext but some improvement must be made. Conduct action research for the next school year to know if the localized learning material will sustain the good result. Continues crafting of localized worksheets in Science 3.

KEYWORDS: localization, worksheets, academic performance, mean percentage score

SUBMISSION ID: R04A-TAYABA-0019

Improving Academic Performance through Peer Remediation in Mathematics (PERSTRAM)

Nymfreda Lequip, Department of Education

Abstract

INTRODUCTION

Mathematics has a great demand in our society. Often, students failed to master the basic skills and concepts necessary for excellence. In this study, the researcher tried to improve the academic performance in Mathematics applying the different effective strategies for learning.

METHODS

A descriptive method was used in gathering information. A total of 12 Grade 6 pupils from Sta. Rita Elementary School was chosen, respondents. A simple frequency distribution was used for the scores of the respondents and the simple percentage for measuring the significant difference in the results.

RESULTS

As to results, most of the identified pupils who failed to meet the expectation, increased their scores through different remediation employed such as Keyword Mnemonics, Schema-Based Instruction / Schema-Broadening Instruction MDAS Schemas (multiplication, division, addition and Subtraction), Concrete-Representational-Abstract (CRA), Graphic Organizer, Math Wise, Pirate Math and Interleaved Solutions and Problem Solving. Therefore, the remediation was indeed effective.

DISCUSSIONS

The results showed that there is a need to activate peer remediation to sustain the brilliant learning of the pupils. Teachers who had done a rigid practice on the intervention mentioned above plays a vital role in monitoring the academic performance that would lead to academic survival.

KEYWORDS: Academic performance, peer remediation, simple frequency distribution

SUBMISSION ID: R013-SURSUR-0130

Improving Achievement through Reading Ability among Grade Four Pupils of Tinga Itaas Elementary School

Carmen Bidon, Department of Education

Abstract

INTRODUCTION

This action research is undertaken to improve the reading ability among grade four pupils of Tinga Itaas Elementary School in the Division of Batangas City. Specifically it sought answers to the following problems, what are the performances of grade four pupils in the PHIL- IRI post Test and pre Test; how do the English teachers in Tinga Itaas Elementary School improve the achievements of grade four pupils through reading abilities and what intervention plans could be designed to improve the achievement and attitudes of pupils through reading abilities.

METHODS

The study employed the descriptive method of research using checklist questionnaire. The questionnaire was distributed to 12 teachers.

RESULTS

This research study found out that the Majority of the grade four pupils belong to the instructional level in their reading performances. Pupils perform well in the post-test. Tinga Itaas Elementary School Teachers follow the competencies listed in the TG's in teaching Reading and they also conducted remedial reading activities, but most of the programs and projects were not utilized and practice. There is a need to design intervention programs listed on the activities provided to improve the achievement of pupils through reading enhancement.

DISCUSSIONS

Through this research, school heads, teachers will be encouraged to do the same research focusing on the reading skills of pupils in other grade levels. The reading ability of pupils will be enhanced through proper intervention lessons.

KEYWORDS: improving achievement, Grade Four, Tinga Itaas, Reading, Reading Ability

SUBMISSION ID: R04A-BATANC-0068

**Improving Automaticity with Multiplication Facts in Grade Two Pupils
of Dona Tiburcia Carpio Malvar Elementary School through the
Supplementary Worksheets**

Juliana Manipol, Janice Buenavista, & Josie Ostonal, Doña Tiburcia Carpio
Malvar Elementary School

Abstract

INTRODUCTION

To address the problem encountered there must be innovative tools that the teacher must be used to develop the skills of the pupils in multiplication. Appropriate interventions are needed for them to develop their skills in multiplication through a different intervention that is suited to the needs of grade two pupils. One of the interventions that grade 2 pupils that are needed supplementary worksheets that can enhance and develop automaticity/ fluency in multiplication facts.

METHODS

The research used a quantitative and survey method to gather information about the problem. Also, the following data gathering tools: namely checklist was answered by five grade two teachers and three different worksheets were answered by 25 grade two pupils. The worksheets and checklist were prepared, distributed, tallied and interpreted to identify if the best practices of teachers are effective. The data collected and interpreted through quantitative analysis.

RESULTS

The researchers prepared a checklist for grade two teachers handling math subjects to identify the different best practices that they are used in teaching multiplication facts. Twenty -five percent of teachers use flash cards, games, board work, window cards, multimedia more often and 75 % of teachers always. Fifty percent of teachers used varied songs, collaborative work, teach one each one and 50 % teacher Three worksheets are used in this study to measure the performance of grade two pupils in multiplication facts. The first worksheet consists of 15 items answered by 25 grade two students with a mean of 3.48 and with a proficiency level of 61.6%, Second worksheet with a mean of 8 with PL of 76.67% and the last worksheet with mean of 8.68 and PL of 78.93%. The result emphasized that students in the second-grade level learned more in manipulative skills. The best practices of teachers and supplementary works are effective tools to develop the automaticity/fluency of grade two pupils in multiplication facts.

DISCUSSIONS

The result illustrates that supplementary worksheets are key to enhance the pupils' automaticity in multiplication facts. Learning materials like supplementary worksheets are important they can significantly increase students' achievements by supporting students learning. This is process aids in the learning process by allowing the students to explore the knowledge independently as well as providing repetition.

KEYWORDS: supplementary, independent, automaticity, manipulative, fluency, quantitative, collaborative, innovative, intervention, effective

SUBMISSION ID: R04A-BATANP-1909

Improving Class Performance of indigenous Learners through Reality Pedagogy

Resielyn Lolong, Malitam Elementary School

Abstract

INTRODUCTION

One of the most important elements of Indigenous Teaching and Learning revolves around "learning how to learn". It cannot be denied that teachers have multifarious and voluminous tasks, duties and responsibilities. In short, they wear different hats. In spite of these, they should not neglect their topmost duty which is to look into how their teaching affects every learner inside the classroom; how their learners with diverse backgrounds absorb the strategies and approaches that suit them. The study aims to improve the class performance of indigenous learners through Reality Pedagogy Approach. Specifically, it sought to know the impact and efficacy of using the Reality Pedagogy Approach among indigenous learners in Malitam Elementary School.

METHODS

The use of a survey approach in particular and the utilization of a descriptive method was observed in this research study. Survey questionnaires had been distributed that has four sets of questions which were answered by teachers. The quantitative research techniques using a Likert scale was used to rate the teachers' perception in considering reality pedagogy approach in teaching different disciplines which then affects IP's class performance.

RESULTS

In terms of assessing the level of efficacy of the Reality Pedagogy approach in the teaching and learning process, 9 out of 10 pieces of evidence/ indicators achieve a very high level. 86% of the answers attest how effective is such an approach in teaching indigenous learners which then signifies improvement and development in their class performance when done objectively.

DISCUSSIONS

Though the approach has the potential to impact the teaching and learning of indigenous learners and provide theoretical and practical approaches to support the effectiveness of teachers, they must first be accepted into both teacher preparation programs and professional development offerings in schools. Therefore, discussions about societal inequities and achievement gaps often come at the expense of providing the tools for teaching effectively. The work produced provides a set of practices that teachers can readily implement in their classrooms. These practices are conducive to both the needs of potential teachers who are clamoring for what to do once they are in classrooms and those in the classroom struggling for tools to become more effective. As teachers and researchers, we must accept that there is much work to be done in transforming education for indigenous people.

KEYWORDS: indigenous, reality pedagogy, efficacy, culture-based

SUBMISSION ID: R04A-BATANC-0032

Improving Classroom Activities of Grade Five Pupils through Project "Power" at San Pioquinto ES

Giovanni Petalio, Department of Education

Abstract

INTRODUCTION

Classroom participation is used as one of those activities that are employed by the teacher to cultivate the students' background knowledge and to assess how well students learn during the teaching-learning process. Students can show their progress in learning a certain task only if they are actively involved in the process. Students' participation is also significant for the teacher to assess the made of his/ her lesson delivery and the effectiveness of his/her teaching methodologies, assessment techniques, and the learning activities.

METHODS

The study will employ the descriptive design. Defined descriptive design as the method of research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the research sees. The study will focus on the extent of pupils' involvement in classroom activities as well as the factors that influence their performance. The study will determine further the activities to be done to address the problem of the pupils. This will use the descriptive design in gathering the needed data.

RESULTS

In light of the findings of the study, the following conclusions were drawn. The pupils' involvement in classroom activities is to the least extent. The majority of the pupils agree that home factor, teacher factor, student factor, and physical factor are the variables that influence their performance on classroom activities. Most of the pupils consider boredom, lack of courage, eating disorders, a teacher's tardiness, fears in public speaking and a teacher's personality as the problems met by them in participating in the classroom activities. There is no significant relationship between the pupils' involvement in classroom activities and the factors affecting their performance in participating. The proposed classroom activities when implemented may strengthen the class participation to enhance the performance of the pupils.

DISCUSSIONS

Given the preceding conclusions, the proposed activities should be tried because of helping out the pupils enhance their participation in classroom activities. A teacher should seek innovations in making learning materials and teaching methods. Put entertainment to a discussion as long as it is possible.

KEYWORDS: Improving, Classroom, Project "Power"

SUBMISSION ID: R04A-BATANP-2294

**Improving Classroom Management and Discipline through Action
Research: A Professional Development in Banjo Laurel Elementary
School**

Janice Wamilda

Abstract

INTRODUCTION

This research paper examines the strategies used by the researcher to maintain discipline in the classroom through action research. The paper determines whether punishment and de-motivation are a better reinforcing tool to maintain discipline and whether there is a relation between punishment and de-motivation with learners' behavior. The teacher identified the areas of improvement in maintaining classroom discipline.

METHODS

The researcher used the techniques of in-depth personal observations to find the issues associated with classroom discipline practices. For this particular research, the Individual Action Research type is adopted. The Skinnerian model of discipline was to maintain discipline in the classroom through positive reinforcement instead of punishment. This model emphasizes reinforcement immediately following a given behavior, and if this reinforcement is not provided behavior will weaken. Positive reinforcement is the process of supplying a stimulus that reinforces behavior and negative enforcement is the process of removing something following misbehavior. Reinforcement includes verbal approval, high grades, prizes, and rewards.

RESULTS

Based on the investigation, students were expected to comment on a variety of topics related to their experience with teachers, friends, etc. Four types of demotivation factors were revealed: the teacher's relationship with the students; the teacher's attitude towards the course or the material; style conflicts between teachers and students and the nature of the classroom activities. Many negative gestures were found such as the teacher's lack of caring or patronage/favoritism; the teacher's lack of enthusiasm and sloppy management towards the course or the material; their conflicts about the degree of closure or seriousness of the class and the amount of irrelevance and repetitiveness. The research revealed that most teachers easily attribute student's de-motivation to various reasons including psychological, attitudinal, social, historical and even geographical reasons without realizing the potential de-motivating roles of them.

DISCUSSIONS

The students were more relaxed when the positive reinforcement was adopted and when the routine plan was made keeping in mind the interest of the students. They were more engaged in class when the punishment and de-motivation were reduced, and when their opinions were valued. I noticed that positive reinforcement, substituting punishment and accepting students' opinions helped a lot in maintaining discipline.

KEYWORDS: Classroom management, Discipline

SUBMISSION ID: R04A-TANAUA-0087

Improving Discipline among Grade 6 Pupils of Calicanto Elementary School

Maricel Maranan, Department of Education, Batangas City

Abstract

INTRODUCTION

Many teachers find it difficult to maintain discipline in the classroom. Behavior and conduct disorders in children constitute one of the most serious problems confronting teachers today. The behavior problems originating from simple maladjustment when left unattended could lead to the development of some serious crimes and offenses. The school, aside from home, occupies a very important position in the prevention of delinquent behavior. It is important that the nature and causes of these behavioral problems be identified so that corrective measures may be instituted, thus improving discipline in our school is paramount in the development of well-rounded pupils.

METHODS

The descriptive method design was used. A continuous observation on how pupils behave during recess and lunchtime when the teacher is out and during class, hours was done to Grade 6 pupils. The researcher gathered data through questionnaires. Data were collected and analyzed to determine the extent of improvement in the discipline among the respondents.

RESULTS

The discipline among pupils was improved using effective measures and strategies like making the rooms conducive to learning, being firm and consistent in giving corrective measures, speaking in moderate manner and practicing self-control to make pupils at ease, explaining fully to the pupils the school rules and regulations to be obeyed and followed, selecting model pupils in the class to initiate others to be models too, and giving incentives and rewards to well-behaved pupils in the class. Parents participation was also encouraged to strengthen the desirable discipline among pupils. Open communication must be fostered between and among parents, pupils, and teachers.

DISCUSSIONS

Making the room conducive to learning can improve the discipline of pupils. It can arouse the interest of pupils to learn and it is proven in this study that this kind of environment facilitates learning more effectively. Teachers are the parents of children in schools. The primary responsibility for good discipline strengthened by them. They are expected to find ways and means to solve the disciplinary problem, so they may try these strategies to promote desirable pupils' behavior. Other studies related to this may be conducted to validate its result.

KEYWORDS: discipline, behavior, improving, pupils, conducive

SUBMISSION ID: R04A-BATANC-0511

**Improving Discipline of Grade Three Pupils of Rosa G. Acuna
Memorial Elementary School**

Ruchelle Sanchez & Mary Grace S. Fenol

Abstract

INTRODUCTION

Many educators and parents are gravely concerned about discipline and danger in school environments. Classroom settings are frequently plagued by minor infractions of misbehavior that disrupt the flow of classroom activities and interfere with learning. These issues had brought a great impact to pupils who have behaved well throughout the school year as well as to teachers who always seek remedies in this kind of classroom disruptions. Although most of the time speculation arises, we cannot blame the teachers for it was once said that, 0-6 years of the children's life were spent at home.

METHODS

This action research conducted from September to January 2019. The respondents of the study were the grade three pupils consisting of 23 boys and 22 girls and their parents. The researchers made use of the checklist/survey to find out the number of misbehaviors of grade three pupils. An individual pupil interview and parent survey were employed to determine how pupils feel about inappropriate behavior in school.

RESULTS

Analysis of data reveals that the possible causes of misbehavior of the pupils are as follows: less parental involvement, social media, and violence in society. A review of solution strategies resulted in the selection of children's literature, teaching techniques, a curriculum that allow pupils to participate in activities that emphasize conflict resolution. Data indicated improved pupil interpersonal behavior, enhanced pupil self-esteem, increased teacher instructional time, and improved overall classroom climate. The result of an observation/behavioral checklist, the number of pupil discipline referrals and the result of parent surveys provide evidence for the problem.

DISCUSSIONS

To assess the effect of the intervention, weekly themes, and class meetings were implemented in pupils' weekly schedules. The resulting sixteen-week intervention consisted of (1) reading children's literature relating to children's problems and using puppets to dramatize the literature; and (2) implementing the Violence Prevention Program, a conflict-resolution and social-skills curriculum using lessons, stories and discussion, role-playing, and take-home activities; (3) a program to build motivation, confidence, effort, responsibility, initiative, teamwork, problem-solving, caring, perseverance, and common sense.

KEYWORDS: misbehavior, involvement, violence, improved, enhanced, implemented, conflict

SUBMISSION ID: R04A-CAVTP-1471

Improving Fluency in Reading Words with consonant-cluster (l, r, s) of grade 3 pupils in Camp David Primary School through LLR (Look, Listen and Repeat) Activities.

Jennifer Angeles, Department of Education - Carrascal

Abstract

INTRODUCTION

Reading is important because it develops the mind. Understanding the written word is one way the mind grows. Thus, teaching young children to read helps them develop their language skills. Based on the result of the Phil-IRI test conducted, various reading activities initiated by the teacher and with the remediation made each day, 3 out of them were having difficulty in reading words with consonant clusters. In this study, the new technique for improving fluency in reading was administered.

METHODS

This research used the descriptive method. Viewing and recording of data were used as a tool in designing intervention.

RESULTS

No. of Pupils and their Reading Level in Phil-IRI Pretest

Reading Level	Frustration	Instructional	Independent
No. of Pupils	3	9	1

DISCUSSIONS

The result shows the need for intervention. It has been noticed that 3 children among the 13 pupils of Camp David Primary School were having difficulty in reading words with consonant clusters (l, r, s). The most common error of these young children was word recognition and mispronunciation. For some reason, lack of phonological awareness was one of the causes why pupils cannot read well and the poor study habit which degrades their ability to flow words correctly.

KEYWORDS: fluency, consonant-cluster

SUBMISSION ID: R013-SURSUR-0235

Improving Grade 10 Students' Problem Solving Skills through Powpow (Problem of the Week Posted on the Wall)

Rosalie Montesa, Department of Education, Pulong Santa Cruz National High School

Abstract

INTRODUCTION

From both research and experience, problem-solving poses many difficulties to both students and even adults. It is deemed to be a skill that is not widely practiced and nurtured within classrooms. This intervention approach called POWPOW, with both time and practice, resulted in an improvement in problem-solving skills of the students.

METHODS

In the process of coming up with the most appropriate samples, the researcher used the sections of Grade 10 students of PSCNHS as the basis of clusters (Cluster Method). The would-be-required number of controlled and uncontrolled samples was based on the two clusters having the lowest MPS for the second quarterly test. The primary source of data, the controlled variable (POWPOW students) and the uncontrolled (non-POWPOW students) took pre-test and post-test as the basis of the study.

RESULTS

There is an improvement in the MPS result of a quarterly test of the selected Grade 10 students as compared to the results of the previous quarter. Furthermore, using a t-test, there is a significant difference in the mean scores of the POWPOW students and non-POWPOW students which means that there is an improvement in the problem-solving skills of the students. With the use of reliable and validated pre-test and post-test, POWPOW resulted in a significant difference in the mean scores of the POWPOW students.

DISCUSSIONS

The result showed that POWPOW should be cultured in a way that the students will be exposed to problem-solving as the problem is posed in a visible place that all students can see. The result also showed the need for this intervention to continue with full force and collaboration of Mathematics Teachers for the successful implementation.

KEYWORDS: nurtured, problem, exposed, improvement

SUBMISSION ID: R04A-STAROS-0086

Improving Grade II Pupils attendance in Polo Elementary School through "Kapamilya Talk Project"

Mercelita Rabano, Department of Education - Quezon

Abstract

INTRODUCTION

One major barrier to learning faced by the students and teachers is the lack of consistent attendance in the classroom. Reducing pupils' absenteeism is a goal of many schools. This action research wants to improve the attendance of the pupil through "Kapamilya Talk Project" Epstein (2002) argued that communicating with families is a basic obligation of school. They found out that elementary schools that effectively fulfill this obligation with all the families make significant gains in attendance. This research also analyzed the attendance records of grade two pupils before and after the implementation of "Kapamilya Talk Project".

METHODS

Records of learners' attendance were monitored, those who were not able to attend or missed classes were visited and conducted, meetings with the parents/ guardians were also implemented to find the reasons for not attending classes. The obtained record of attendance was calculated using the t-test for independent variables. The data were collected and analyzed using descriptive records, summary narratives, and content analysis.

RESULTS

In summary, the research found out that the attendance of the pupils before and after the implementation of the "Kapamilya Talk Project" has a significant difference. So, the "Kapamilya Talk Project" is an effective way of improving the attendance of the learners.

DISCUSSIONS

The result demonstrates that constant communication with parents/ guardians of the learners at risk of dropping out is an effective way to point out the root cause of absenteeism, understand each one of them based from the pupils and parents in the in-depth and focus homeroom meetings and home visitation, and is equally important to increase the pupils academic performance.

KEYWORDS: home visitation, homeroom meeting, attendance

SUBMISSION ID: R04A-QUEZON-0381

Improving Grade VI Learner's Participation Using Think Time

Jason Yutan, Department of Education

Abstract

INTRODUCTION

Questions during a class discussion are very important in cultivating quality instruction and learning. Both the type or level of the question and the manner they were delivered affects learners' comprehension and response, which may be a measure of quality instruction and learning. However, a high participation rate in class discussions seldom happens. In this study, "think time" was explored and utilized in a usual elementary school setting.

METHODS

The study is a quasi-experimental, one group pretest-posttest in design which involved a sixth grade Science class. Participation is defined as the number of raised hands of learners which indicated their willingness to respond to a question posed by the teacher. The intervention used was a "5-second pause" or "think time" after the delivery of each question. Five sessions each were conducted before and during the utilization of the intervention, where the number of raised hands were counted through video recordings. Questions in both sessions (before and during) were prepared beforehand and were matched according to a level based on Revised Bloom's Taxonomy. Quantitative analyses were used for the data collected and its interpretations.

RESULTS

The introduction of "think time" significantly improved the participation of pupils in their class discussions. The average participation of learners in sessions with think time was tripled from an average of two to six learners responding to the teacher's question. This increase occurred in the provision of an average 5 second time for learners to comprehend, think and respond to questions given as compared to the 2 second time allotted without think time. A computed t-value of 10.72 using t-test (dependent samples) shows a significant difference in the mean of participating pupils which means that the use of think time increases the participation of learners.

DISCUSSIONS

The result of slowing down the question phase in discussions by allotting 5 seconds after the question was given doubled the number of pupils who participated; a result like those of Melder (2011) which showed a similar increase in participation. Since the study only focused on the number of learners participating in length, and level of their responses as well as the effects of think time to teachers were not included. Furthermore, the use of think time in the study is limited only to Science. These gaps may be subjected to further studies. In general, think time may be utilized to increase learner participation in class discussions.

KEYWORDS: think time, participation, science

SUBMISSION ID: R005-CATAND-0006

Improving Graphical Data Analysis Skills through Task Achievement Model

Rhea Samino, Department of Education - Naga City

Abstract

INTRODUCTION

One of the required core skills of STEM students is the ability to effectively present and analyze research data. As knowledge in preparing scientific reports has been acquired among secondary student researchers, there exists however analytic verbal skill difficulties due to poor cohesion and coherence of ideas on both sentence and paragraph levels which are lacking in their written outputs. The study utilized the Task Achievement Model (TAM) as an approach to the analysis and presentation of experimental data. The approach involves the merging of two techniques" lexical cohesion and coherence, and scientific data structural organization for the improvement of graphical data analysis skills among respondents, hence equipping them to write exemplary Results component of their scientific paper.

METHODS

A purposive sample of 90 students of Grade 10 STE Curriculum was subjected to a quasi-experimental method using three different types of data: tabular data with one block; bar-graphical presentation of two-variable-experimental data; and time-series graphical presentation of two independent data, and exposure to TAM approach in the analysis and presentation of experimental data. Written outputs were compared using rubrics on graphical data analysis skills improvement and results were subjected to descriptive statistical analysis.

RESULTS

Graphical data analysis skills among respondents on summarizing, data trend analysis, and deduction using the TAM approach significantly improved by 95.83%, 72.92%, and 78.13% respectively at $\hat{I} \pm 0.05$.

DISCUSSIONS

Strong cohesion and coherence of ideas on both sentence and paragraph levels were observed in their written outputs. Developing the effective analytic verbal skill of reporting features of a data graphic presentation through Task Achievement Model utilizing lexical choices and structural organization of scientific information significantly improved graphical data analysis skills among respondents.

KEYWORDS: Data analysis, task achievement, data presentation

SUBMISSION ID: R005-NAGA1-0003

Improving individual Performance in a Group Work of Grade 11 Students in Practical Research 1 through Task Chart Paired with Feedback Assessment

Renelyn Castañares, Department of Education, Tagbina National High School

Abstract

INTRODUCTION

Collaborative learning is one of the most effective student-centered learning approaches. Group activities are more engaging and livelier. However, one of the loopholes in the conduct of group activities is how to ensure maximum individual participation and collaboration. Free loafers received the same grades for a group output despite unequal effort exerted. In this study, the researcher innovated an assessment strategy to improve individual participation in a group activity.

METHODS

Using a qualitative research approach specifically action research, the researcher diagnosed the problems encountered during group activities. These problems served as the basis in developing an intervention for the free loafers using the theories of Behaviorism, Zone of Proximal Development and Bruner's Theory of Instruction. Process Assessment Task Chart paired with Feedback Assessment was conducted before and after the making of a group activity. It was used to let the learners plan and equally divide the tasks while the Feedback Assessment was used to monitor if the participants were responsively for doing the assigned task. Reflection and effectiveness of this innovation were determined through focus group discussion, observation, and data triangulation.

RESULTS

The majority of the participants encountered free loafers or dependent members, lack of cooperation, conflict, and quarrels as the major problems in doing group activities. Instances happened wherein only the leader made the whole group project. As a result of only the leaders or members who work responsibly acquired learning while the free loafers did not have learning at all. The participants find the Process Assessment Task Chart helpful because they were guided off the tasks needed to do so every member can focus on their assigned task. Using Feedback Assessment, the participants believed that all their hard work was paid off because they were involved in rating their co-members. They were encouraged to do their assigned task knowing that their groupmates will rate their performances.

DISCUSSIONS

The results imply that lack of cooperation and dependent members cannot be ignored in the conduct of group activities because usually, teachers tend to only check the final output without monitoring the process on how the group has come up with their output. Positive operant conditioning plays a vital role in conditioning the behavior of every individual in doing group activities because this is a life skill that every learner should learn.

KEYWORDS: collaborative learning, feedback assessment, free loafers, individual participation, task chart

SUBMISSION ID: R013-SURSUR-0214

Improving Kindergarten's Handwriting Skills through Trace and Write Approach

Anna Jean Torres, Teacher 1, Causwagan Elementary School

Abstract

INTRODUCTION

The primary purpose of this action research study is to determine the effect of trace and write approach intervention on handwriting improvement of a kindergarten pupil. The study was conducted in Causwagan Elementary School, a multi-grade school of Barobo III District, Causwagan, Barobo, Surigao del Sur. Only one participant was included in the study based on the teacher's observation and preliminary handwriting data collection. The study was done right after handwriting concerns observed and the intervention is continuing to further improve the recipient's handwriting skill. Pupil's writing samples and handwriting were analyzed to determine pupil handwriting development. Based on the data, the interventions helped meet the needs of the participant. The result of this study suggests that trace and write approach interventions can help to improve pupil handwriting skills.

METHODS

In this research, it uses a selective method utilizing purposive sampling since it only selected the focus recipient from the population which suits the best for the intention of the study. The research method used is simply through direct observation under defined conditions with systematic data collection. The basis for the selection was through the collection of the writing output of the pupils.

RESULTS

The recipient expressed that interest in completing the task. He also displayed a desire to improve his writing. The researcher gave immediate appreciation and remarks and feedback that would encourage the pupil to do better. At the end of this study, the recipient's writing average score was 3.75. Based on the rubric, the pupil made significant progress and improvement in directionality, using the line, the circle is closed and lines are straight aspect in writing. Throughout this research, the recipient's writing score tripled. As a whole, the recipient showed improvement through the use of a trace and write approach.

DISCUSSIONS

Upon discovering the handwriting sample of the selected pupil in kindergarten, the researcher immediately thinks of how to address the needs of the pupil. As an intervention, the researcher made an initiative to use the "Unang Hakbang" booklet as an instrument. Throughout the study, the tool was being utilized. The handwriting samples were used for the evaluation of the effectiveness of the intervention. At the end of the study, there was a significant improvement of the handwriting of the pupil which means that the tool had helped the pupil in his handwriting skill.

KEYWORDS: intervention, effectiveness, improvement, handwriting

SUBMISSION ID: R013-SURSUR-0270

Improving Learners Achievement through E-Learning

Glenn Austria, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

The learning experience in basic education has shifted paradigms from an instructor-focused approach to learner-centered pedagogical methods (Hsu & Wolfe, 2003). Educational technologies such as multimedia presentations, simulation methods, online courses, and computer-assisted case-based instruction are becoming commonplace. Moreover, multimedia has been one of the most well-known and effective training tools and was referred to as the technological wave of the future (Harris, 2013). This is the answer to the call of the Department of Education to make the classroom an E-classroom which is the goal of the Department Order No. 78 s. 2010.

METHODS

The study utilized the use of experimental research design. The respondents were the Grade 11 ICT students chosen purposively by the researcher. Teacher-made tests (pre-test and post-test) were made to determine the effectiveness of the proposed materials. The data gathered from the respondents were treated statistically using the arithmetic mean, standard deviation and T-test.

RESULTS

The significant difference in pretest and posttest scores of the control and experimental groups was noted. It was analyzed that there is a significant difference between the pre and posts tests since the mean value of pretest 14.71 increased to 28.75 as posttest mean value. On the other hand, the pretest result of the experimental group gained a mean value of 13.72 and improved to 31.44 mean value as the result of the posttest. Also, the computation revealed that the p-value 0.000 is lower than the t-ratio value of 15.51 which shows a significant difference between the two tests given to the student respondents.

DISCUSSIONS

The results imply that the respondents have increased performance after they were exposed to the E-learning material. This enlightens the researcher to further improve the material so that it will apply to all types of learners.

KEYWORDS: School-based management, stakeholders, participation, school-initiated activities

SUBMISSION ID: R04A-CALAMB-0367

Improving Learners' Errors in Work Immersion Narratives through Error Correction Diary (ECD)

Lorelyn Saltoc, Sta. Catalina National High School

Abstract

INTRODUCTION

Writing is a multifaceted task involving many component skills. Students' writing problems may be because they failed to master some of these skills completely or partially learned them. As a result, their written outputs may be unsatisfactory. Thus, students must acquire component skills, practice integrating them, and know when to apply what they have learned (Ocepek, M.G., 2012). The purpose of this research is to address the common writing errors committed by SHS students in their written narrative report of the activities they performed during the 80-hour immersion and to determine the impact of ECD in enhancing their writing fluency.

METHODS

A quasi-experimental method, specifically the One-group Pretest-Posttest design was employed. Twenty-three respondents, who finished their work immersion in January, had written their journal entries in English and have access to the internet were chosen using a purposive sampling technique. The 10-day written narratives, a total of 230 essays, of the respondents were checked by the researcher to determine the errors committed. After, the researcher conducted 10 sessions to address the errors committed. In each session, respondents were asked to write in their diaries the identified errors, the right way to write it and the reason it's a mistake. As a post-session activity, the respondents were instructed to write their day's experience and post it in Facebook's MyDay every day which the researcher took a screenshot for checking.

RESULTS

Findings revealed that the five most common writing errors committed by the respondents are comma splicing, sentence fragments, run-on sentences, verb tenses, and pronoun confusion. Results also indicated that there is a significant difference in the percentage of errors committed by the respondents before and after the intervention activity.

DISCUSSIONS

The current study affirms that writing practices affect students' writing fluency. Moreover, the ECD, as an intervention activity, helped the respondents to identify their writing errors and correct them. But Facebook's MyDay, which was their medium for their post-session writing activities, enthused them to share their writings, challenged them to write better and thrilled them for they can add pictures. It is therefore recommended to conduct another study that will zero-in to MyDay as an avenue for narrative writing. Further, this only covers the errors in structure and failed to include the concerns about the contents which is another area to research.

KEYWORDS: Errors, writing, narratives, intervention

SUBMISSION ID: R04A-QUEZON-0348

Improving Learners' Vocabulary Performance through Project VIBER (Vocabulary Improvement and Basic English Reinforcement)

Israel Asinas, Tanay West National High School

Abstract

INTRODUCTION

Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, it refers to the kind of words that learners must know to read increasingly demanding text with comprehension. Thus, it is something that expands and deepens over time. Based on the results of the Reading Assessment conducted by the teachers of English, it was noted that twenty (20) Grade 7 learners enrolled in School Year 2018-2019 find difficulty in recognizing and using words meaningfully that hinder their understanding of the text. In this context, an intervention program was crafted. The program aimed to help the learners achieve an understanding of English words and sentences and understand the essential lessons in subjects with English as the medium of instruction.

METHODS

The study used descriptive evaluative research design utilizing learners' vocabulary performance as reflected by their scores in pretest and posttest. The program was participated by twenty (20) selected Grade 7 learners which were chosen through purposive sampling. Project VIBER made use of intervention materials that were designed to achieve the enhancement desired and give opportunities for growth in communication skills specifically in vocabulary development and proficiency.

RESULTS

It is manifested in learners' overall results concerning the four lessons that their level of performance improved significantly as revealed by their pretest and posttest scores from Satisfactory and Very Satisfactory to Outstanding. More so, it was statistically found out that there is a significant difference in the level of performance as reflected by the results of the pretest and posttest for the different lessons in English. The findings imply that the intervention program was successful and learners can proceed to the enhancement program in Reading.

DISCUSSIONS

The findings showed that the intervention program has positive effects on the learners. Thus, the program is an effective tool in improving the level of performance of the learners in vocabulary. Further, it was indeed successful in refreshing the minds of the learners on the different vocabulary lessons including parts of speech. The results of the exercises after each session were able to put a smile on the faces of the Language Teachers. Nevertheless, it is deemed necessary to continue this program but to focus more on the learners who find difficulty in recognizing and using the parts of speech.

KEYWORDS: VIBER, Vocabulary, Parts of Speech, Vocabulary Performance

SUBMISSION ID: R04A-RIZALP-0471

Improving Least Mastered Competencies in Grade 7 TLE through Project-WELLCAM (Win Every Learner to Love Calculation and Mensuration)

Evelyn Sublay & Teresita Amor, Department of Education

Abstract

INTRODUCTION

The fundamental operations and fractions are important in carrying out the basic principle of measuring and calculating. If these skills are not learned by the students, other competencies will be affected because miscalculation or wrong measurement will lead to poor outputs. It becomes a challenge to all TLE teachers since teaching students to apply basic mathematical operations is another mountain to climb. Hence, as classroom teachers are innovative and natural strategists, various approaches to improving students' performance are explored. In this inquiry, TLE teachers of Palo Alto Integrated School will utilize the contextualized remediation materials through Peer-Assisted Learning Strategies (PALS) to improve the mensuration and calculation skills of the grade 7 students.

METHODS

A quasi-experimental design was used to determine if Project WELLCAM is effective in improving the academic performance of the Grade 7 students during the first grading period in Grade 7 TLE. Descriptive and quantitative analysis were used in the study, which primarily focused on identifying the scores of students. The significant difference between these scores during the pre-post-test in the first grading period was identified.

RESULTS

The students in both control and experimental groups have the same performance in their pre-test. Students in the experimental group performed better than the students in the control group based on their post-test results. Students under Project-WELLCAM performed significantly better and had higher scores in the post-test compared to those not under the project

DISCUSSIONS

The result of the study helped teachers to craft instructional material and utilized teaching strategies that were contextualized in nature to address the least mastered competencies of students in TLE 7. It was proven effective that with the help of the contextualized supplementary materials and the use of Paired-Assisted Learning Strategy, students were able to compute the basic fundamental operations.

KEYWORDS: Calculation and Mensuration, TLE 7, least mastered competencies, Paired-Assisted Learning Strategy

SUBMISSION ID: R04A-CALAMB-0173

Improving Letter Sound Identification of Kindergarten Learners through Literacy Enhancement tools for Readiness and Achievements

Joyce Ann Monserate, Sdo - Camarines Sur

Abstract

INTRODUCTION

This study is funded by BERF through the effort of PPRD ROV. It seeks to know the effectiveness of Project LETRA in the mastery of Letter Sound Identification. The project includes a set of literary experiences, activities, and tools which will enhance the Readiness Skills of learners to be Emergent Readers. Activities like sound drills, storytelling, reading aloud, shared reading, play-based activities and formative assessment are also part of the intervention. The Innovation adopts the use of the Mother Tongue-Based Multilingual Education (MTB- MLE) which sets Bicol or the first language of the learners to be used.

METHODS

This study used the descriptive method of research in measuring the improvement level of letter-sound identification of kindergarten Yellow learners of Lagonoy South Central School. The weighted mean was employed in determining the Level of Acceptance on the interventions/innovations. It was interpreted using the numerical and adjectival equivalents. The ranking was used to describe the order of data obtained. It was arranged from highest to lowest. The t-Test was utilized to know the significant difference between the Pre- and Post- Assessment on letter sound identification before and after Project LETRA was implemented.

RESULTS

Based on the computation of the Pre and Post Teacher Made Classroom-based Assessment, the level of Letter Sound Identification increased from 2% to 76%. Also, learners highly accept the Project "Istorya kan Kada LETRA" and the least favorite being Letra, Lenguwahe, Libro Project, because of the uncolored pictures. The following innovations are ranked from highly accepted to least accepted: Project "Istorya kan Kada Letra" , Project "Mabakal Po" , Scrap Book, Project "Bicol Express" , Project "Letra, Letrato asin Libro" , Letter Flashcards, Project "Accordion Flashcards" , Project "Aram Ko sa Tabang Mo" , Visual Management a. Bulletin Board for Star Readers Award and b. BlackBoard for "Kaya ko na Patanugon", Letra, Lenguwahe, Libro Project.

DISCUSSIONS

Project LETRA should be implemented side by side with the ELLNP-DAP Instructional Materials. This study suggests that preschool books should have visual appeal and a story to be accepted. This hopes to address the need for Kindergarten Teachers for a wide variety of localized and contextualized materials. The key to the success of this project is the enjoyment of learners while learning, the cooperation of the parents to be partners in education and the perseverance of the implementer to increase learning outcome.

KEYWORDS: Sound Identification, Phonemic Awareness, Emergent Readers, Mastery Learning, Assessment, Innovation

SUBMISSION ID: R005-CAMSUR-0063

Improving Mathematical Problem-Solving Skill for Grade IV Pupils at Risk in Pinamukan Ibaba Elementary School

Jieraldene Aguilar, Department of Education - Batangas City

Abstract

INTRODUCTION

Problem-solving is one of the mathematics skills that we should develop among our pupils. The researcher noticed that the Grade Four pupils' rating in mathematics during first and second periodical test got the lowest MPS and after analyzing the result, the root cause of such weaknesses of pupils was solving mathematical word problems. This is alarming in the sense that they are entering to the intermediate level. This situation motivated me to conduct this study.

METHODS

The researcher employed the descriptive method of research in conducting the study. She used Pre-Test and Post Test design to assess solving mathematical word problem ability among Grade Four pupils. The Pre-Test was given to the pupils to identify the level of performance before they exposed to the strategy, and the post-test was given to the pupils to measure the result in the level of performance after they exposed to the strategy. She also used a survey questionnaire to know a pupil's perception of their problem-solving abilities. The respondents of the study were 28 Grade 4 pupils at risk. They were given treatment and the results were gathered at the end.

RESULTS

The results demonstrate that the majority of the pupils had a high-performance level in solving mathematical word problems after exposing them to different strategies. Pupils' perceptions of their problem-solving abilities change to a high level through the use of direct teaching and giving them supplementary activities. Pupils' performance revealed an increase in the performance in solving mathematical word problems using different strategies in teaching solving word problems.

DISCUSSIONS

In this study, she found out that at-risk students were unaware of the different strategies and how to apply them in solving math problems effectively. Students' performance in the pretest had a negative effect because of students' lack of knowledge on the use of different strategies. After the study, Students were able to connect the use of each strategy to specific word problems and learned how to apply these strategies effectively. Student problem-solving performance had a positive increase. During the test, students were no longer leaving the word problems unanswered. Student performance in the post-test revealed that seventy-five percent of the students were in the very high and high-performance level of solving mathematical word problems. Twenty-five percent of the students were in the low and poor performance. Overall, students' performance revealed an increase in the performance in solving mathematical word problems through direct teaching using different strategies in solving word problems and different supplementary activities.

KEYWORDS: Performance, Strategy, Pupils' Perception

SUBMISSION ID: R04A-BATANC-0444

Improving Multiplication Facts Recall: An intervention Program that Lead to Math Proficiency

Eliseo Anacay, Department of Education

Abstract

INTRODUCTION

The primary purpose of this research was to determine the effectiveness of the intervention program to improve math proficiency particularly in multiplication on grade three students of Maitim II Elementary School. This is a three-month study program focuses on basic multiplication fact recall.

METHODS

It was determined that the least mastered skills in Math that hinder Math proficiency were multiplication topics. the respondents were randomly assigned per group per the practice session during the remedial class. the respondents of the study were 38 pupils of grade 3 Mahogany. the researcher used a total population survey. the study made use of a descriptive quantitative design of research. Data were gathered through a self-constructed questionnaire.

RESULTS

Based on the area of weakness through the use of pre-test, they have customized remedial sessions instead of one-sized fit all instructions. A post-test is similar at the end of three-month intervention program to evaluate the effectiveness of the activities implemented.

DISCUSSIONS

Outcome assessment after the three-month intervention program there was a significant difference between the pre-test or the baseline test and the post-test given to the respondents. based on the study result and findings the intervention program improving the multiplication program recall was concluded effectively to improve Math proficiency.

KEYWORDS: IMPROVING MULTIPLICATION FACTS RECALL; AN INTERVENTION PROGRAM THAT LEAD TO MATH PROFICIENCY

SUBMISSION ID: R04A-CAVITP-0522

Improving Oral Communication Skill in English of Grade Five Daffodil in West Bauan Central School

Eufrocina Belarmino, Department of Education - Bauan West, West Bauan
Central School

Abstract

INTRODUCTION

Learning to speak is an important goal in itself, for it equips pupils with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make an argument, offer explanations, transmit information, and make impressions upon others.

METHODS

This action research embarked on intervention activities that will enhance oral communication skills of Grade Five Daffodil pupils at West Bauan Central School this school year 2017-2018. This research is a qualitative design. A Speaking Test was used to attain the objectives of this study.

RESULTS

A Speaking Test was utilized to determine the level of pupils Speaking ability. The test is composed of six levels, level 1 as the easiest and level 6 as the difficulty level. The table shows that out of 34 pupils, 13 pupils or 39 % of pupils fall on level 1 where they can read the short passage. On the other hand, 21 respondents or 61% of pupils were categorized in level 2, for they can describe the picture. Based on the administered test, pupils showed difficulty in expressing their answers that hinders to move to the next level. Others found difficulty in reading that's why they remain in level 1. After administering the Project SPEAK, the Speaking Test was conducted once again to determine if there is an enhancement in the level of pupils Speaking ability. Based on the table, from 39%, only 26% of the class or 9 respondents remains in level 1. A total of 18 pupils or 53% were left in level 2. And an increase of 12% or 4 pupils moved to level 3 and 9% (3 pupils) in level 4 as well. This shows that Project SPEAK improves the oral communication of the class.

DISCUSSIONS

The result of this study will be used as baseline data in crafting intervention/ strategies that will enhance the oral communication skills in English of Grade V- Daffodil pupils. Project SPEAK (Successful Pupils speak English to Acquire Knowledge) could be a great help to improve pupil's English conversation fluency and improve pupils self- esteem resulting in active participation during class discussion thus improving students' academic performance.

KEYWORDS: oral communication, speaking ability, intervention activities

SUBMISSION ID: R04A-BATANP-2325

Improving Oral Communication Skills in English of intermediate Grades in Jose Zabarte Elementary School

Lelies Munarriz

Abstract

INTRODUCTION

English has become one of the most important languages of communication, thus, it is very necessary to communicate well in the said language. It has been widely accepted as the most used language in the world and the prime means for communication globally. In the learning situation in school within the subject of English, it is vital that the pupils are given many opportunities to use English and practice how to communicate verbally and express themselves in English. The researcher has observed that students' communication skill remains poor and couldn't express themselves properly in English, thus, develop shyness and low self-esteem. Thus, Speaking is perhaps the most important skill. How could a pupil be participative and productive if he has the inability to speak well in English?

METHODS

A qualitative and quantitative research method was used to develop an understanding of improving oral communication in English. Classroom observations and questionnaires were the instruments used in researching to validate the level of speaking competency, the reasons why pupils experienced oral communication anxiety, and the interventions to improve oral communication skills.

RESULTS

Table 1 revealed the level of speaking competency of the pupils based on PHIL-IRI - Oral results. It shows that 47% of the respondents fall under poor level, 26% instructional, and 14% at the independent level. Results have shown that almost half of the respondents were poor in comprehension and oral communication, and only a few can comprehend and communicate well. Table 2 brings out the causes of the oral communication anxiety of the respondents. Results revealed 4 factors - expectation, training and exposure, rejection, and verbal fluency. Table 3 shows the list of suggestions according to rank such as practice, gain confidence, make reading a habit, think that the audience is friendly, trust in God, seek moral support and guidance, and develop yourself.

DISCUSSIONS

Based on the results, most of the respondents have difficulty in oral communication due to several factors that affect their psychological and emotional behavior. Insufficient training and verbal fluency add to their fears to reveal their thoughts verbally. Learners' proper training, exposure, and practice will help improve their skills in oral communication. Love for reading and making it a habit will enhance their ability. Eagerness to develop confidence and support from the family plays a vital role in pupils' development.

KEYWORDS: Communication, confidence, support, development, exposure, training, practice.

SUBMISSION ID: R04A-BATANP-1872

**Improving Parents' Involvement in San Isidro National High School
Programs and Activities through School-to- School Partnership Program
for SY 2016-2017**

Prescila Cortez, Department of Education - Quezon

Abstract

INTRODUCTION

The action research set to explore parents' involvement to the school's programs and activities through the School- to- School Partnership Program (SSPP) between the partner schools San Isidro National High School (SINHS) and Danlagan National High School (DNHS) during the school year 2016- 2017. The partnership program focused on one of the priority improvement areas of SINHS the alarming 26% of parents' involvement in the San Isidro NHS programs and activities last school year 2015-2016. Jesse (2009) exemplified the fact that in many schools, parents are engaged in the governance and planning processes in building students' achievement goals. Nonetheless, parental involvement takes place when parents actively, resourcefully and responsibly contribute to promote and develop the well-being of their communities.

METHODS

The research used a Quasi-Experimental method. The partner schools launched and conducted different pieces of training and activities for students, sharing of best practices for teachers, and the most important is the advocacy campaign/orientation for parents and stakeholders. The data which includes the records of parents' attendance during meetings and activities, also the descriptive records of amounts contributed by the parents in school's fundraising activities during SYs 2015-2016 and 2016-2017 were collected, compared and analyzed.

RESULTS

The research found out that parents' involvement in SINHS programs and activities during the school year 2016- 2017 in terms of attendance to conduct meetings after the SSPP implementation had a certain degree of significant improvement after pieces of training, orientation, and sharing of best practices were imparted. On the contrary, SINHS' parents improved their interest and willingness to contribute to the fundraising programs of the school.

DISCUSSIONS

The programs and activities implemented by the Leader and Partner Schools on parents' involvement in San Isidro National High School have done so at a satisfactory level. It is, therefore, time for the school to take necessary steps to further improve and innovate parental involvement using more encouraging approaches for many participative parents.

KEYWORDS: parents' involvement, parents as partners, improving parents' participation

SUBMISSION ID: R04A-QUEZON-0377

Improving Performance in Adding and Subtracting Decimals and Mixed Decimals of Grade VI Pupils in Alcala ES through Strategic intervention Materials (SIM)

Ryan Ludovice, Bongalon ES

Abstract

INTRODUCTION

Several studies have been developed to address the causes of difficulty of understanding and underachievement in mathematics, yet nobody has done a particular study specifically on improving performance in adding and subtracting decimals and mixed decimals through Strategic Intervention Materials (SIM). Hence, this study aimed to improve performance in adding and subtracting decimals mainly of Grade VI Pupils in Alcala ES through SIM that makes this study unique. Mathematical skills being developed by this study were one of the skills in the K-12 curriculum. This SIM helped students gain confidence in solving numbers on their own.

METHODS

The descriptive-quantitative research method was employed in this study. The standardized weekly test result was recorded particularly the Mean Percentage Scores (MPS). Twenty (20) pupils of Grade VI Class (Turquoise & Topaz) who failed in the weekly test was considered as participants. SIM was crafted to remediate those difficulties reflected from the weekly test. The researcher described the result of the standardized weekly test using T-Test Analysis through Minitab. The performance of the learners in the pretest and post-test was analyzed for a significant difference.

RESULTS

There was a significant relationship between the performance of the pupils and the SIM that was introduced and implemented. The mean before the implementation was 0.85 and the mean after was 7.25 with a gain of 6.4. Using t-Test, utilizing .05 level of significance or probability and p-value of <0.001, it was revealed that the different levels of significance fall closer or less than .05. Thus, the Null Hypothesis is rejected and the Alternative Hypothesis is accepted.

DISCUSSIONS

The results revealed that there was a significant relationship between the performance of the pupils before and after the SIM was employed. It was visible that with the use of intervention material such as Strategic Intervention Material (SIM), the learning process in children's minds would be extended and difficulties in Mathematics would be lessened. Manipulative and colorful learning materials encourage pupils to continue and discover said learning material. The participants in this study were exclusively in Grade VI Level. It is recommended that future researchers may use similar intervention material to other grade levels.

KEYWORDS: Strategic Intervention Material

SUBMISSION ID: R005-ALBAYP-0019

Improving Performance Level of Grade Six Students through the Use of Strategic intervention Materials

Mayden B. Jaravata, Antipolo Elementary School

Abstract

INTRODUCTION

Improving the quality of instruction for the betterment of education depends on the teacher's performance in delivering his daily lesson. With this, teachers must implement innovative teaching strategies to deal with the challenges of achieving the goal of quality education. However, attaining this goal will be difficult considering the existing problems met by the school teachers on the low-performance level of the students specifically in Science, which mainly the purpose of this study. The researcher utilized Strategic Intervention Materials (SIM) as a tool in teaching Science lesson to improve the performance level of Grade Six students in Antipolo Elementary School who were having low PL in the subject.

METHODS

The descriptive method of research was employed to determine the effectiveness of the Strategic Intervention Materials (SIM) in improving the performance level of the students in Science. Purposive sampling was used in selecting the respondents in this study who were given the pre-test before the implementation of the SIM. Also, the posttest was also administered after its utilization to determine differences in their performance.

RESULTS

The performance level of the students before the utilization of Strategic Intervention Material (SIM) was low and under the baseline set by the Department of Education that was determined by analyzing the pre-test result. However, the posttest result illustrated a better student's performance level which was under the developing, approaching mastery, mastered and advanced level of mastery. The findings imply that SIM is an effective tool in improving the performance level of the students in Science.

DISCUSSIONS

Science teachers should implement the use of SIM in Science teaching and its development with skills/competencies which were not included in the researcher's SIM. Interventions and innovative methods and strategies in teaching should be employed since they have positive effects on pupils' performance. It implies that the use of this intervention material is an important strategy to help fight if not eliminate the existing problem of the low-performance level of the pupils.

KEYWORDS: Performance Level, Strategic Intervention Materials

SUBMISSION ID: R005-CAMSUR-0076

Improving Performance Rate of Mathematics Six Students through Computer-Aided Materials

Lorelie Redondo, Teacher III

Abstract

INTRODUCTION

Integrating ICT into classroom teaching poses one of the great challenges facing present education. Through its various applications in different fields of studies such as Science, Engineering, Mathematics, Medicine and other fields, the computer plays a vital role in the process of classroom learning. Today, it helps teachers generate information more quickly and accurately in wide topics especially in Mathematics. The modern demands in education have become a vital component that leads the proponent in education both in government and in private to cater to the learners' needs. The researcher, who is a Mathematics teacher herself, feels the need to develop Computer-Aided Materials in teaching Mathematics intended for Grade Six classes. She found out that these skills which are critical to learning have to be developed through the use of strategies and materials which can improve the development of mathematical skills of the students.

METHODS

This study will use the developmental type of research since the researcher intends to develop and validate educational outputs so that these could be utilized and extended over a vast area, and a quasi-experimental method. Specifically, it will make use of an "evaluation-survey" in attempting to validate the proposed Computer-Aided Materials. It will make use of an assessment analysis technique to determine the difficult topics in Mathematics as perceived by the students.

RESULTS

Computer-Aided Materials in teaching in addition to classroom teaching can give a better learning environment using: a. Students understand abstract concepts than only classical classroom teaching even if in a computer laboratory or Audio-Visual Room. b. Teachers provoke the potential and provide a better educational experience. In addition to existing educational soft wares, presentations prepared by the teacher with MS PP slides would be beneficial.

DISCUSSIONS

Technology supports both learner and teacher no matter WHERE they are or no matter WHO they are or WHEN. Information technologies give us (for both student and teacher) opportunity to be independent of PLACE, PERSON and TIME. The researcher would like to say: Learner thinks, teacher guides, technology supports. (Abtar,2000)

KEYWORDS: Computer-Aided Materials (CAIMs), ICT, Performance Rate

SUBMISSION ID: R013-SURSUR-0040

Improving Poor Handwriting and Delayed Fine Motor Skills of Kindergarten Pupils through "Oras Mo, Galing Ko (Your Time Mix Me Grow)" Program

Julie B. Casimina

Abstract

INTRODUCTION

Writing is an important area of communication. Fine motor development in Kindergarten is also an integral component of language. When a child writes and thinks, knowledge is synthesized to create a unique message. It is at this stage that children develop an increased desire to communicate effectively. Expressing their thoughts and experiences can be articulated in written form. Handwriting is a foundation skill that needs to be developed early as it affects students' reading, writing, language use, and critical thinking. Children who have difficulty coordinating the small muscle groups in their hands have difficulty in manipulating pencils, crayons, and scissors. This difficulty makes children dependent on others, opens them to peer ridicule, and prevents them from meeting the demands of school.

METHODS

The purposive sampling was used in this research since all students that need immediate attention were picked. Analysis as to who were the respondents to be selected was done based on the causes that emerged during data triangulation. Everyday enhancement session with eight weeks' time frame through the "Oras Mo, Galing Ko" program was catered to 15 identified pupils who struggle in handwriting and having a poor motor skill from September to October 2017. There will be three forms of data collection: parents' interview, pupils' interview, and pre-created activity and writing samples. All surveys will be conducted before intervention.

RESULTS

The reasons that affect poor handwriting and delayed in motor skills to kindergarten due to having no preparatory experience. The development of school readiness skills allows school teachers to expand and further develop a child's skills in the specific areas of social interaction, emotional development, physical skills, literacy, and fine motor skills. Without these basic skills, children can quickly find themselves playing "catch up" compared to their peers that are advancing more quickly.

DISCUSSIONS

Children who find writing difficult cannot always finish activities on time. If not given attention, they would decline to participate and can impair academic performance. Moreover, the quality of parents' assistance during the writing process is associated with concurrent word writing, word recognition, and phonological awareness skills, when accounting for the overall home literacy environment. Teaching style, specific tasks, and environment were all key components in increasing students' handwriting and motor development.

KEYWORDS: poor handwriting development, fine motor skills

SUBMISSION ID: R013-SURSUR-0071

Improving Problem Solving by Improving Reading Skills of Grade Five Pupils

Robina Caponpon, Department of Education

Abstract

INTRODUCTION

The development of thinking is considered one of the main objectives that educators seek to achieve. Once these objectives are achieved, pupils can effectively address issues and crises in everyday life as well as the complications of the present and future. The process of thinking is similar to the human breathing apparatus because it is indispensable as breathing. Teaching thinking skills are necessary because of the breadth of available knowledge. Thinking skills provide the necessary tools to address this avalanche of renewable knowledge that has been witnessed in our contemporary world.

METHODS

A quantitative approach was followed. Quantitative research is a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables. The researcher chose the quantitative approach because it quantifies the data so that it can be treated statistically. Quantitative research is a better method than qualitative research because it is more simplified and numerical results can be easier to understand. A descriptive survey design was also used in this study. A survey is used to collect original data for describing a population too large to observe directly. A survey obtains information from a sample of pupils using self-report, that is, the pupils respond to a series of questions posed by the investigator.

RESULTS

The study showed that a nourishing classroom environment seems to play a role in the process of enhancing reading skills among pupils. The findings indicate that pupils with reading difficulties can and do benefit from thinking skills instruction and should, therefore, be actively involved in the Individualized Educational Program designed to develop and enhance their reading skills.

DISCUSSIONS

Although the fact that reading skills are researched topics deeply with normal pupils of across different ages, there was less attention paid towards reading skills of pupils with learning difficulties in an integrated conceptualization. In this regard then, the purpose of this study was to the effect of the Individualized Educational Program in enhancing reading skills among pupils with learning difficulties. These findings confirmed the idea that a training program on thinking skills enhances students' critical skills.

KEYWORDS: quantitative, descriptive survey, reading skills

SUBMISSION ID: R04A-BATANP-1742

**Improving Problem Solving Skills involving Multiplication of the Grade
3-Anahaw Pupils at Balayan West Central School through Strategic
intervention Material**

Maria Teresa Delos Reyes, Balayan West Central School

Abstract

INTRODUCTION

One of the major aspects of Mathematics Curriculum which required pupils to apply and to integrate many mathematical concepts and skills as well as making a decision is problem-solving. However, pupils were reported to have difficulties in mathematics problem-solving. The focus of this study is to discuss the major mathematics skills and cognitive abilities in learning that caused the difficulties in mathematics problem-solving among pupils from pupils' point of view. This understanding of how the deficits influenced the problem-solving is expected to give effective guidelines in preparing diagnostic instruments and learning modules to develop the Mathematics Skills.

METHODS

The major tool used in this study is to gather data in the form of a questionnaire. A questionnaire is a simple, fast, efficient and inexpensive method of obtaining information from scattered respondents. The respondents checked their answers from the choices presented by the researcher. This study also used sets of worksheets to evaluate the respondents' analysis regarding the study about how to improve word problem-solving skills of Grade 3-Anahaw of Balayan West Central School.

RESULTS

It is interpreted that the data collected shows that the majority of respondents are not interested in solving word problems with 44%. Followed by the reason that respondents feel lazy in solving word problems 37% and with the minority response of 18.52% for the reason that they are not good at solving word problems. Out of 27 respondents, 20 of them answered "strongly agree" that they can solve word problems easily. The rest 7 agreed upon the said statement. All of the respondents answered "strongly agree" for the statement that they will excel in mathematics subject.

DISCUSSIONS

Most of the pupils in Grade 3-Anahaw are not good at solving a problem involving multiplication. The best way to improve skills in solving word problems is to read and understand the problem carefully. Most pupils think that if they have skills in solving word problems, they will receive high grades. They participate actively in class when it comes to solving word problems and they think that solving word problems can be a habit. Based on the survey and interpretation of the respondents' multi responses, the study tends to work with arrays of strategic intervention materials made by the researcher to develop mastery among pupils involved in the study.

KEYWORDS: skills, intervention, engage

SUBMISSION ID: R04A-BATANP-2164

Improving Proficiency Level in Finding Greatest Common Factor (GCF) of Fifth Grade Pupils of Bon-ot Elementary School through My Booklet of Exercises

Jamaica June Bruzon, Jovita Day, Lilybeth Roz, & Miraflor Saavedra,
Department of Education

Abstract

INTRODUCTION

Learners do not learn with the equal pace of learning mathematical concepts like finding GCF because multiplication proficiency is a pre-requisite skill. With this, the teacher performs a crucial role in addressing this classroom problem. The spiral feature of the new curriculum together to allow the learners to master the competency, inspires the teachers of Cluster 8 to craft a learning intervention in the form of a module as a response to the problem. The module is termed as "My Booklet of Exercises".

METHODS

The purposive sampling design was used and employed from the item analysis results on the first quarter examinations, the competencies were identified at least learned: reducing fractions to lowest terms and identifying equivalent fractions. These competencies have one pre-requisite skill. That is finding GCF. Hence, the researchers sought to determine the proficiency level of the pupils by way of conducting summative assessment needs analysis. The test questions focused on giving GCF of two or more numbers using the following methods, namely: listing, continuous division, and factor tree. My booklet of Exercises was crafted as an intervention tool featuring activation of the basic multiplication facts with various exercises that cater to the needs of the participants, especially on the pre-requisite skill.

RESULTS

The highly recurred factors affecting the inability of the research participants to master the learning competency were the insufficiency of GCF exercises (16) and poor multiplication skills (13) as disclosed by the participants. Indeed, insufficient knowledge of multiplication strongly affects the ability of the pupils to find the GCF of certain numbers. The intervention entitled "My Booklet of Exercises" brought improvement on the level of proficiency in finding GCF among 31 recipients of the intervention. Their summative assessment after intervention scores revealed that seven were classified "Satisfactory", nine were categorized in the "Very Satisfactory" level, and 13 were considered "Outstanding".

DISCUSSIONS

The findings suggest that My Booklet of Exercises intervention can calibrate skills of learners with learning deficiency on Finding the Greatest Common Factors as manifested by the improvement on the levels of their proficiency after the administration of the intervention. For the improvement of the study, it is proposed that the module will be used as an intervention to other groups of pupils and assess its impact on them.

KEYWORDS: Improving Proficiency Level Greatest Common Factor Booklet Exercises

SUBMISSION ID: R013-SURSUR-0033

Improving Promotion Rate through Remedial Enhancement Program and interactive Re-teaching

Evelyn Avila-Bellen, Isagani B. Baylon Jr, Jhomar B. Jaravata Marlene V. Primavera, & Nenita B. Bersabe, Bula National High School

Abstract

INTRODUCTION

Students in Bula National High School who did not master the basic concepts often struggle in the complex one. To aid the students, the Remedial Enhancement program and Interactive Re-teaching (REPAIR) were conducted to improve the promotion rate of the School.

METHODS

A descriptive method of research was utilized in this study. Data were gathered through Project Repair and the quarterly result of the student's promotion rate enrolled in the school year 2018-2019. Gathered data were treated properly and analyzed by the use of mean, percentage, rank.

RESULTS

The promotion rate of the school in the first quarter was 79.01 percent. With the integration of the project IPR through REPAIR, the promotion rate of the school was increased to 92.88 percent by 13.87 percent. The project implemented has a positive effect on improving the school's promotion rate.

DISCUSSIONS

Implementing innovative interventions such as Project IPR through REPAIR improved the performance of the students at the same time increasing the promotion rate of the school. It is recommended that more innovative projects should be made to aid students' learning.

KEYWORDS: Promotion Rate, Remedial Enhancement Program, Interactive Re-teaching

SUBMISSION ID: R005-CAMSUR-0073

Improving Pupil skills in Solving Math Problems among Grade Six Pupils at Rosario West Central School

Celeste Ramirez, Department of Education - Rosario West Central School

Abstract

INTRODUCTION

Problem-solving plays an important role in Mathematics and should have a prominent role in the mathematics education of K- 12 students. However, knowing how to incorporate problem-solving meaningfully into the mathematics curriculum is not necessarily obvious to mathematics teachers. It is a major part of Mathematics, the sum, and substance of our discipline and to reduce the discipline to the set of exercises and skills devoid of the problem is misrepresenting mathematics as a discipline and shortchanging the students. It is in the curriculum to allow students to develop the art of solving an essential to understanding and appreciating Mathematics that must be an instructional goal of every Mathematics teacher.

METHODS

The descriptive quantitative Method was employed by the researcher. The Pre -Test was administered to identify the level of the solving problem skills in Mathematics of the Grade six pupils at Rosario West Central School. Random Sampling was used to determine the respondents of the study which was equivalent to 50 respondents. The result was item analyzed and interpreted.

RESULTS

Through the different statistical data used, it came out that the test is valid since it covers all the prescribed skills and activities spelled out in the curriculum guide, and reliable since the test obtained by the sampled group is consistent with the paralleled test score. Through the study, it turns out that the Grade Six pupils of Rosario West Central School have difficulty in Solving Math problems. And mostly it is caused by numerous factors an improved performance of the pupils in solving word problems were noted after the Pre-Test. Several measures were applied to the pupils with difficulty in solving Math problems.

DISCUSSIONS

The study is very limited in nature; however, its findings are useful to some teachers experiencing the same problem on how to improve their pupils' skills predominantly in problem-solving. Some measures may be applicable to eradicate the problem and that is to search for the root of the problem, and that is READING start with a very basic word , teach the pupil on how to interpret word by word so that the pupil will derive a correct solution to the problem, translating the problem to Mother's tongue, follow consistently the step in analyzing the word problem such as Asked, Given Facts ,Hidden question, Operation ,Number Sentence, Solution and Answer and imparting adequate practice.

KEYWORDS: Math Problems, mathematical tasks, Instructional goal, improving, solving

SUBMISSION ID: R04A-BATANP-1848

**Improving Pupils' Performance in Science of Grade Four Pupils at
Baybayin Elementary School, School Year 2017 - 2018**

Anna Marie Ilao, Department of Education

Abstract

INTRODUCTION

Among all academic subjects, Science always comprises the lowest result among Grade Four pupils of this school, Baybayin Elementary School. It is in this matter that the teacher concerned and also the researcher was puzzled on how to bridge the gap between the "known and the unknown". She focused her study on improving pupils' performance in Science among Grade Four pupils. The instigation for this study is the low achievement scores in their periodical test. It is to identify the factors that cause poor performance among Grade Four pupils in Science subjects and determine the suitable interventions that can be utilized to improve their performance and what will be the effect of using alternative teaching strategies.

METHODS

The participants of the study were 30 Grade Four pupils of Baybayin Elementary School. The descriptive method was used in this study. Group sampling was used in selecting the samples obtained from the Grade Four pupils. The assessment instrument employed was a researcher - made a questionnaire, pretest, and post-test to assess the improvement of the Grade Four pupils. It took the researcher two weeks to collect the accomplished data-gathering instruments. The data were tabulated and interpret using the appropriate statistical treatment.

RESULTS

Based on the result, it can be gleaned that from 30 pupils who were the focus of the study in Grade Four, the MPS of the pre-test is 50.97% and it increased to 73.82% in the post-test. The achievement level was improved by 1.45% over the pre-test. Thorough studies and digging more factors that affect the performance of Grade Four pupils, the researcher concluded that (1) employment of different techniques and strategies with appropriate instructional materials facilitate pupils' learning (2) produce or improvise enough science equipment for pupils and (3) constant monitoring and evaluation of pupils' progress in Science.

DISCUSSIONS

The researcher recommends exposing pupils to varied science activities that will encourage maximum participation at the start of the year, produce enough science equipment and facilities for pupils, provide pupils science enrichment exercises or drills and utilization of television assisted instruction.

KEYWORDS: assessment, intervention, performance

SUBMISSION ID: R04A-BATANP-0703

Improving Pupil's Reading Level through Varied Teaching Reading Strategies

Ronela Encinas, Department of Education

Abstract

INTRODUCTION

Learners who had difficulties copying the lessons are those who are left behind and who have not developed their reading skills. The alarming result of Phil Iri conducted in Gobat South District is one of the real scenarios that describe the situation of these learners. The proponent became inspired by conducting this research to improve the present reading scenario in the district. Specifically, this aimed to find answers to the following sub-problem:

What are the reading levels of Grade VI learners in Gobat South District as revealed in PHIL IRI?

What are the teaching strategies used by the teachers in the district in teaching reading?

What are the difficulties encountered by the teachers teaching reading in the district?

How do teaching strategies affect the reading level of pupils as assessed by the teachers?

METHODS

This study used the descriptive method of research for it is essentially concerned with the analysis of the answers using a questionnaire. Interview questions were conducted to gather information on the teaching strategies teachers commonly used. The researcher used the (Phil IRI) Pre-Test result conducted in each school in the district. She used scaling to quantify the variables of the study. For sub-problems 1-4, percentage and frequency count were employed.

RESULTS

Based on the analysis, grade VI pupils of Gobat South District have a different reading level. The result exhibited that pupils' reading levels were different in English and Filipino. It was found out that teachers commonly used explicit and four-pronged approach. Limited time spent in reading was the most serious problem encountered while the non-standard classroom was the least serious problem encountered. Teaching strategies which are pupil-centered had a great impact on reading performance. Teachers strongly agreed that sound recognition is the foundation towards reading mastery.

DISCUSSIONS

The reading level of Grade VI pupils in the District was varied. The most serious problem encountered by teachers was the limited time spent by pupils in reading related to a lack of reading habits among pupils. Time was one of the keys to developing a reading habit which may result to improve the reading level. Suited teaching strategies can greatly affect the reading levels of pupils especially those teaching strategies which are pupil-centered and based on their experiences. The use of varied materials such as SIMs and reading sheets will be a great help to increase the reading level and ensure the meaningful teaching-learning outcome.

KEYWORDS: reading level, basic learners, difficulties, teaching strategies

SUBMISSION ID: R005-SORSOP-0015

Improving Pupils' Skills in Addition and Subtraction of Fractions through Developmentally Appropriate Materials (DAMs)

Richard Montas, De La Paz Elementary School, Department of Education - Albay Division

Abstract

INTRODUCTION

This study, as funded by the Basic Education Research Fund, observed the increasing number of pupils who have poor skills in addition and subtraction of fractions. The main purpose of this study was to assess the efficacy of utilizing Developmentally Appropriate Materials (DAMs) in teaching addition and subtraction of fractions to the pupils. The 5 DAMs were created and categorized such as Strategic Intervention Materials, Fraction Game, Manipulatives, Worksheets, and Computer-Based Reformative Teaching Materials. Furthermore, the 5 DAMs served as the intervention of the study and proved that it was an effective way of improving the pupils' skills in addition and subtraction of fractions.

METHODS

The analyzed and interpreted data were derived from 9 grade 6 academically challenged pupils. Also, the research design consisted of the following phases: Pre-testing, Implementation of Developmentally Appropriate Materials and Post Testing. The pre-test and post-test results were recorded, analyzed, compared and interpreted after the utilization of the DAMs to determine the significant difference between the pupils' fraction skills and effectiveness of the DAMs using the T-Test.

RESULTS

The researcher identified that the mean score of the pupils during fraction skills pre-test was 19.11. This indicated that the pupils' skills in fraction have low mastery level. Moreover, the 5 DAMs were utilized to improve the pupils' in addition and subtraction of fractions these were: Strategic Intervention Materials, Fraction Game, Manipulatives, Worksheets, and Computer-Based Reformative Teaching Materials. In the pre-test of the pupils mean score was 19.11 while in the post-test the mean score was 32.78. There was a 13.67-point gain in the mean score. This implies that from low mastery level it improves to average performance level. The improvement in the pupils' fraction skills was credited to the utilization of DAMs.

DISCUSSIONS

This only means that the teachers must give importance to the utilization of instructional materials to come up with interactive and better learning strategies. Also, the researcher crafted an action plan for the teachers to help them improve the skills of their academically challenged pupils using DAM in teaching addition and subtraction of fractions. Generally, the utilization of these 5 DAMs was a great help and an effective way of improving the pupils' skills in addition and subtraction of fractions.

KEYWORDS: Improving Pupils Skills, Instructional Materials, Developmentally Appropriate Materials, Teaching Strategies

SUBMISSION ID: R005-ALBAYP-0011

Improving Quarterly Assessment in Araling Panlipunan of the Selected G10 Participants of Bagbag National High School

Jeralyn Genotiva, Bagbag National High School

Abstract

INTRODUCTION

This study intends to determine how the School-Based Management Program (SBM) of Department of Education Cavite helped the students as an intervention in improving the quarterly assessment of G10 St. Luke in Araling Panlipunan through the use of classroom-based assessment on Cognitive Process Domain (CPD).

METHODS

This is a content-based and adapted from Anderson & Krathwohl (Revised Blooms Taxonomy) Cognitive Process Dimension of HOTS questions. Select one learning domain to be mastered in a particular area within a week. The selected section/group will answer two CPD questions every session for four days and diagnose the learning domain on the fifth day a 10-item multiple choice type test will be given. The second quarter examination performance of Grade 10 St. Luke in Araling Panlipunan was used in this project. The target performance at the end of every quarter is at least 75% MPS approaching mastery level.

RESULTS

The data gathered were analyzed and compared using mean standard deviation, mean percentage score, and t-test. The pre-test and post-test results were found significant. In addition to this, the result of the third quarter examination of G10 St. Luke in AP was also used to strengthen the significance of the study.

DISCUSSIONS

This study was limited only to those groups/sections with the lowest LOA (Learning Outcome Assessment) result in Araling Panlipunan. Using their group MPS (Mean Percentage Score) as the basis for their ranking. The effectiveness of the test is determined by analyzing the pattern of test scores from several tests. Two CPD questions per day and one 10 - item multiple choice type test per 2 weeks.

KEYWORDS: Academic performance, Learning Outcome Assessment, Cognitive Process Domain, Mean Percentage Score, Quarterly Assessment

SUBMISSION ID: R04A-CAVITP-1536

Improving Reading Aptitude through Project JCS (Joust Compact Showcase) to Prepare SHS Students for College

Juliet Saldo, Department of Education - Phils.

Abstract

INTRODUCTION

With the ASEAN Integration, the Department of Education Philippines Basic Education with the K to 12 Curriculum, emphasizing the two additional years known as Senior High School (SHS) under Republic Act No 10533 (2015), implements its purpose to let the students develop the skills that they supposed to have mastered while they are still under basic education. One of the skills that students must master is reading skills. In this study, students reading aptitude was delved into, the notably identified as one of the strongest contributory factors of success.

METHODS

This study used a quantitative descriptive research method that employed content analysis that determined the reading aptitude of SHS students. The assessment tools were reading materials, questionnaires, and checklist.

RESULTS

The majority of the respondents had the average (WM 2.41) vocabulary development; fair in comprehension skills (2.01); study and library skills (2.04); and Graphical Literacy skills (2.03). The data means that most of the respondents did not reach yet the independent reading level as expected of them at their age and level. This implies that the students are not yet ready for college. Thus, there is a need for an application of reading intervention. This paved way to the use of innovative Project JCS which branched off the 1) Provision of reading materials that stress on comprehension skills, and the 2) Consumption of reading strategies and activities to increase the students' reading aptitude. The innovative project addressed the problems encountered by the teachers in reading classes in increasing the positive effect of developing communicative skills through reading, thus, prepare the SHS students for college.

DISCUSSIONS

The results displayed the urgent need to bridge the gap on the insufficient supply of instructional devices by aiding the teachers with the Project JCS to become innovative to help the learners develop their language competency. Inspiring them each day by fostering the "love to read" among students through giving more time to work on comprehension skills, were among the actions taken. For it is reading that leads to learning, and learning leads to successful living.

KEYWORDS: Reading Aptitude, Project JCS, SHS Students, Prepare for College

SUBMISSION ID: R005-CAMSUR-0024

Improving Reading Comprehension of Grade II Pupils of Baybayin Elementary School through Poetry: An Implication to instruction School Year 2017 - 2018

Kristine Ladiana, Department of Education

Abstract

INTRODUCTION

The study focusses on improving the reading comprehension of Grade II Pupils of Baybayin Elementary School for the School Year 2017-2018. From different strategies and techniques employed to solve the dilemma, reading through poetry is employed.

METHODS

The instrument used in the evaluation was the researcher-made question and answer test tool. The participants of the study were the thirty (30) Grade II pupils of Baybayin Elementary School; ages 7-8 years old, comprising of 15 boys and 15 girls. The pupils were taught reading comprehension using poetry strategy for one (1) month. Then, the pupils were again subjected to a post-test. The research utilized the descriptive design using a simple exploratory method.

RESULTS

Based on the study, from the level of performance of the II pupils in reading comprehension before the use of poetry which is 27% independent, 33% instructional and 40% in Frustration leveled up to 50% independent, 37% Instructional and 13% Frustration. Comparison of Tables 1 and 2 revealed that reading comprehension of the grade 2 pupils leveled up after the application of poetry as a teaching strategy.

DISCUSSIONS

To address pupils' difficulty in reading comprehension particularly in understanding the meaning or comprehension of new and unfamiliar words or vocabulary; the researcher recommends the use of poetry to capture undivided attention, visualize the abstract, and enhance the rote memory of the grade II pupils.

KEYWORDS: reading comprehension, poetry, dilemma

SUBMISSION ID: R04A-BATANP-0696

Improving Reading Comprehension of Grade III Pupils with Below 75% Proficiency through SIRRA (Supervised individual Remedial Reading Approach) in Paaralang Elementarya ng Quipot

Roanne Eve Cantos, Paaralang Elementarya Ng Quipot

Abstract

INTRODUCTION

The National reading panel has stated that there are five specific practices that teachers should be used when teaching children to read or when helping them improve their reading skills. These practices are phonemic awareness, instruction in phonics, guided oral reading practice with feedback, vocabulary instruction, and comprehension strategy instruction. Through SIRRA, the learner was now allowed to gain knowledge and ideas. Non- performing pupils end up as a failure if they were not able to understand well instructions written in the English language.

METHODS

The monitoring scheme is designed to ensure that the respondents are supervised by the parents. The monitoring scheme is designed to ensure that the respondents are having their reading activities at home.

RESULTS

The result noted that from June, the reading proficiency of the respondents has an average of 64.50%, whereas upon the implementation of SIRRA as an intervention the reading proficiency has increased to 70%, 74.50%, 76.88%, 78.13%, 78.88%, 79.50%, 80.25%, 80.75%, and 81.63%, respectively up to March 2018.

DISCUSSIONS

Reading is one of the most important skills a person may ever acquire, it is important that pupils know what they are reading. If teaching strategies will help pupils understand and gain meaningful information from what they are reading then that is what teaching should do. Teaching pupils reading strategies will not just help pupils be more successful in school but it will also help them be more successful in general if they are consequently better able to understand the text.

KEYWORDS: Supervised Individual Remedial Reading Approach

SUBMISSION ID: R04A-BATANP-1975

Improving Reading Comprehension of Grade Three Pupils in Reading Short Stories at Hugom Elementary School

Joy Canuel & Maryjane Samarita

Abstract

INTRODUCTION

When students struggle with reading comprehension they are at a severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether. The purpose of this action research was to discover which guided reading strategies should be implemented to help develop comprehension skills. Educational professionals and theorists have determined that focused intensive instruction of reading strategies will improve reading the methods used in this study included prereading strategies, during reading strategies, and post-reading strategies specifically modified to improve comprehension.

METHODS

The researchers used three data gathering procedures namely, focus group discussion, survey method and retrospective interview. Also, the following data gathering tools, namely; checklist, questionnaire, and retrospective interview guide were used to attain the objectives of this study. It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy. This is descriptive qualitative research which aims to identify the reading comprehension of Grade Three pupils. The respondents of the study are the third-grade students.

RESULTS

Many Grade Three pupils are slipping under the radar, transitioning from primary grade to intermediate grade without having acquired the necessary skills in reading comprehension. If educators can provide students with research-based instruction, they will eventually be able to utilize these strategies on their own. They will have the confidence and resources required to take on the complex and unfamiliar content found in expository texts.

DISCUSSIONS

Each student learns and acquires literacy differently; therefore, if a teacher can implement multiple guided reading strategies throughout the reading experience, they will promote student confidence in his/her reading abilities. It is important for educators to embrace student's various learning styles. Keeping in mind that a student's background strongly influences his/her literacy skills, teachers must remain flexible and choose whichever strategies will most benefit the student. Multiple guided reading strategies must be considered when students are struggling with comprehension. However, before concluding which strategies will help foster student literacy, educators must also adjust to the ever-changing definition of literacy.

KEYWORDS: Hugom Elementary School

SUBMISSION ID: R04A-BATANP-1830

Improving Reading Comprehension Skills through Peer-Pair Mentoring

Jennifer A. Lozada, Amaga Elementary School

Abstract

INTRODUCTION

Reading comprehension skills is the most widespread difficulty among the learners which affects their reading performance. Thus, the teacher-researcher wanted to address the emerging problem of her class in which a high percentage of pupils with 55% were in frustration level based on the result of PHIL-IRI Pretest in English. The result was quite alarming and it needed attention. The researcher administered reading intervention focused on the pupil-mentee of the class. The researcher believed that Peer-Pair mentoring as its intervention enhances the reading performance of the pupils.

METHODS

The researcher used the Peer-Pair mentoring in which it gave students time in class to pair up in an in-class tutor/tutee relationship taking turns between being the tutor and the tutee. The tutors were the best readers or the pupils who belonged to an independent level. The tutees were the pupils who belonged to the frustration level. In this model, students spend time summarizing information, assessing the work or ideas of a peer, and explaining rationales. This type of peer instruction is associated with the promotion of critical thinking skills as well as an understanding of complex scientific concepts.

RESULTS

Based on the Phil-IRI posttest there was a big difference between the pre-test and the post-test result. Before the implementation of the intervention, the recipients who were 17 of them belonged to the frustration level. Only very few are under the independent level. In the post-test, however, the distribution changed. Most of the respondents were already at the instructional level and independent level. After the implementation of the intervention, 50% of the recipients were already in the instructional level which and there were 35% already raised to an independent level as compared to the time when the intervention was not yet applied. The percentage of recipients under the frustration level was already very low.

DISCUSSIONS

Based on the results of the study, the reading intervention "Peer-Pair Mentoring" is an effective tool to enhance the reading performance of the Grade VI-Einstein pupils. The result showed the great improvement of the reading performance from frustration level to instructional and from instructional to independent level. Regarding the result, teachers as innovators must apply strategies/ approaches or interventions like this to enhance the reading performance of the pupils.

KEYWORDS: Comprehension Skills, Peer-Pair Mentoring

SUBMISSION ID: R013-SURSUR-0186

Improving Reading Comprehension Skills through Reading Rockets

Teresita Ebona, Department of Education

Abstract

INTRODUCTION

The conduct of the Philippine Informal Reading Inventory (Phil IRI) as mandated in Department of Education Memorandum N0.345 S. 2010 "Maximum Utilization of Phil-IRI to Improve Reading Performance" and Department of Education Memorandum No. 143 s. 2012 "Reports of the Reading Profile" is very significant in this study. The database presented by the Phil-IRI Reading Assessment and NAT revealed that it was affected by vocabulary development, reading comprehension, and attitude towards language, literacy, and literature as stated by Dr. Pado (2014) on the fourteen domains of Literacy in the K to 12 Revised Curriculum. Thus, the researcher intended to find a solution to the problems through Reading Rockets strategies like Monitoring Comprehension Strategy and Question-Answer Relationship (QAR) strategy for reading comprehension and schema building to develop their attitude and making sense to learn and speed reading for vocabulary development.

METHODS

This study employed a descriptive-status type of descriptive research design. Twenty-eight grade six pupils served as the respondent of the study. The sample was identified through equi-probability random sampling which means every member of the population has an equal chance of being included in the sample.

RESULTS

There is a prevalent increase in the use of Reading Rockets strategies employed to attain the problem of improving reading comprehension skills. As to the materials use, there was a twelve percent increased performance from printed material to the intervention applied in a video presentation. Seven percent increased of pupil's comprehension to compare the three trials in Cycle 3 to the intervention.

DISCUSSIONS

The results demonstrated the need for promoting speed reading activity as the only first step to break poor reading habits and master the speed-reading skills by regular practice. Learners should have intensified reading activity during Drop Everything and Read (DEAR) Project using Individual Reading Level Chart to be monitored by the school administrator. There is a need to pay attention to the text first and must have personal connections to texts that need to be acknowledged and respected.

KEYWORDS: Reading Rockets, Speed Reading Strategy, Phil IRI, National Achievement Test (NAT)

SUBMISSION ID: R013-SURSUR-0133

Improving Reading Comprehension through Digitalization of instruction

Florida Perez, Lipa City National High School, Department of Education - Lipa

Abstract

INTRODUCTION

The concept of the digital revolution has grasped the development of technology; its ideas are associated with computers, audio-visual presentations, as well as the advancement of hardware and software. These materials were able to provide an improvement in learning with an emphasis on the necessities of students. Thus, digital materials played a vital role in today's classroom setting as the students keep their interest in the lesson and enhance their cognitive abilities. Thereupon, the purpose of the digitalization of instruction has long been observed to support the educators in a course of instruction with the promotion of teacher-student interaction in the classroom. Discovery, demonstration, and discussion can be executed more efficiently through multimedia resources to help the students engage themselves in absorbing information.

METHODS

This study, with the use of a descriptive method, aimed to determine the impact of digital materials such as video clips, webinars and web pages in students' reading comprehension. The questionnaire was administered before and after English class where digital-based strategies were applied. Observation refers to what he/she sees taking place in the classroom based on a student's daily participation. Several categories affecting comprehension were being presented in the questionnaire.

RESULTS

The factors examined were student's understanding, vocabulary development, attention and participation, distraction, using one's imagination, concentration and performance. Students' attention and participation, acquired the highest agreement rate among all the factors. It was ranked first at 87%. It is followed by a student's understanding at an 83% agreement rate succeeded by a student's performance at an 82% agreement rate. Lastly, distractions among students garnered the least agreement rate at 53%. The results are conclusive that multimedia resources have a greater impact on a student's reading comprehension.

DISCUSSIONS

The research found out that the use of multimedia resources is utilized to a very great extent in English instruction. Moreover, the students' level of comprehension is enhanced through the use of multimedia resources. Since the purpose of this study is to determine the impact of multimedia resources on reading comprehension, the result of this study can be adequate bases for an action plan which may be a recommendation to institutionalize the use of digitally formatted learning materials.

KEYWORDS: comprehension, learning, instruction

SUBMISSION ID: R04A-LIPAC1-0144

Improving Reading Comprehension through Explicit instruction

Jesus III Huelva, Department of Education

Abstract

INTRODUCTION

This action research primarily aimed to address the poor reading comprehension of Grade-11 learners of English in Puro National High School, S.Y. 2017-2018, by utilizing explicit instruction on reading strategies. A reading comprehension test was given last August- September 2017 showed that Grade-11 section Galileo had a mean score of 7.34 and section Newton had 9.00 (out of 39).

METHODS

In response, the reading difficulties of the students were gathered by the teacher through a one-on-one interview. The reading strategies of the students were also considered before applying the intervention. Explicit instruction was chosen as an intervention because it is a systematic, direct and plain teaching methodology that uses scaffolds/supports until learners become independent, requiring greater involvement of teachers and learners with each other and with the text itself. This research used the quasi-experimental method. Ninety-one (91) participants were conveniently assigned to the experimental group (44) and the control group (47). T-test was used to compare the pretest and post-test comprehension mean scores of the participants.

RESULTS

Results showed that students in the experimental group have the poor vocabulary ($f=19$ or 43%) and they use to support reading strategies ($t=4.4362 > 2.021$; $p < 0.0001$). There was also a significant increase in the reading comprehension level of the experimental group after the intervention ($t=2.6213 > 2.021$; $p=0.0121 < 0.05$). This indicated that explicit instruction on reading strategies is an effective way to increase reading comprehension.

DISCUSSIONS

This study referred to the three general categories of reading strategies, namely, Global, Problem-Solving, and Support (Ilustre, 2011; Karbalaei, 2010; Mokhtari & Sheorey, 2002). According to the initial responses, the experimental group had a medium level in the three categories, with Problem-Solving as the highest (3.31), followed by Support (3.14) and Global (3.03). Capitalizing on the strengths of the learners and integrating DEAR (Drop Everything and Read) in the class time, explicit instruction was given: a clear and repetitive explanation of the purpose and demonstration of the reading strategy skill. Explicit instruction was essentially from teacher modeling to student's independent practice (Cekiso, 2012; Marchand-Martella & Martella, 2013). For example, the learners needed to learn to properly use the dictionary, the teacher showed them why, when, or how to use the reference material. The constant guided practice was necessary until learners can independently do a particular strategy. The results of this study implied that other Grade-11 English teachers could also utilize the intervention for a similar problem. It was recommended that English teachers from other Grade levels should conduct an intervention on reading comprehension issues utilizing explicit instruction on reading strategies.

KEYWORDS: reading comprehension, explicit instruction

SUBMISSION ID: R005-MASBAP-0001

Improving Reading Comprehension through Extensive Reading Activity Program in Maria Paz Elementary School

Evanisa Llarena

Abstract

INTRODUCTION

The main purpose of reading is to get comprehension. When the students read a passage, they decode written information and it is combined with the students' background of knowledge in their brains to produce comprehension. Our dream is to produce learners with reading comprehension, to improve the quality of the teaching and learning process of reading through the extensive reading program and to improve reading comprehension. The researcher firmly believed that to produce learners with reading comprehension, an extensive reading activity program should be implemented.

METHODS

The researcher used the descriptive -survey method to describe the situation, as it exists in a particular time and situation. It was utilized because the researcher made objective descriptions of data as they were gathered. Our first step is to give a reading test (pretest and posttest), conduct interviews with the parents, observations, and questionnaires. A school reading program -PSP- (Pagbasa Sa Pananghalian) launched successfully within the community, parents, teachers, barangay captain with the counselors and stakeholders and implemented in each grade level. The reading program aimed to minimize the number of non-readers and to improve reading comprehension of the learners and to provide strong linkages to stakeholders. This program was done every lunch break with the teachers, parents, learners and student leaders.

RESULTS

Using extensive reading activity program-PSP-Pagbasa Sa Pananghalian, I was able to improve the quality of the teaching and learning process of reading in the research setting. The indicator of the improvement was the teaching and learning process got a good response in following extensive reading activity program. Before implementing the action, there were 25 readers without comprehension, after conducting the action, the number of readers without comprehension decreased to 9.

DISCUSSIONS

PSP-Pagbasa Sa Pananghalian School Reading Program was implemented to improve the reading comprehension and made reading as a habit and make fun and love reading and had a great impact on pupil's achievement resulting in the Grade Two Students increase the number of readers with reading comprehension. Since PSP Program indicated success, we will continue to tap the support of stakeholders to continue the implementation of the project to improve learners with the reading comprehension of the school not only in Grade Two but in every Grade level.

KEYWORDS: extensive reading activity program, reading comprehension

SUBMISSION ID: R04A-TANAUA-0121

Improving Reading Comprehension through Project Reading Activities on Comprehension Enhancement

Welliam Galve, Department of Education

Abstract

INTRODUCTION

Reading with comprehension develops the higher- order skills of the learners. Although there were programs in line with reading that were fully implemented, they failed to come up with a better result. In this study, the researcher exposed the strategy in implementing the program at its best, hoping it would give remedy to the alarming problem in school.

METHODS

The descriptive research design was used to find a solution to the stated problems. Eighteen respondents from Grade 6 level of Jobar Integrated School were taken as samples tested in the Project RACE and it was done in a purposive sampling since all of them were involved in the study. The study used a quantitative method in analyzing and reporting the gathered data using descriptive statistics in the treatment of the data, specifically the simple percentage.

RESULTS

After the data was presented and analyzed, the study revealed that Project RACE - Reading Activities on Comprehension Enhancement is a good strategy in elevating the reading level of the Grade Six pupils. It enabled them to improve their competence and efficiency in reading. With thorough planning, proper implementation, constant monitoring and unwavering support of the implementer and parents, Project RACE created a great impact in enhancing the pupils' reading comprehension.

DISCUSSIONS

The results showed a remarkable impact on the reading comprehension of the learners. It allowed motivating the learners to embrace the enjoyment of reading. However, if not sustained and continuously implemented in every school, it would lead to a massive problem and the intervention would fall into nothing.

KEYWORDS: reading comprehension, reading, learners, quantitative method, Phil-IRI

SUBMISSION ID: R013-SURSUR-0122

**Improving Reading Comprehension through Repeated Reading
Strategies among Grade 11 HUMSS Students of Trece Martires City
Senior High School**

Jemery Cole Tinguha Benjamin, TMCSHS
(Adviser: Guillermo Alvarez)

Abstract

INTRODUCTION

This research paper presents the effectiveness of the repeated reading strategy in improving the reading comprehension among Grade 11 Humanities and Social Sciences students of Trece Martires City Senior High School. The main objective of the research was to assess the reading comprehension ability of the selected respondents and to increase comprehension level through the use of the repeated reading intervention.

METHODS

The random sampling method was used in selecting the respondents to identify the students with the lowest obtained comprehension score on the Mc Ginitie test that was suited to be given a reading intervention. Also, the researchers used the Phil-IRI (Philippine Informal Reading Inventory) as a research instrument, it is composed of graded passages designed to describe the reading performance and determine the reading level of a student.

RESULTS

It was found from the majority of the respondents that repeated reading strategy was effective to attain the desired increase in reading comprehension rates of students. However, there are inconsistencies with the results, as fewer respondents that read a higher-grade level passage had difficulty in overall reading aspects.

DISCUSSIONS

Therefore, the researchers concluded that repeated reading strategy was an effective way to increase both speed and accuracy and comprehension in reading that can be adapted by the students in everyday learning. Also, the researchers recommend that the future researchers should enforce a one-month time allotment in the intervention, gather more respondents to participate, and 5 times rereading the passages by the respondents to strengthen the effectiveness of the repeated reading strategy.

KEYWORDS: Improving Reading Comprehension through Repeated Reading Strategies

SUBMISSION ID: R04A-CAVITP-0683

Improving Reading Comprehension through the Use of Higher Order Thinking Activities among Grade V Pupils of Briccio Pantas Memorial Elementary School

Clavel Tarin, Department of Education

Abstract

INTRODUCTION

To improve reading comprehension with grade five pupils, the teacher-researcher intended to improve reading comprehension by using higher- order thinking skills such as predicting, making connections, visualizing, inferring, questioning, and summarizing. In this study, the target group was the grade five pupils. The teacher-researcher has seen children experience difficulty with the process of reading comprehension, which causes them great concern as educators.

METHODS

The teacher-researcher used to collect data, analyze students' use, and students' understanding of the reading strategies through observation checklist. Beginning in September 2017, the teacher-researcher used a checklist to observe which reading comprehension strategies were being used by students in small groups. She found two problems using the checklists. She observed that students had a problem using the strategies within the group setting without a guide sheet to follow so she developed a group record-keeping sheet for the various strategy's students were to use before, during, and after reading the story in their group.

RESULTS

This action research relied chiefly on the results of reading tests conducted during the period of the program. The descriptive method of research was used in the study to find out the reading comprehension ability of the pupils. The data gathered were tabulated, evaluated and analyzed using percentages to identify the reading comprehension level of pupils.

DISCUSSIONS

Based on the results the following were implemented and utilized: Pupils grouped according to their abilities and levels or difficulties to facilitate assessment and evaluation of pupils' reading comprehension. Used higher order thinking activities during remedial reading instruction. Follow up and intensified activities of pupils with reading comprehension difficulties were done at home.

KEYWORDS: higher order thinking activities, (predicting, making connections, visualizing, inferring, questioning and summarizing)

SUBMISSION ID: R04A-BATANC-0379

Improving Reading Comprehension through the Use of Higher Order Thinking Activities of Grade Ii-Laurel Sy 2017-2018 in Bukal Elementary School

Marites Pasia, Department of Education

Abstract

INTRODUCTION

Reading is part of the learning process, many children achieve accuracy in word recognition skills, yet only a few succeed in comprehension. To comprehend means to understand the meaning not only of single words but also of the interrelationship among sentences. Higher-order thinking skill is a concept of education reform based on learning taxonomies. The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. In Bloom's taxonomy, skills involving remembering, understanding, applying, analyzing, evaluating and creating new knowledge are thought to be of a higher order, requiring different learning and teaching methods than the learning of facts and concepts.

METHODS

This study employed the pre-experimental one-shot case study. According to De Jesus (2009), a pre-experimental one-shot case study is a design in which a single group is only studied, once, after treatment is the instruction of reading strategies. This research method utilized in which the treatment was the instruction of Reading Strategies. Documentary analysis was also employed since the results of the school's PHIL-IRI and Oral Reading Assessment were used as the source of data.

RESULTS

The researcher gathered information before the implementation of strategic interventions. The PHIL-IRI (Pre-Test) 2017-2018 for Grade II pupils identified 11 out of the 59 pupils are non-reader (19%), 15 pupils are on frustration level (25%). 17 pupils are on the instructional level (29%) and 16 pupils on an independent level. On the Phil-IRI (Post-Test) scores indicate only 2 out of the 59 (3%) pupils remained non-reader, 8 pupils on frustration level (14%), 23 pupils became instructional (40%) and 26 became independent readers (44%). We gained results. From the non-reader group we gained 16%, from the frustration level 11%, from the instructional level we gained also 11% and 17% was achieved on an independent level. However, those 2 pupils at risk were given interventions and became readers.

DISCUSSIONS

This study also helped other teachers developed a better understanding of the strategies on Grade II pupils' need to think higher or deeper for them to comprehend what they read. The researcher found out that the "teacher modeling and think-aloud" process is the most effective tool to help pupils understand or comprehend what is being read. The findings revealed also that reading comprehension skills greatly influence the academic performance of each pupil.

KEYWORDS: Learning Process Word Recognition Comprehension Interrelationship Cognitive Processing Interventions Modelling

SUBMISSION ID: R04A-BATANP-0449

Improving Reading Comprehension through the Use of Higher Order Thinking Skills and Activities (HOTSA) of Gahak-Marul; as Elementary School for the School Year 2018-2019

Daisy Cortez, Department of Education - Kawit

Abstract

INTRODUCTION

The research is about Improving Reading Comprehension through HOTSA (Higher Order Thinking Skills and Activities). By learning the best comprehension strategies and how to teach these strategies to the pupils, the researcher hopes to provide a clear undertaking to succeed. The researcher found out that many students belong to the frustration level after the pretest of PHIL-IRI Assessment. The researcher hopes that by incorporating the HOTSA to the pupil they would be able to transfer and make a connection to reading.

METHODS

The study employed the Pre-Experimental as a one-time case study. It is a design in which a single client is only to be studied. It is a subsequent treatment in the instruction of reading strategies for which it is very important to teach the strategies by naming the strategy and how it should be used for modeling through thinking aloud process, group practice, partner and independent use of the technique. PHIL-IRI test administration for Grade IV pupils is in July 2018. This provides information about changes in how the pupils understand oral and silent use of reading strategies for the intervention. The pupils who were to be selected are enrolled in Grade IV class for the school year 2018-2019 at Gahak-Marulas Elementary School, Gahak, Kawit, Cavite. The index card comprehension style has fifteen (15) item questions divided equally to help pupils for a better understanding of the story to be presented. The first five (5) questions are sentences used before reading the story. The second five (5) questions are about while reading the story and the last five (5) questions arise after reading the story. As for the question of a significant difference between two groups, a two-tail Two Sample Independent T-test was used to evaluate the means of the score in PHIL-IRI.

RESULTS

Taking the results of two groups of 40 students each from the pretest and posttest. By emphasizing the posttest results of the two groups, the result of the two-sample t-test independent is as follows with the computed value of t is -2.11 with a critical value of t at 1.99 in which tells us that there is a significant difference between two methods of teaching.

DISCUSSIONS

The results of the comparison of scores between the classes thought traditionally and those who are taught with HOTSA were convincing enough that using the latter method of teaching improves reading comprehension of pupils. And with that implementation of HOTSA will be implemented for the whole school.

SUBMISSION ID: R04A-CAVITP-1660

**Improving the Reading Level in Filipino III through Project Bilis (Basahin
intindihin Linangin at Isaisip)**

Fevy Zuñiga, Masapang E/S

Abstract

INTRODUCTION

Pursuant to Department of Education Order No. 70 S. 2011, the Department of Education has allotted 21 million pesos for various reading interventions under their "Every Child a Reader Program" (ECARP). Reading is an essential skill for learners. With strengthened reading levels, learners of the Filipino subject tend to make greater progress in other areas of language learning. Reading should be an active and fluent process that engages the reader to build meaning.

This action research focuses on improving the reading proficiency of Grade III pupils in Filipino. The respondents are 11 Grade III pupils of Masapang Elementary School. The study was done from October to December of 2016. These students are the poorest performers based on a pre-test conducted among 95 Grade III pupils.

METHODS

The Descriptive Research Design was employed. Based on the result of Phil-IRI Pre-test, identified Grade-III pupils were chosen as subjects for this study. The Pupil's Reading Checklist (PRC) was used to monitor the pupils' progress. The processes undertaken were assessment of reading inventory skills, development and implementation of PROJECT BILIS, and the analysis of the results.

RESULTS

The reading activity had created a new atmosphere of reading in which pupils were helped, facilitated, and activated to use beneficial strategies and techniques in reading the text better than before. Results showed that the implementation of Project BILIS has successfully improved the pupils' reading level. Between the pre-and post-tests, the pupils' percentage scores have increased. They became interested and enthusiastic in the process especially in the reading activity. The pupils also enjoyed the reading passage given by the researcher.

DISCUSSIONS

Based on the findings, we will continue to use Project BILIS because all eleven pupils have improved insofar as their reading level was concerned. Giving interventions like this play an important role in developing good readers. It is not an easy task, but it is rewarding at the end.

KEYWORDS: reading is an essential skill for learners.

SUBMISSION ID: R04A-LAGUNA-0168

Improving the Reading Level through Project AVP (Audio Video Presentation)

Shirley Cach, Department of Education

Abstract

INTRODUCTION

The title of this research is Improving the Reading Level of Grade III pupils in Banca Banca Elementary School through Project AVP (Audio Visual Presentation). The objective of this research is to improve the reading level of Grade III pupils through Project AVP. Today, everyone needs a basic understanding of ICT and how to use it productively. Learners are truly up to date in utilizing different multimedia presentations such as animation, PowerPoint presentations through GIF, and many others. In this respect, teachers are encouraged to incorporate technology into their classrooms especially in improving the reading skills of learners.

METHODS

This research aims to study effective reading strategies in order to improve reading skills in language classes. The study is an action research involving 10 pupils in grade three level. The researcher used the descriptive method of research. The stories presented through video were the main instrument to help pupils improve their reading comprehension. This study gathered data by way of pre-test and post-test tools.

RESULTS

Based on the result of the post-test there is strong evidence that Project AVP improved the reading level of 8 out of 10 pupils. The use of visual learning techniques improved their reading comprehension. One of the greatest strengths of television and video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they also play an important role in creating the conditions through which greater cognitive learning can take place.

DISCUSSIONS

Data analysis showed that participation in action research had an impact on teacher efficacy, especially in the area of instructional practices. A teacher's willingness to continue as a teacher-researcher also had a positive impact on eight out of ten pupils.

KEYWORDS: audio-visual presentation, reading comprehension, positive effect, motivation, and affective learning

SUBMISSION ID: R04A-LAGUNA-0200

Improving the Reading Performance in English of Grade Ii Pupils of San Isidro Elementary School through the Use of Project ARM (Adaptive Reading Materials)

Guillermo D. Orogo, Ma. Lourdes De Castro, Department of Education

Abstract

INTRODUCTION

Reading is a basic life skill, according to Anderson, Hiebert, Scott, and Wilkinson. It is a cornerstone for a child's success in school and indeed, throughout life. The ever-increasing demand of high levels of literacy in our society makes this problem even more pressing (Snow, Burn& Griffin, 1998). Accepting the fact that the school is one of the lowest performing schools in the Division of Quezon for S.Y 2014-2016, the system must be improved to create competitive students.

Through Project "ARM" (Adaptive Reading Materials), it is hoped that the reading performance of Grade II-Onyx pupils of San Isidro Elementary School, San Isidro, Tiaong, Quezon will be enhanced.

METHODS

The experimental method was used to determine the effectiveness of the Project for 22 Grade II pupils of San Isidro Elementary School San Isidro Tiaong, Quezon. Among them, 12 are non-readers and 10 belong to the "frustration level". Purposive sampling was utilized.

RESULTS

Out of 35 pupils who took the Oral English pre-test, 12 are non-readers, and 10 rated under frustration, 8 at instructional levels, and only 5 independents. The pre-test's mean performance level is 8.68. This was used as baseline information for the intervention program. After the program, the 12 non-readers and 10 under frustration showed improvement. Their post-test shows a change in classification, i.e., 1 non-reader, 1 in frustration, 17 instructional, and 3 independents, with a mean performance level of 24.15.

DISCUSSIONS

The increase in the mean performance level indicates that the reading intervention "Project ARM" helped improve the Reading Performance of Grade II pupils. These results were achieved with the help of the teacher/researcher/adviser and the parents of the pupils, through a reading activity done 3 times a week for 6 months. It showed a positive improvement on the part of the pupils, the teacher, as well as the parents. This program is recommended to students between grades 1 and 3 who suffer from reading difficulties.

KEYWORDS: performance, improve, adaptive

SUBMISSION ID: R04A-QUEZON-0265

**Improving the Reading Performance in Filipino Grade one Pupils of
Danlagan Elementary School through Picture-Syllable-Word Technique**

Marjorie Mercuri, Department of Education

Abstract

INTRODUCTION

Unless a child is equipped with basic reading skills, he or she would not be able to study independently and effectively. The researcher observed that there is a need to improve the reading performance in Filipino for students to comprehend better. The researcher found that select grade one pupils struggle with reading because of low phonemic and syllable awareness. This study aimed to improve the reading performance of Grade One pupils through the picture-syllable-word technique.

METHODS

This study uses the descriptive and comparative methods. The purpose of this study is to examine the reading performance of select Grade One pupils of Danlagan Elementary School. The research required the administering of pre-test and post-tests, results of which are compared in order to measure the effectiveness of the technique-intervention. The comparative design was used to determine if there was a significant difference attributable to the intervention.

RESULTS

The pre-test yielded a mean of 11.44 while the post-test resulted in 17.61. With a difference of 6.17, this shows that the picture-syllable-word technique as a tool is effective in improving pupils' reading performance in Filipino.

DISCUSSIONS

The data support that the picture-syllable-word technique is an effective intervention. It is helpful to develop and improve the reading skills of grade one pupils in Filipino. Through this method, the pupils understand what they read, resulting in better comprehension.

KEYWORDS: Improving, Reading Performance, Technique

SUBMISSION ID: R04A-LUCENA-0034/ R04A-QUEZON-0360

**Improving the Reading Performance in Filipino Grade one Pupils of
Danlagan Elementary School through Picture-Syllable-Word Technique**

Marjorie Mercuri, Department of Education

Abstract

INTRODUCTION

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KEYWORDS: Improving, Reading Performance, Technique

SUBMISSION ID: R04A-LUCENA-0034/ R04A-QUEZON-0360

Improving the Reading Performance of Grade 7 Students through Adopt a Reader Program

Stephanie B. Serin

Abstract

INTRODUCTION

Reading is a skill essential for man to survive. It connects man to the world and even to himself. We learn through reading. We live through reading. We develop ourselves through reading. Moreover, we discover, improve, erase ignorance, and widen our perspectives in life through it.

METHODS

The purposive sampling was used in this research. Only students who need immediate attention were chosen. Respondents were selected according to the results of the reading pre-test previously administered. This study focused on 11 grades 7 students who have a poor reading performance.

RESULTS

It was found that the duration of an intervention does not necessarily affect its outcome. In fact, intensive interventions of a short duration may be an efficient approach. The researcher used the “Adopt a Reader Program” as a strategy to enhance students' reading skills. As observed, these students perform poorly in every subject area. After the intervention, the number of slow readers and the frequency of mispronunciations decreased. Their verbal reading speed also increased. The reading levels of 8 pupils improved from under “frustration” to “instructional”.

DISCUSSIONS

Peer Reading has been proven effective, and for sure, having teachers as reading partners will even better the result. It is clear that those who struggle with reading need to be taught better. This needs to be addressed considering that reading, as a skill, is not a matter that affects the English subject only, but all subject areas. The more a student reads, the greater the chances that he or she will recognize words. Teachers may apply the program during the English month celebration or even the whole school year. Implementing the program among elementary and secondary schools and encouraging all teachers to take part are essential. This prevents the advancement of students who can hardly read and just passing the problem on to their next teachers. Other researchers may improve on or use this study for their own research.

KEYWORDS: improving reading performance

SUBMISSION ID: R013-SURSUR-0301

**Improving the Reading Proficiency Level in English of Grade Iv-Lanuza
Learners through Differentiated Reading Exercises with Appropriate
Materials (DREAM)**

Violeta Lanuza, SDO Camarines Sur

Abstract

INTRODUCTION

This action research (DREAM-Differentiated Reading Exercises with Appropriate Materials), is inspired to improve the poor reading performance of Grade four learners in far-flung areas that encounter difficulties in promoting literacy. This study is one of the innovations intended to make every child an English reader and develop 21st century learners. The children are exposed to remediation and enrichment reading activities with the use of varied and appropriate materials. The learners are given differentiated reading exercises that suit their reading ability, as determined by the Phil. Reading Inventory (Phil. IRI) results. The materials are well-designed and appropriate to learners' reading ability.

METHODS

A descriptive method of research was used. Frequencies and percentages of Phil.IRI pre-test and post-tests were used to determine their proficiency level. These were also used to determine the factors that affect their reading performance. The average weighted mean was employed to know the effectiveness of the intervention.

RESULTS

A significant difference was observed after conducting the study, specifically with respect to their reading performance and comprehension skills. Moreover, through the thorough analysis, the Phil.IRI results, and the survey, these greatly helped in identifying factors affecting learners' reading performance as well as the level of effectiveness of the program.

DISCUSSIONS

Differentiated reading exercises with the use of appropriate materials to enhance reading proficiency in terms of reading performance and comprehension skills in Phil. IRI; the factors affecting the poor reading performance of grade four learners in English; the level of effectiveness of the investigation and the significant difference before and after implementation of the study, show that the use of appropriate reading materials was a successful intervention.

KEYWORDS: reading proficiency, uplifting, appropriate materials

SUBMISSION ID: R005-CAMSUR-0131

Improving the Reading Skills of Grade IV-A, Pupils through Letter Sound and Pair Reading

Sheila Marie L. Sumalino, San Vicente Elementary School

Abstract

INTRODUCTION

Reading is problematic among students especially in elementary years where students have a difficulty in recognizing words. This led to poor comprehension and low scores in examinations. It requires one to identify and understand strings of words in a fluid manner. The researcher used letter-sound and pair-reading strategies to let these Grade IV-A pupils read better. These three pupils were recognized in the Region as non-readers during the reading activity evaluation in the previous year.

METHODS

The purpose of this research is to find out how letter-sound and pair-reading help non-reader pupils in Grade IV-A pupils of San Vicente Elementary School. The subjects of this research were the three (3) non-reader pupils. The implementation of this research was done for fifteen minutes every session. The sessions were done after flag ceremony, after the last subject in the morning, and before the first subject in the afternoon, replicated daily. Letter-sound was done by the teacher for three weeks, during recess time, from Mondays to Thursdays. Then it was followed by pair reading. This study was conducted from the first week of July until the fourth week of October 2018.

RESULTS

The three non-reader pupils were able to read Tagalog words with the help of their classmates. They were able to exchange thoughts, ideas, and understanding about the topic. After the study, they were able to read with more confidence and because of this they got higher scores in their examinations. They were able to enjoy reading as a worthwhile activity and develop their comprehension skills. They are motivated to go to school every day, do their assignments, and answer their tests.

DISCUSSIONS

The results of the study support the notion that through letter-sound and pair-reading strategies, the non-reader pupils could learn to read. This proves that the strategies used are effective.

KEYWORDS: Reading Skills, Letter Sound, Pair Reading

SUBMISSION ID: R013-SURSUR-0187

Improving the Reading Skills of Grade 3 Readers through Enrich School Reading Program

Charlyn Rosa, Department of Education

Abstract

INTRODUCTION

Reading is key to moral and academic success. It is a subject that should be given emphasis as the springboard for learning other areas. In order to develop and have igniting love for reading and to lessen the number of poor readers, different interventions and remedial treatments should be utilized. One of the major concerns among educators is the upliftment and improvement of readers. In view of this, a number of strategies have been employed by teachers with one goal in mind-for pupils to learn how to read. In addition to this, reading well takes practice. In improving reading skills, using different approaches and methods will be of great help. This study attempted to identify better ways to improve the reading skills of the pupils enrolled in Mahayahay Elementary School. The chosen students manifested poor reading performance as evidenced by the results of the reading assessment and the actual reading performance as observed by teachers.

METHODS

The descriptive method of research was employed. This method identifies the most effective ways of improving the reading skills of the readers under study. This method involves collection of data in order to test or answer questions concerning the current status of the particular subject. Similarly, this method determines and reports the way things occur or exist.

RESULTS

The following results were revealed in the study: 1. Majority of Grade III pupils manifested poor reading performance, 2. Among the most common reading problems encountered by the pupils were recognition of words and phrases, omission of words, and wrong use of punctuation marks.

DISCUSSIONS

The school has an insufficient number of reading materials which prevents children from spending more time for reading. The teachers exerted efforts in assisting struggling readers. Various personal and environmental factors were attributed to the poor performance of the pupils in reading. Teachers poorly performed reading interventions and remediation due to lack of time and poor reading environment.

KEYWORDS: performance, enrich, upliftment, igniting, skills and approaches, utilized, springboard, success

SUBMISSION ID: R04A-BATANP-0698

Improving the Reading Skills of the Primary Grades through Learn to Read Program (LeaRP) at Mangga Elementary School

Maria Jazzle Arbo, Teacher I

Abstract

INTRODUCTION

Reading is also an English skill beside speaking, listening, and writing. It is a way to understand written messages. In this research, the researcher focused on improving the reading skills of readers of Mangga Elementary School. There were various kinds of innovations, interventions, and strategies used. Through the Learn to Read Program initiated by the researcher, the reading problem in the barangay school of Mangga, Bato, Camarines Sur should be hopefully addressed.

METHODS

The researcher used several kinds of research methods. The descriptive-comparative method was done by administering pre-reading and post-reading evaluations. Data on comprehension were gathered through their responses after reading certain stories and passages. Another method used was the survey questionnaire to identify factors affecting the reading ability of learners. Qualitative method was also used in getting the factors affecting their reading skills. There was a significant difference between the previous and present reading status of learners according to the T-test method.

RESULTS

Results found that the reading skills of learners were affected usually by home and community factors. Learners in Barangay Mangga, Bato, Camarines Sur are found to be low in reading performance because of poverty and food scarcity. Accordingly, through this research the reading skills of learners were enhanced through the school and its teacher. Strategies, interventions, and innovations used by the researcher were effectively done as a result of the positive outcome of the program. Most of learners in the 2nd and 3rd Graders are now word and sentence readers because they have been equipped with and even mastered the basics of Alpabetong Batoanun-its corresponding sounds, reading three-letter words or CVC patterns, blending consonant letters, reading words, phrases, sentences, paragraphs and stories.

DISCUSSIONS

This research that focuses on reading skills of learners specifically in a far-flung barangay shows the significant role of family, home, and community factors that can affect the performance and reading ability of learners. Teachers, the school, and other external factors contribute to the improvement of learners' reading skills. Through these, such difficulties and problems for non-readers will be addressed and lessened.

KEYWORDS: Qualitative, scarcity, poverty, methods, tabular, blending, comprehension

SUBMISSION ID: R005-CAMSUR-0102

Improving the Science Performance among Grade Five Pupils of BCEES through inquiry Based instruction

Guillerma Davalo, Department of Education

Abstract

INTRODUCTION

Teaching strategies is one of the components of teaching in the K to 12 curricula that can affect learning outcomes. Several strategies have been tried and tested by Science teachers but there is still a need for innovation.

One of the greatest problems of teachers in teaching Science among grade five pupils is the lack of a science laboratory and other apparatus for pupils to work on their experiment and other activities for the day. Sometimes pupils find it boring especially when their lesson requires manipulations of materials and real objects.

Several teaching strategies have been tried by teachers in Science and among them, Inquiry-Based Instruction has been proven effective for over more than two decades and it is commonly applied in the classroom nowadays.

METHODS

The researcher used the experimental approach. It is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables. Experimental research is often used when there is a time priority in a causal relationship. There is consistency in a causal relationship (a cause will always lead to the same effect). The magnitude of the correlation is great.

RESULTS

In utilizing Inquiry-Based Instruction, item number one is the problem very often met by the researcher. It is ranked first with a weighted mean of five (5). The next problem is item number 2-children have difficulties conducting systematic scientific investigations. It has a weighted mean of 4.83 with a verbal interpretation of "Very Often." It can be noted that in item number 10, where teachers used to take a long time to monitor pupils' activities, is rarely a problem if the Inquiry-Based Instruction (IBI) is utilized.

DISCUSSIONS

Among the problems met in the implementation of Inquiry-Based Instructions is the diversity of learners – where there is a need to deal with differentiated instruction rather than Inquiry-Based Instruction. Children also have difficulties conducting systematic scientific investigations. There are challenges in making investigation techniques accessible and there is likewise a need for background knowledge on the part of teachers.

KEYWORDS: Improving the Science Performance among Grade Five Pupils

SUBMISSION ID: R04A-BATANC-0434

Improving the Speed Level in English Oral Reading on Selected Grade 6 Pupils of Gregorio A. Herradura Elementary School

Marieta Belizo, Department of Education

Abstract

INTRODUCTION

Reading is an integral component in having knowledge and skills necessary to succeed in this globally competitive market. The manner in which teachers go about structuring techniques and strategies may provide insight on how to teach basic lessons. Since the enactment of No Child Left Behind, trends in education have mainly catered to raising standardized test scores and imposing accountability measures. This qualitative study explored the effect of speed levels in English oral reading on the comprehension level of pupils.

METHODS

The process of descriptive method research goes beyond gathering and tabulating data, it also involves the interpretation of meaning and the significance of what is described. The respondents of this action research are 4 out of 68 Grade Six pupils of Gregorio A. Herradura Elementary School. The respondents were determined by the application of the stratified proportional sampling technique. The data gathering instrument used was questionnaire checklist. The questionnaire is composed of two parts: the pre-test and the post-test to assess the speed level of oral reading skills of the pupils.

RESULTS

The data shows that the speed level of students does not correspond to the speed level of their grade level. Specifically, the speed level of 4 Grade 6 pupils is poor, classified under “frustration”. After conducting remedial reading classes using flash cards, charts, Fry's List, and Dochl's basic sight words to the pupils, the researcher gave a post-test in oral reading. This revealed improvements in their speed level.

DISCUSSIONS

The result shows that using different activities and materials in remedial reading classes can improve the speed level in oral reading. There is a need to first identify the weak points of pupils and address it in a way that the pupils will improve.

KEYWORDS: Reading, Comprehension, English

SUBMISSION ID: R04A-LAGUNA-0177

Improving the Spelling Skills for Grade Six Pupils of North Central Elementary School

Raquel Ternid, North Central Elementary School & Melanio S. Biay, San Fabian Integrated School Inmalog

Abstract

INTRODUCTION

This study aims to improve the performance of Grade 6 pupils of North Central Elementary School with respect to their spelling skills.

METHODS

This study used the pre-experimental method utilizing the one-group pre-test-post-test design. The chosen participants were 10 grade six pupils of North Central Elementary School who were identified as having difficulties in spelling. Data were collected using a standardized 10-item test that was adopted from Teacher-Assisted Spelling Strategy (T.A.S.S.). Pull-out peer teaching, spelling meta-cards are methods used in order to focus on the pupils' weakness.

RESULTS

In general, the findings suggest that insofar as their spelling skills are concerned, there is a significant difference on the performance of Grade six pupils after the Teacher-Assisted Spelling Strategy (T.A.S.S.) was used. Also, it shows that the said intervention program highly affected and improved the spelling problem of said pupils.

DISCUSSIONS

The Teacher-Assisted Spelling Strategy (T.A.S.S.) is useful and effective in improving spelling problems among grade six pupils, developing their eagerness to spell, pronounce and understand more words and in stimulating their memory.

KEYWORDS: teacher-assisted strategy, localized, spelling, pre-experimental, grade six, North Central Elementary School.

SUBMISSION ID: R001-PANGA2-0000

Improving the Spelling Skills of Grade Four Pupils in Tulay Elementary School through Word Recognition

Justa T. Mendoz, Department of Education

Abstract

INTRODUCTION

Spelling is an important skill which pupils must acquire before they could excel in speaking, listening, reading, and writing. Spelling is an important part of literacy because much of learning deals with written literacy tasks. In the field of literacy, the ability to spell is mostly used as a benchmark for whether our educational systems are failing or not. The undertaking of this research was done in accordance with one of the anticipated pupil aspirations-that every child can obtain bilingual proficiency allowing them to work in either a Filipino or English language environment upon leaving school. Proficiency is included in the mastery of language, for information and interpersonal purposes.

METHODS

There were two groups of respondents in the study; composed of 20 Grade IV-1 pupils and teachers teaching English in Tulay Elementary School, Ibaan District, Division of Batangas. The pre-test, post-test, and survey questionnaire were the major instruments used in gathering the data needed. The study used two sets of exams, pre-and post-tests, and a set of questionnaires intended for teachers. The teachers' questionnaire was divided into two parts: Part I was about the respondents' perceptions of difficulties pupils meet in spelling correctly. Part II was the perception of respondents regarding the causes of pupils' inability to spell words properly.

RESULTS

Forty-five (45) Grade IV-1 pupils were given a pre-test to find out the ability to spell 1-3 syllable words in English. Twenty-five (25) of them were found to have an average performance while twenty presented a very low performance level. The results of the pre-test made the researcher eager to conduct the action research to find out the difficulties pupils meet in writing the correct spelling of words, the causes of pupils' inability to properly spell words, and the significant difference of their pre-and post-test after remedial teaching. Results indicate that the performance level of the 20 Grade IV-1 increased/ changed from a "very low" performance to an "above average" performance level.

DISCUSSIONS

Teachers believe that a major cause of spelling difficulty is that "pupils can't spell unfamiliar words"-this statement having obtained the highest mean. Limited vocabulary and unfamiliarity were the biggest factors and cause of pupils' inability to spell words. This implies that the remedial teaching given to the pupils was of great help and was effective.

KEYWORDS: spelling, performance, remedial teaching, difficulties, perception

SUBMISSION ID: R04A-BATANP-2008

Improving the Study Habits of Grade Six Pupils of Payapa Elementary School with Technical Gadgets through Utilization Plan Schemes

Analyn Torres, Department of Education - Batangas Province

Abstract

INTRODUCTION

These days, almost everything starts with a single click. The researcher, being a grade six adviser, observed how technology wins the attention of most of the pupils. Even though the use of gadgets was already proven to be very valuable, the fact that they can also cause harm and negativity is observed. This study would like to focus on the pupils' use of gadgets and how it affects their study habits.

METHODS

To observe the pupils' study habits as regards their gadget usage and academic performance, the researcher adopted the descriptive method. The researcher used questionnaires. In order to obtain valid and reliable answers, weighted mean was used to determine the cases encountered by elementary school teachers in public schools and the factors that affect the academic performance of elementary pupils.

RESULTS

Based on the data gathered, the following were derived: that 84 percent of grade six pupils of Payapa Elementary School owned gadgets; that pupils used their gadgets at home to connect with their friends as the primary reason; they also acknowledged the fact that they used their gadgets to make their assignments and study their lessons; that they also did tend to bring their gadgets to school to communicate with their parents when they are in school.

DISCUSSIONS

Even though certain positive effects of using gadgets are very visible to their studies, such as making it easier for them to answer assignments or allowing them to read books online, overall, it can be observed that using gadgets can affect the pupils' study habits negatively if not controlled or supervised. Pupils noted that an overuse of gadgets made them sleep less or that it annoyed them or made them irritable when use was restricted. To improve the pupils' study habits, a daily schedule can be formatted to guide them in managing time between their studies and gadget utilization.

KEYWORDS: study habits, gadgets, schemes

SUBMISSION ID: R04A-BATANP-0259

**Improving the Teaching and Learning of Mother tongue Based Subject
Using Learning intervention Materials of Paaralang Elementarya ng Pal-
Sico**

Maricel Vergar, Department of Education

Abstract

INTRODUCTION

Mother tongue instruction should be the best way for children to learn as it bridges the gap between their home language and language of instruction. Every language is sufficient to give high cognitive skills to its users and there are no major or minor languages. Therefore, mother tongue instruction should be extended as much as possible. Specifically, this study analyzed the strategies of teachers in implementing Mother Tongue-Based Instruction in a classroom and identified some problems that teachers encounter in implementing them.

METHODS

The study used qualitative analysis with interview as the main data gathering tool. Eight teachers from Kindergarten to Grade 3 of Paaralang Elementarya ng Pal-Sico, San Juan West District, Division of Batangas were the respondents of the study.

RESULTS

Findings in this study described the strategies and problems of teachers in employing MTB-MLE in their classrooms that need further improvements. The thickness and richness of the field text gathered afforded the identification and emergence of six interesting themes relative to the strategies employed by teachers and three interesting themes relative to the problems they encountered. Clearly findings affirm the vital role of teachers in supporting a pupil's learning relative to the implementation of the MTB-MLE through their innovative strategies and overcoming barriers.

DISCUSSIONS

The study surfaced teachers' experiences in implementing MTB-MLE as regards the use of strategies like translating of the target language to mother tongue, utilizing multilingual teaching, utilizing lingua-franca, improvising instructional materials written in mother tongue, and utilizing literary pieces written in the mother tongue; and the problems they encountered like absence of books written in the mother tongue, lack of vocabulary, and lack of teacher training. Through these strategies, teachers are able to effectively implement the use of MTB-MLE in helping their pupils acquire information and learning in the classroom. These strategies help pupils attain maximum learning and help build firm foundations, valuing and developing oral and written skills that young children bring to school without rushing literacy. The problems indicate major areas for attention so that it will not hinder the meaningful learning and will not affect teachers in delivering their lessons.

KEYWORDS: Mother Tongue, intervention materials, lingua-franca

SUBMISSION ID: R04A-BATANP-1800

Improving the Vocabulary of Grade VI Pupils at Locloc Elementary School

Cristina Mernilo

(Adviser: Cristina Mernilo)

Abstract

INTRODUCTION

Vocabulary is one of the most difficult things to master. Test-makers evaluate skills like finding the main idea, making inferences, determining the author's purpose, and understanding words some of which may have never been introduced to the reader before. The good news? You can understand vocabulary words based on the context of the passage-the words, clauses, and phrases around the unknown vocabulary word. However, the reading activity can be of different kinds. The most widely used strategy for teaching vocabulary results in little long-term retention because they teach words in isolation. The researcher suggests that activities such as looking words up in the dictionary, defining, using words in sentences, and completing crosswords or word searches are not effective.

METHODS

This study is focused on improving the vocabulary of Grade VI pupils at Locloc Elementary School, school year 2018-2019. There are 21 respondents (11 male and 10 female) selected from Grade Six students of Locloc Elementary School. They were selected randomly through lottery.

RESULTS

The researcher considered cited suggestions in the reference materials from experts. We will give some textbooks which could be meaningful for students to come up with the words. We should develop a program for helping learners become autonomous vocabulary learners and design an evaluation form for evaluating the vocabulary component of a course. The three ways to understand the meaning of a word, first, use context to define a word, second, understand the etymology, and last, use one's vocabulary.

DISCUSSIONS

The researcher must evaluate and investigate a vocabulary activity for its effect on vocabulary learning and use. Design and trial a checklist to guide a teacher's response to vocabulary used in writing. We should experiment with writing tasks to see what needs to occur to quickly enrich learners' written vocabulary.

KEYWORDS: Vocabulary, reading, retention, productive, checklist, etymology, strategies, lottery, isolation, textbooks

SUBMISSION ID: R04A-BATANP-1313

Improving the Vocabulary Size of Grade V Gladiola Pupils in Pinaglabanan Elementary School through Continuous Improvement (CI) Program

Maria Liza D. Buenaagua

Abstract

INTRODUCTION

Building a pupil's vocabulary is very essential in the reading process. The wider the pupils' vocabulary, the more they will understand a text. There are many Grade Five pupils who still find difficulty in comprehending a text because of a limited vocabulary. This is the reason why the researcher found a way to improve the vocabulary of the pupils through vocabulary building strategies, innovations, and interventions. Children who enter school with limited vocabulary fall even further behind over time in reading fluency and comprehension.

METHODS

The respondents are Grade Five Gladiola pupils of Pinaglabanan Elementary School, Goa, Camarines Sur S/Y 2018-2019. The Data Gathering Method was used to determine the vocabulary of pupil-respondents, the acceptability level of the interventions implemented, and the difference between the pre/post-test results after using the interventions. The Data Analysis used ratings of 1-5, 1 as the lowest, and 5 as the highest. It was also used in scoring pupils' test results. The innovations and strategies implemented were: Word Chain, Word Hunt, Word Puzzle, Word Factory, "Pabitin"-Grab & Read and Word Bank with Mistake Proofing and Visual Management. A descriptive development design was used in this research. A survey-form questionnaire was used to determine the acceptability of the interventions implemented.

RESULTS

The Grade Five pupils in Pinaglabanan Elementary School who had undergone this research had improved their vocabulary based on the increase in the percentage mean after the implementation of the innovations and strategies. The results implied that the use of innovative teaching strategies in teaching vocabulary as an intervention had a positive effect on the pupils' performance for it increased their vocabulary skills.

DISCUSSIONS

Vocabulary knowledge is also dependent on how involved the learner is. Higher involvement resulted in more effective learning and better retention of words. There are many teaching strategies that teachers employ to improve the vocabulary of pupils. If early interventions will be done and sustained there is a greater chance of improving the vocabulary of pupils and, eventually, their reading performance in Pinaglabanan Elem School.

KEYWORDS: improving, vocabulary, size, word chain, word hunt, word factory, word bank, word puzzle

SUBMISSION ID: R005-CAMSUR-0124

Improving the Word Recognition Skills of Grade 5 English Non-Reader Pupils through "Katabi ko, Guro ko" Program

Jeffthy Olayon, Department of Education

Abstract

INTRODUCTION

Many pupils are distressed with reading. Reading is hard for some pupils and it can take time. Quarry II Soriano Elementary School pupils are facing the same reading problems. Based on the Learners Information System (LIS), the school has a total population of 162 pupils for school year 2016-2017. 15 out of this population are non-readers. 10 out of 39 are grade 3 pupils. The number of non-readers is based on the result of the pre-assessment of PHIL IRI school year 2016-2017. Some of the causes are lack of parent support, fear to read by her/himself, presence of distractions such as playing, and a lack of interest in reading. The intervention "Katabi ko, Guro ko" was given to 10 select grade 3 non-reader pupils to enhance and improve their reading skills and to encourage them to read books.

METHODS

The Descriptive Method was used in this action research. Data collection was based on a pupil's reading level in PHIL IRI Pre-test. Three (3) sources of data were used to select respondents: (1) The PHIL IRI results in Pre-test, (2) an observation during class discussion, and (3) an interview with classmates, parents, and subject-teachers. Data were triangulated and primary problems identified. Several reading techniques were also conducted.

RESULTS

Based on the findings, there was an improvement of pupils' reading skills (Word Recognition) through "Katabi ko, Guro ko". Thus, 6 out of 10 identified non-reader pupils improved. The results of both pre-test and post-test assessments were statistically evaluated. The significance of the action research was positively achieved.

DISCUSSIONS

The researcher recommends an intensive and comprehensive reading program through "Katabi ko, Guro ko" for identified non-reader pupils to help them perform better in school. Constant reading with the guidance of the adviser and advanced pupils may improve and develop their reading skills. Also, a firm partnership with the parents is encouraged to sustain this program. Furthermore, the researcher suggests that there should be enough time for the implementation of this program not only in grade 3 pupils but to all graders.

KEYWORDS: pre-assessment, intervention, post-assessment, pupil-centered

SUBMISSION ID: R013-SURSUR-0058

Improving the Word Recognition Skills of Grade 8 Students through "My Time, Your Reading Time" Program

Prescilla Caling, Department of Education

Abstract

INTRODUCTION

Comprehension among students is important as it provides the foundation for further learning in higher levels. Some students however fail to master the skill for their current level. Thus, several programs should be used to bridge this gap. In the context of Maglambing Integrated School, it can be noted that the problem of low comprehension of Grade 8 students was due to a low level of word recognition. Thus, the researcher employed the "My Time, Your Reading Time" program to cure the said problem.

METHODS

In this research, different methods were employed. First, an analysis of students' Oral Reading Proficiency Test results were done to determine the Reading Scale of students. Second, questions were asked after a reading activity and students were rated depending on the content of their answers based on the Reading Miscues Scale. Third, a program was used to compare the results of the reading scale of the identified students before and after the implementation of the program. In analyzing their reading comprehension before and after the implementation of the program, the researcher used the reading scale mandated by Enclosure No. 1 to Regional Memorandum No. 164, s. 2009 in the interpretation of the results. Percentile method was also adopted in analyzing the number of students belonging to a specific reading scale.

RESULTS

It was found that all identified Grade 8 students belong to the category frustration level. It was also found that the main reason behind a low level of word recognition was the lack of guidance and supervision from parents. Further, the results of the pre-reading and post-reading assessments show that 23% of students improved their reading comprehension, now at instructional level on the reading scale, which indicates that the use of the program has a potential in improving the word recognition skills of Grade 8 students.

DISCUSSIONS

The results indicate that the use of the intervention improved the word recognition skills of Grade 8 students by 23%. The results also indicate that the adoption of "My Time, Your Reading Time" Program is effective as it helps in improving the word recognition skills of students in the English subject.

KEYWORDS: frustration level, reading comprehension, intervention program

SUBMISSION ID: R013-SURSUR-0177

Improving the Writing Skills of Grade VI Pupils by Using Pictures in PiNa Elementary School

Norberto Atienza & Fely F. Pentini, TPESPA

Abstract

INTRODUCTION

Pupils start learning to communicate through written form as they begin to interact with others in school. The researchers found that most pupils nowadays have difficulty in writing. They have limited knowledge in vocabulary and sentence structure and some pupils cannot incorporate punctuation marks well. Also, they have poor spelling and handwriting skills. The researchers decided to use pictures to help pupils solve their problems in composing text because pictures are more easily interpreted and these also support fun learning.

METHODS

The study used a new lesson plan. The lesson was discussed and a test was administered to fifteen (15) pupils of PiNa Elementary School. The main data gathering instrument was the strategy applied using pictures. The results were statistically treated, classified, and tabulated for statistical treatment. This will help for a clearer visualization and interpretation of data.

RESULTS

Pupils saw a very high level of performance when pictures were applied in sentence construction. This is due to the fact that pupils can easily construct sentences with what they see. From this, researchers intend to suggest activities that teachers can also use in making their lessons. Hence, the fear of pupils in speaking English will not be an issue anymore.

DISCUSSIONS

Writing is a highly practical course. With practice, it can help students grasp more accurately vocabulary and grammar knowledge; enhance interest and foster confidence in learning; cultivate imagination, improve logical thinking ability and organizational capacity for the language.

KEYWORDS: teaching technique, vocabulary, grammar, writing

SUBMISSION ID: R04A-BATANP-0913

Improving Vocabulary Skill of the Fifth Graders through Vocabulary Self-Collection Strategy (VSS)

Mary Anne Bacoy, Department of Education

Abstract

INTRODUCTION

Vocabulary has been widely considered as one of the major contributors to good comprehension of a text and this is greatly evident in reading lessons. When the teacher integrates vocabulary exercises before the lessons start, this merely highlights that vocabulary is very important. However, during the conduct of the pre-and post-Phil-IRI assessments held twice a year, respectively, the researcher ended up feeling upset for some learners. Out of 24 pupils, 15 belongs to frustration level in terms of comprehension. They can read the printed word but fail to understand the whole text. Vocabulary Self-Collection Strategy is an intervention conducted to help the fifteen Fifth Graders enhance their vocabulary skill.

METHODS

Descriptive research design and purposive sampling were used in this study. After having administered the Teacher-Made Vocabulary Assessment Test (VAT Pre-Test) to fifteen Fifth Graders on the first week of August, 2017, the researcher used frequency distribution for the listing of the scores of the respondents and their Percentages in determining the insights of the respondents towards Vocabulary Self-Collection Strategy.

RESULTS

Vocabulary Self-Collection Strategy (VSS) was proven to be helpful in enhancing pupils' vocabulary. It was also proven as a vocabulary enhancer through the increased scores of their vocabulary test in the post-assessment and in the classroom, activities given to them. Learners embraced positively the use of VSS in learning new words and their meanings. It was manifested in their insights about VSS in which 67% of learners strongly agree and 33% agree that VSS can enhance vocabulary.

DISCUSSIONS

Results in the Teacher-Made Assessment Test revealed that learners improve their vocabulary after the VSS intervention. It was evident in the increase of their VAT scores during the Post-Test or after the VSS intervention. It also revealed the insights of learners about using VSS in teaching vocabulary. Most of them enjoyed the activities given and it helped in their vocabulary development. Others found it difficult sometimes, but they still enjoyed it and affirmed that it enhanced their vocabulary somehow.

KEYWORDS: Vocabulary Self-Collection Strategy (VSS), Teacher-Made Vocabulary Assessment Test, Philippine Reading Inventory (Phil-IRI), descriptive research design, purposive sampling

SUBMISSION ID: R013-SURSUR-0132

Improving Waste Management among Grade 5 Pupils through Integration of Three-Dimensional Art Book (3-Dab) in Teaching

Christian Soriano, Mary Ann A. Peñaflorida, & Mary Ann V. Brila, Basic
Education Research Fund Grantee

Abstract

INTRODUCTION

An additional feature of K to 12 grade five science curriculum requires pupils to recognize the importance of waste management methods (known as 5Rs). They would learn basic means of collection, segregation, and application of appropriate methods to various waste materials. Research literature, however, show that few studies have been conducted to expose students to a contextualized and localized teacher-made instructional material to evaluate their classroom performance. Enthused by the absence of empirical proof, this study was conducted to improve the competency in waste management of grade five students after the 3-Dimensional Art Book (3-DAB) was integrated.

METHODS

Using the experimental method design, 53 students enrolled in Perpetua R. Sandiego Elementary School were used as respondents. They were made to undergo multi-method assessment procedures such as demonstration teaching, summative tests, perception surveys, and interviews. Twenty-three students were assigned to an experimental group while 24 students were assigned to a control group. Students were classified randomly.

RESULTS

Results show an increase in post-test scores of the experimental group after two weeks of exposure to 3-DAB having gathered a mean score of 24.66 compared to the control group's mean score of 18.0 who simply underwent the traditional approach of teaching. It shows that 3-DAB helped pupils strengthen their comprehension with motivation and confidence. The delayed-post-test of the experimental group's mean score of 23.38 suggests that 3-DAB was effective in terms of retaining student's grasp of the concept. Little improvement was observed in the control group which started with a mean score of 16.17. Interview responses from selected students have a common theme as they manifested interest and enthusiasm in the lesson.

DISCUSSIONS

The results show a significant effect on students exposed to 3-DAB in terms of the summative test and their learning experience. Similar researches on conceptualization and design of instructional materials can be very useful if these are wisely designed and implemented to build a firm, concrete model for abstract or experienced-based science concepts. Quality of paper used and replicability, as suggested by experts, must be considered by educators who would want to pursue another design of instructional material excluded in this study.

KEYWORDS: three-dimensional art book, waste management methods, 5Rs techniques

SUBMISSION ID: NCR1-VALENZ-0001

Improving Word Recognition Skills of Selected Grade IV Pupils through "Let's Play, Let's Read Program"

Dolores Bual, Teacher III

Abstract

INTRODUCTION

It is common knowledge that knowing how to read and write is an indicator that one is educated. It is also an accepted phenomenon that reading is a very relevant part in the development of an individual's whole being.

Sto. Nino Central Elementary School encountered different problems especially on the performance of learners. During the conduct of PHIL-IRI Pre-test it was found that 22 pupils from Grade IV classes were identified under frustration level. Most of these pupils have difficulty in pronunciation especially in reading blended words.

To address this problem, the researcher employed the "Let's Play, Let's Read Program" or interactive reading. With this intervention, the researcher aimed to improve the word recognition skills on blended words of the respondents because if this problem is not given attention, pupils may graduate in elementary with a poor reading ability or altogether decide to stop schooling for not being able to cope with their daily lessons.

METHODS

The researcher used the descriptive method to determine the effectiveness of the intervention used.

The 22 pupils identified as frustration level in word recognition skills in Pre-test of PHIL-IRI were the respondents of this study.

Data gathering was based on their word recognition skills before and after the 5-month reading sessions. Three (3) sources of data were used to select target-respondents for appropriate actions. Their PHIL-IRI Pre-test result, interview responses, and post-reading assessment.

RESULTS

After employing the intervention for 5 months from October 2017 to February 2018, it was found that out of 22 pupils, 4 became independent readers, 12 improved to instructional readers, and 7 were still in the frustration level. The result shows that the word recognition skills of some pupils improved, and the intervention program implemented was effective.

DISCUSSIONS

The results show that interactive activities like integrating play or games in teaching provide enjoyment as well as numerous benefits in terms of developing a child's well-being, school skills, and social behavioral skills. Instead of conventional teaching methods in reading which can be somewhat dull and boring, teachers can choose to teach children through fun, interactive learning sessions. Teachers can even use interactive activities to encourage children's interest in learning because playing makes the process much more enjoyable and interesting.

KEYWORDS:

SUBMISSION ID: R013-SURSUR-0010

Improving Word Recognition Skills of Five (5) Transferee Pupils in Frustration Level through Extensive Phonemic Awareness Activities

Aldrin Odtojan, Lourdes M. Tolentino, & Mercedes R. Suyom
(Adviser: Geralda A. Resultan)

Abstract

INTRODUCTION

A balanced, systematic, and instructional reading program was designed to increase word recognition of reading beginners. The targeted population consisted of five (5) transferee pupils of Dughan ES. The lack of word recognition was documented through assessments revealing students' phonemic awareness, reading fluency, and print awareness.

The study aims to answer the following questions:

What are the common miscues in word recognition skill?

Which area of word recognition miscues is effectively answered by the intervention program?

To what extent does phonemic awareness activities help young children develop their word recognition skill?

METHODS

This study utilized a non-random sampling of graders under the frustration reading level which will be based on the Phil-IRI results.

The research instruments used to measure pupils' word recognition skill was the Dolch's list of basic sight words with checklist for the pupils' response suited for Grade III and Grade V pupils. On the other hand, to measure the word recognition skill of pupils in oral reading, the researchers made use of the standardized Phil-IRI materials.

The Dolch word list is a list of frequently used English words compiled by Edward William Dolch, a major proponent of the "whole-word" method of beginning reading instruction. The list contains 220 "service words" that have to be easily recognized in order to achieve reading fluency in the English language. Before the conduct of the study, the researchers asked the permission of the school head to conduct an action research by sending a letter to her office. Subsequently, after the approval of the school head, the researchers met with the advisers of Grade III and Grade V pupils for the orientation on data gathering procedure and schedules.

RESULTS

Analysis of probable cause data revealed that transferee pupils typically lack the skills and strategies necessary for word recognition and reading. The data also revealed that phonemic awareness, reading readiness, print awareness, and parental involvement are critical factors in beginning reading instruction.

DISCUSSIONS

Post-intervention data indicated an increase in students' phonemic and print awareness. The data also showed a substantial improvement in word recognition skills and an increase in the understanding and use of various reading strategies.

KEYWORDS: IMPROVING WORD RECOGNITION SKILLS, EXTENSIVE PHONEMIC AWARENESS ACTIVITIES

SUBMISSION ID: R013-SURSUR-0324

Improvised Earthquake Detector

Mandy Terrones

Abstract

INTRODUCTION

The Philippines is situated on a highly seismic area lying along the Pacific Ring of Fire. Calamities and disasters are evident in the past years and one of the cited problems of public schools has been the lack of an earthquake detector. This is a result of the inability of schools to meet the cost of these materials due to insufficient funds.

Scrap materials can be recycled in many ways. Improvisation or a Substitute Earthquake Detector is clearly an effort towards cost reduction in Disaster and Risk Reduction Management (DRRM). It involves teachers making use of available and recyclable materials as a substitute for an earthquake detector. Students are equally involved as much as possible in the production. Thus, the concepts of improvisation in DRRM come and stay with us.

METHODS

Scrap materials can be used to construct an improvised earthquake detector. A bottle of soda and some ink can be used and converted into an improvised earthquake detector. Construction of an improvised earthquake detector costs less and gives benefits with regard to lessening the bulk of scrap/waste materials generated not only by school but also by the community. The improvised earthquake detector can successfully detect earthquakes as they happen.

RESULTS

Results show that the improvised earthquake detector can perform well and costs less. An assessment of the accuracy, correctness, and usability of the detector is asked from all students of Ulango Integrated School. A T-test will be used to compare the responses on the assessments made.

DISCUSSIONS

To construct an improvised earthquake detector, scrap materials will be used. A bottle of soda will be filled with water and some ink will be added to give it some color. This detector will be placed in every hallway and classroom.

The main reason for conducting the study is to serve as a warning device in times of power failure. To sum up, it would be a great help not only in minimizing the waste of the school and the community but also in making students alert and prepared during disasters.

KEYWORDS: Improvised Earthquake Detector, lack, scrap, disaster, accuracy

SUBMISSION ID: R04A-TANAUA-0076

Improvised Earthquake Drill Pad

Pamela Gina Pia

Abstract

INTRODUCTION

The Philippines is situated on a highly seismic area lying along the Pacific Ring of Fire. Calamities and disasters are evident in the past years and one of the cited problems of public schools has been the lack of an earthquake drill pad or safe area.

Cement can be used in many ways. Improvisation of an earthquake drill pad is clearly an effort toward the improvement of skills, preparedness, and alertness of students during disasters that may happen.

METHODS

Cement can be used to construct an improvised earthquake drill pad. A bag of cement and paint can be used to make an improvised earthquake drill pad. Construction of improvised drill pad gives benefits not only students but also their teachers. The improvised earthquake drill pad can successfully become a safe area during earthquakes.

RESULTS

Results will show that the improvised earthquake drill pad can be used well. An assessment of the correctness, usability, and user-friendliness of the device will be given by all students, staffs and faculty. A T-test will be used to compare the responses made.

DISCUSSIONS

To construct an improvised earthquake drill pad, cement will be used. A bag of cement will be mixed with some paint and this will serve as a signal to students' which direction they will go. This earthquake drill pad is located in an open area of the school.

The main reason for conducting the study is to locate a safe area during disasters. To sum up, it would be a great help not only for the school but also for the community. It can help the school to model calm and knowledgeable students in times of disaster. Also, it allows the faculty to count students, follow orderliness, and show calmness during the disaster. Lastly, it would be a best practice for students to share with their relatives and families.

KEYWORDS: Improvised Earthquake Drill Pad, lack, disaster, safe area, cement, seismic

SUBMISSION ID: R04A-TANAUA-0074

**IMS-It's Math-SAYA: A Great Motivational Manipulative tool in
Developing Learner's Numeracy and Literacy Skills of Grade 4-6 pupils of
Catandaan Elementary School**

Kharen Filler & Odessa Climacosa

Abstract

INTRODUCTION

Creativity, innovation, critical thinking, problem solving, communication, and collaboration are all part of a 21st century math learning experience. 21st century math classrooms are not defined by program adoptions, learning resources, and online tools, but, are rather defined by how the learning experience is brought to life.

Inside the classroom, pupils are curious. They tend to pay attention to what is new to their sights and get excited to touch or use it. This is what the researchers noticed to come up with an idea that a manipulative thing can be used to develop a learner's literacy and numeracy skills.

Unluckily there were only few manipulative things inside Catandaan Elementary School and hopefully this research may help cater to having more manipulative things inside the school.

METHODS

The study used the descriptive and quantitative design of research to answer specific questions regarding IMS-It's Math-SAYA -: A Great Motivational Manipulative Learning Tool in Developing Learners' Numeracy and Literacy Skills. Descriptive method of research was used with questionnaires as the main instrument for gathering the needed data, frequency, and percentage.

The respondents of the study were the advisers of Grade 4 to 6 pupils of CES.

RESULTS

Based on the results of their second quarterly examinations, the following were observed:

Seventy-five percent of CES' Grade 4-6 pupils had a good performance while 1 or 25 % of learners had a poor performance in Mathematics.

A negative attitude had a great impact on a child's learning skills.

The Learning Enhancement Program shows that using IMS-IT's Math SAYA could enhance the learner's skills. The implication of the study is that it serves as an eye-opener.

DISCUSSIONS

Results indicate that poor performance is attributable to students' negative attitude towards Mathematics, e.g., anxiety, fear, and to the inadequacy of teaching strategies and materials. Bad notions and a lack of interest in the subject matter greatly affected their learning.

Therefore, the use of an interactive and manipulative tool such as IMS-It's Math SAYA program is a great motivational tool because it drives the scenario into a comprehensive one. It serves as an eye-opener and guide to develop learners' numeracy and literacy skills.

KEYWORDS:

SUBMISSION ID: R04A-BATANP-0411/ R04A-BATANP-0432

**IMS-It's MATH SAYA: A Great Motivational Manipulative tool in
Developing Learners Numeracy and Literacy Skills of Grade 4-6 Pupils of
Catandaan Elementary School**

Kharen Filler & Odessa Climacosa

Abstract

INTRODUCTION

Creativity, innovation, critical thinking, problem solving, communication, and collaboration are all part of a 21st century math learning experience. 21st century math classrooms are not defined by program adoptions, learning resources, and online tools, but, are rather defined by how the learning experience is brought to life.

Inside the classroom, pupils are curious. They tend to pay attention to what is new to their sights and get excited to touch or use it. This is what the researchers noticed to come up with an idea that a manipulative thing can be used to develop a learner's literacy and numeracy skills.

Unluckily there were only few manipulative things inside Catandaan Elementary School and hopefully this research may help cater to having more manipulative things inside the school.

METHODS

The study used the descriptive and quantitative design of research to answer specific questions regarding IMS-It's Math – SAYA: A Great Motivational Manipulative Learning Tool in Developing Learners' Numeracy and Literacy Skills. Descriptive method of research was used with questionnaires as the main instrument for gathering the needed data, frequency, and percentage.

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DISCUSSIONS

Results indicate that poor performance is attributable to students' negative attitude towards Mathematics, e.g., anxiety, fear, and to the inadequacy of teaching strategies and materials. Bad notions and a lack of interest in the subject matter greatly affected their learning.

Therefore, the use of an interactive and manipulative tool such as IMS-It's Math SAYA program is a great motivational tool because it drives the scenario into a comprehensive one. It serves as an eye-opener and guide to develop learners' numeracy and literacy skills.

KEYWORDS:

SUBMISSION ID: R04A-BATANP-0411/ R04A-BATANP-0432

**In Focus: A Critical Review of the Pedagogical Approaches in K to 12 Grade
10 English Learner's Material a Basis of the Development of an Evaluation
Guide**

Leah Bermudez, Quezon National High School

Abstract

INTRODUCTION

This study attempted to critically review the pedagogical approaches in K to 12 Grade 10 Learner's Material as basis for the development of an evaluation guide at Lucena City National High School, Lucena Dalahican National High School, Gulang-gulang National High School, and Quezon National High School, school year 2015-2016. Specifically, it sought to analyze the pedagogical approaches used in the learner's material, particularly: Constructivist, Collaborative, Integrative, Reflective, and Inquiry-Based Learning; to produce a guide in evaluating approaches prescribed by K to 12 materials; and to determine the acceptability of the developed evaluation guide or questionnaire.

METHODS

The researcher made use of a qualitative and quantitative research design, purposive sampling, frequency, and weighted mean as statistical tools in the study.

RESULTS

It was found that all the pedagogical approaches were used in the entire Learner's Material; Inquiry-based approach ranked the lowest with an average mean of 3.70, Agree; followed by Collaborative approach with an average mean of 3.90, Agree; then Integrative approach had a mean of 3.99, Agree; next is Reflective approach with the mean of 4.14, Agree; and the Constructivist approach garnered the highest mean at 4.38, Strongly Agree, respectively.

DISCUSSIONS

The pedagogical approaches in the learner's material are all prevailing, unfortunately, there is a mismatch between the results from the class observation and actual interview. Thus, teachers must attend training workshops or seminars as regards pedagogical approaches. All the modules in English 10 contain all pedagogical approaches that are aligned with the competencies set by Department of Education in the K to 12 programs. This revealed that the learner's material has strengths or advantages as a module or instructional material. Therefore, this material must be used in teaching English 10. An evaluation guide was successfully developed based on the discrepancy of the results in the qualitative and quantitative data. Therefore, this guide can be used to assist in identifying the pedagogical approaches in any module or learner's material existing in the field. The respondents found the acceptability of the developed evaluation guide in terms of content, accuracy, clarity, and appeal of the material to the target user. Therefore, it could be a valid guide in the evaluation of other Learner's materials prescribed by Department of Education.

KEYWORDS: Pedagogical approach, Constructivist, Collaborative, Integrative, Reflective, Inquiry Based Learning

SUBMISSION ID: R04A-QUEZON-0119

**In Focus: Philippine Government Bridging Program for the Filipino Family
in Jfes-the Grade Four 4p's Recipients and their Performance Output in
Math**

Glenn Dalid, Marites Rin, & Shara Perez, Department of Education - Cavite City

Abstract

INTRODUCTION

Pantawid Pamilyang Pilipino Program (English: Bridging Program for the Filipino Family), also known as 4Ps and formerly Ahon Pamilyang Pilipino, is a conditional cash transfer program of the Philippine government under the Department of Social Welfare and Development. It aims to eradicate extreme poverty in the Philippines by investing in health and education particularly in ages 0-14. School children who are recipients of this program also need to comply with certain requirements. How it affects their performance output in Math as 4Ps recipients is the highlight of this study.

METHODS

The twenty (20) respondents are pupils from Grade 4 afternoon sessions: IV-Gladiola, IV-Camia, IV-Rose and IV-Daisy. They were selected through the survey method. The researchers used the descriptive research. Survey method was utilized to collect the descriptive data. The quantitative method focused on gathering numerical data to explain a particular phenomenon. The researchers used surveys to find out the number of children in Grade IV afternoon classes who were 4Ps recipients. The list of JFES 4Ps recipients in the Guidance Office was also utilized. The frequency distribution was used to describe the number of children with satisfactory performance in Math as well as those who did not perform satisfactorily.

RESULTS

Figure 1. The vertical bar graph presents the means and standard deviations of Math 4 pre-tests and post-tests.

The data clearly shows the similarities and differences of the mean and standard deviation of 4Ps recipients in four Grade 4 classes.

DISCUSSIONS

Only 20 (twenty) respondents were considered. The performance output was limited to Math. The performance output of Grade IV 4Ps recipients differ. Out of the 20 respondents, 6 have failing scores in both the pre-test and post-test. Monitoring 4Ps recipients' academic achievement/performance output as well as their school attendance needs strict regular evaluation. Surprise home visitation together with school visitation are effective instruments to witness the child in a real-life scenario devoid of disguise. Children's performance in other learning areas must be monitored, too. More interventions on how to prevent 4Ps recipients from failing must be studied.

KEYWORDS: 4Ps, bridging program, recipients, cash transfer, Pantawid Pamilyang Pilipino Program, extreme poverty, performance output, conditional cash

SUBMISSION ID: R04A-CAVITC-0115

In the Limelight: The Pos-Neg Effects of Facebook on the Gender Differences in Grade Six

Ailyn Balwi, April De Guzman, & Jerlyn Flores, Department of Education - Cavite City

Abstract

INTRODUCTION

Facebook is the most popular social networking site, created by Mark Zuckerberg in 2004. It is a big attraction to young boys and girls. Studies reveal that it has positive and negative effects among boys and girls. Facebook seems to be the ultimate isolating technology that further reduces young female participation in many activities in the real world. How Facebook affects gender differences in grade six and to keep pace with these young Facebook users, the teacher-researchers believe this kind of study should be conducted.

METHODS

The researchers used the qualitative descriptive research design. Only twenty (20) children were selected from grade six afternoon classes. Ten (10) boys and ten (10) girls were considered. They were all Facebook users. Random sampling through the fishbowl technique was used. Using the survey, interviews and questionnaires were prepared. Tables and graphs were utilized for easy data interpretation.

RESULTS

Figure 1. The graph presents the respondents' frequency of Facebook usage. There are girls who open Facebook more than boys do on a daily basis. There are boys and girls who sometimes use Facebook. There are two (2) boys who open Facebook because they have nothing to do while none among the girls elicited the same response. Only one (1) boy and one (1) girl choose to open Facebook when the need arises.

DISCUSSIONS

The positive and negative effects of Facebook on gender were emphasized. Gender differences vary in certain aspects as regards the use of Facebook. The use of Facebook has positive and negative effects. The frequency of use is divided into daily, sometimes, emergency time, and when bored. When using Facebook, boys and girls should be reminded of the do's and don'ts. Parental and teacher guidance should always be made available to boys and girls. Children should be taught about time budgeting and wise decision-making. In the future, action research on the third sex as Facebook users may be conducted.

KEYWORDS: Facebook, pos-neg, gender, gender differences, technology, positive, negative, frequency

SUBMISSION ID: R04A-CAVITP-1517

Inability to Spell the Words Correctly in English

Arlene Umil, Department of Education

Abstract

INTRODUCTION

English is one of the most important subjects in the curriculum. There are five (5) skills to be taught in the class in order for a teacher to convey ideas clearly and more meaningfully. These areas are Listening, Speaking, Reading, Writing, and Viewing.

Ideas should be taught clearly and in order for the children to comprehend, they must learn the correct spelling of words.

Inability to spell words correctly poses a big problem as pupils find it difficult to convey ideas correctly in their written outputs such as writing compositions, spelling exercises, and essays, among others.

The spelling ability of more than half of Grade V pupils were found to be way below the expected MPS for their Grade Level. The rationale for the conduct of this action research is to dramatically make a positive effect in the spelling ability of pupils.

METHODS

The Action Research in Inability to Spell words correctly in English employs the following interventions/ remediation:

Provide pupils with comprehensive reading materials that will make them experience the joy of reading while enhancing their reading comprehension and developing their vocabulary skills.

Utilization of different vocabulary enhancement strategies such as using context clues and definitions.

RESULTS

The results of the consecutive assessments brought out significant increase of the MPS from 46% to 69%.

DISCUSSIONS

The implementations of the Action Research-Inability to Spell Words correctly in English led to a significant increase of MPS results.

The findings affirm that when learners are provided reading materials and other instructional strategies that fit their needs, they are more likely to attain their learning goals.

KEYWORDS: BABY

SUBMISSION ID: R04A-LAGUNA-0351

Inang-Wika Sa Matematika 3: An Enhanced Contextualized Material in Mother tongue Mathematics

Ginalyn Broquez, Department of Education - Jose Memorial School

Abstract

INTRODUCTION

The localization and contextualization thrusts of the Enhanced Basic Education Curriculum direct all schools and learning programs to relate curriculum content and competencies to the social and educational context of communities being served. The researcher enhanced contextualized learning materials in Mother Tongue Mathematics to make them more responsive to the learning needs of Grade III pupils and she came up with "Inang-Wika sa Matematika 3". This study determined its effectiveness on the unlearned competencies in Mathematics 3.

METHODS

The participants of the study were select Grade III pupils of Jose Rizal Memorial School. They are composed of 30 pupils who failed the pre-test assessment. The pre-test and post-test assessment tools came from the least learned skills after the periodical test. Their recommendations were carefully integrated after the researcher analyzed each item of what should be retained, revised and rejected. The items were validated and administered.

RESULTS

The pre-test scores of the pupils are all lower than the mid-score of 25 points with Mean Percentage Score of 27.75, indicating low performance. Meanwhile, the post-test scores showed that majority of the pupils scored between 23 to 36 points with MPS of 76.25, which indicates a great leap from low to high performance. This shows that pupils manifested extreme improvement in the given assessments as seen also by the highest score of 19 points in the pre-test and 36 points in the post-test. The result implies that the enhancement of the contextualized material like Enhanced Contextualized Material contributed to increasing the performance of the pupils in Mathematics.

DISCUSSIONS

The study provided a research-based evidence of the effectiveness of an enhanced contextualized learning material in filling the learning gaps of this subject. It employed the "One-Group Pre-test-Post-test Design", a type of quasi-experimental research. The findings of the study conclude that a significant increase and large effect on the performance of the pupils in Mother Tongue Mathematics is achieved through enhancement of contextualized learning material. It is recommended to update the content of all contextualized learning materials and to act on program sustainability.

KEYWORDS: enhanced contextualized material

SUBMISSION ID: R04A-CALAMB-0200

Incentive-Based Monitoring: Strategy to Improve on-Time Submission of Planning Reports

Arnold Bode, Lanuza District

Abstract

INTRODUCTION

Timely submission of reports is essential to have a prompt and effective delivery of educational system services. Late submission of school reports in the grassroot levels would mean late submission of reports by the Division Office to higher offices. In our case, out of 18 schools, 14 schools were always late in the submission of reports from June to August 2016. The researcher implemented the "Incentive-Based Monitoring: Strategy to Improve On-time Submission of Planning Reports" through intensive monitoring and rendering moral incentive as the school year commenced.

METHODS

The purposive sampling was used in this research. Analysis was done based on the result of monitoring of submission of reports.

This study is focused on the frequency of submission of reports of 14 identified schools of Lanuza District before and after the intervention. Total mean score of each school before the intervention from June 13 to August 31, 2016 consisting of 14 reports were calculated and after the intervention from September 11 to November 30, 2016 consisting of 15 reports. The difference between the results before and after the intervention was computed.

RESULTS

Before the intervention, there were 14 out of 18 schools that were identified as "late" and "very late" in submitting reports.

After the "Incentive-Based Monitoring" was employed, all identified schools had improved. From "late" and "very late" statuses, they became "prompt" and "very prompt" in terms of submission punctuality. Findings were consistent with the findings of Danish, et.al (2015) that employees who are rewarded with incentives within the organization do not only perform well, they also look out for the welfare of their organization. Employees do not struggle when their organization appreciates their work, rewards them, respects them and considers them as vital parts of the organization.

DISCUSSIONS

Results reveal that incentive-based monitoring is vital to increase productivity among workers. Providing incentives was an effective way in punctual submission, even without the active participation of the School Planning Officer and the School Head. This study made the researcher realize that incentives really encourage employees to excel.

KEYWORDS: Incentive-based, monitoring, reports

SUBMISSION ID: R013-SURSUR-0090

Inclusive Education Heuristics Full Mainstreaming of Children Visual Impairment at Sto. tomas South Central School/San Pedro ES

Maria Sienna Malvataan, Geronima Quitain, & Lorebeth Baracero, Department of Education - Sto. Tomas South

Abstract

INTRODUCTION

In cognizance of Department of Education's Memorandum on EFA-Education for All, children with visual impairments must have the chance to study in a regular class, wherein they are allowed to experience a more natural environment as opposed to a self-contained class setting.

One of the effective ways of realizing this full mainstreaming of visually impaired children is conducting an action research. Through research writing, difficulties encountered by the teacher may be identified and skills needed for a successful implementation may be had.

In support of this study, the research aims to fulfill the needs of children with visual impairment. Therefore, the teacher may use the right strategies and techniques to develop children's mental health.

METHODS

The researchers used ten (10) teacher-respondents teaching children with visual Impairments (CVI) in full mainstreaming from kindergarten to Grade six; conducted surveys to gather data; and utilized frequency and percentage in analyzing data gathered.

RESULTS

Teachers' experience shows that CVI are able to participate actively in class and even engage in sports.

In terms of difficulties encountered, results show that teachers don't experience much difficulty in handling CVI.

Where skills proposed for enhancement are concerned, most teachers agree that they must attend orientations and participate in trainings, be allowed to further modify instructional materials to develop flexibility, and must also learn more creative teaching strategies.

DISCUSSIONS

The results indicate that teachers teaching CVI need orientation and training to have a full understanding and knowledge of handling CVI. Moreover, target skills must be modified to attain the objectives leading to a more comprehensive learning among CVI. Parents must also be informed about the plans and objectives for the full enhancement and skills development of children.

KEYWORDS: HEURISTICS, FULLMAINSTREAMING, CHILDREN WITH VISUAL IMPAIRMENT

SUBMISSION ID: R04A-BATANP-1430

Inclusive Education Program through the Eyes of Educators and Administrators: An Analysis S.Y. 2018-2019 Status

Alpha Pascual, Analyn Sumocol, & Ninna Marie L. Manaha, Paliparan National High School

Abstract

INTRODUCTION

Access to education is a basic human right and it is meant to be enjoyed not just by the majority but by the whole community. When individuals are denied access to public education, it creates a negative notion among the people. Exclusion in schools will sow seeds of social discrimination and discontent. It defies a basic human right-the right to be educated.

The study aimed to determine the condition of the implementation of an inclusive education program in Paliparan National High School by the City Schools Division of Dasmariñas. Specifically, the study aimed to analyze the status in terms of: culture of acceptance, teachers' preparedness, curriculum modification and adaptation, administrative support, and parent participation.

METHODS

This study employed the descriptive-quantitative method and used purposive sampling. The respondents consist of 56 teachers (7 per learning area) and 9 school administrators. Data was gathered through a two-part questionnaire. The first part deals with the holistic standing of the school in implementing the inclusive education program. The second part deals with the evaluation of the inclusive education program. Data gathered were subjected to statistical analyses such as frequency count and percentage, weighted mean, and T-test.

RESULTS

The inclusive education program is generally accepted and implemented. While the concept of the inclusive education program itself is highly accepted, other contributing factors do not share the same perception. There is no significant difference in the responses of administrators and teachers in terms of culture of acceptance, teachers' preparedness, administrative support, and parent participation. There is however a significant difference in their responses in terms of curriculum modification and adaptation.

DISCUSSIONS

The results reveal the need for further teacher training and improvement in the field of inclusive education. It showed that the school generally accepted the concept of inclusion but needs a more in-depth knowledge to implement the program effectively and truly help learners with special needs.

KEYWORDS: inclusion, inclusive education, learners with special needs

SUBMISSION ID: R04A-DASMAR-0016

Incorporating Teaching Strategies Essential to Students' Performance in Mathematics

Baby Grace Javier & Jeanette Chua, Tagaytay City National High School

Abstract

INTRODUCTION

In today's high-tech world, it is very important for students to build confidence in mathematics for an ever-growing and dynamic society. There is an increasing need for students to understand and be able to use mathematics as the world rapidly changes. Despite the important role that mathematics plays in society, there have always been concerns about students' poor performance. Thus, proper teaching, learning techniques, and strategies in mathematics have become extremely essential.

METHODS

The researcher used purposive sampling in determining the research population. Descriptive statistics was used to analyze the obtained data. Grade 7 students of Tagaytay City National High School served as respondents in this study during the school year 2017-2018. This action research is purely descriptive in nature which uses pre-test/post-test results and survey results to address students' performance in mathematics.

RESULTS

Table 1 shows the results of the following: in the first grading period (pre-test) SD was 7.35 and the mean score was 14.70, post-test SD was 9.06 and the mean score was 25.04; in the second grading the SD was 6.67 and the mean score was 11.98 while the post-test result of SD was 8.77, mean score was 20.05; in the third grading pre-test SD was 6.27 and the mean score was 11.45 while post-test SD was 8.55 and the mean score was 20.62; and in the fourth grading pre-test SD result was 7.69 with a mean score of 14.09 while the post-test SD was 11.80 with a mean score of 25.35. This means that there was an increasing value between the SD and the mean score.

In Table 2, post-test shows that the grades did climb higher. The students had a real grasp of the concepts and basically were able to explain the subject matter very well. This was astonishing to the teacher that even low-achieving students could look at the problems and concepts they missed and know exactly why they had missed it. The learners were able to enjoy learning mathematics concepts and participate more.

DISCUSSIONS

Mbungua et al. (2012) found that non-traditional teaching strategies are highly effective in reducing students' poor performance in mathematics. It shows that incorporating strategies such as games, use of manipulative tools, etc. affects student performance and causes students to engage in the learning process. This study recommends the conduct of similar studies that will raise the performance of learners in mathematics.

KEYWORDS: Teaching Strategies, Manipulatives, Games, Technology, Performance

SUBMISSION ID: R04A-CAVTP-1265

Increase Entry-Level Reading Skills of Grade 7 students through Bridging

Evelyn Avila-Bellen, Isagani B. Baylon Jr, Jhomar B. Jaravata, & Nenita B. Bersabe, Bula National High School

Abstract

INTRODUCTION

Effective classroom learning usually entails a lot of work. Several researches have already been developed and implemented to address the different learning gaps of students. Several factors were identified but were not addressed appropriately, resulting in academic failure across subjects. Students who try to build knowledge without a firm grasp of the medium of instruction may struggle to learn specific subject matter content. In this project, we identified different innovations that respond to the differences in students' proficiencies.

METHODS

The descriptive research design was used wherein during enrolment period, we conducted an entry-level reading test (using old PHIL-IRI materials) among 400 grade 7 students to identify their reading proficiency. From this pool, 38 were identified as readers under Frustration Level. Another reading test was done using the Revised PHIL IRI materials given by the division. The results prompted the use of different interventions suited to the various reading levels of students.

RESULTS

The 38 students were grouped together under a special program supervised by an adviser. The remaining students were given special reading sessions by their respective English teachers during their free time. Intensive remedial reading activities were implemented, facilitated, and monitored by the assigned teachers. Developmental reports indicate incremental increases in their performance.

DISCUSSIONS

The results demonstrate the need for continuous implementation of interventions and innovations in order to continuously improve the reading skills of students. A teachers' willingness also played an important role in achieving better performance for students, other teachers, and the school as a whole.

KEYWORDS: Reading Skills, Bridging

SUBMISSION ID: R005-CAMSUR-0074

**Increase the Mastery Level in Mathematics of Grade Three Pupils Section
Resourceful in Bukal Sur Elementary School through the Utilization of
"L.E.A.D.S." (Learn, Engage and Develop Subtraction Skills)**

Gerard Bedonia, Department of Education

Abstract

INTRODUCTION

In the past, pupils solely learn through traditional teaching. Today, as innovations in teaching-learning have developed, teachers have integrated technologies along with the other innovative teaching methods into their classrooms. Computer-assisted instruction, particularly video technology, is now a primary and eye-catching instructional material in schools. "Teaching, Learning and Using Mathematics" is intended to bring to the attention of schools some findings of recent research in order to inform policy and practice at the local level. It also draws attention to reports, resources, and other materials provided by the Department to support school leaders and teachers of mathematics.

METHODS

The researcher used LEARN, ENGAGE, AND DEVELOP SUBTRACTION skills in Mathematics (L.E.A.D.S.). This is an intervention material that would enhance the performance of Grade Three pupils of Bukal Sur Elementary School in Mathematics. The study used a Pre-test-Post-test Design. It also used the percentage method to evaluate the effectiveness of the materials. To carry out the objectives of the research, the researcher made use of the t-test. The subjects of the research were 29 Grade III pupils of Bukal Sur Elementary School, school year 2018-2019. The pre-test and post-test were researcher-made tests to evaluate students' subtraction skills. Statistical formula such as mean, MPS, and t-test for dependent samples were utilized.

RESULTS

The findings reveal that after using "L.E.A.D.S." as an intervention material, there was a marked improvement in the results of the assessments. The pre-test and post-test resulted in a mean of 7.07 and MPS of 35.34%, and a mean of 14.21 and MPS of 71.03%, respectively. Furthermore, T-test for dependent/paired samples resulted in a t-value of 10.99 which is greater than the critical value (3.16), hence, signifying that there is a significant difference.

DISCUSSIONS

Using LEARN, ENGAGE, AND DEVELOP SUBTRACTION skills in Math (L.E.A.D.S.) in improving the competency of grade three pupils showed that there was an improvement in the numeracy of pupils. This action research was conducted to serve as a tool of the researcher to enhance the performance of her class through the use of well and carefully prepared Intervention material "L.E.A.D. S"

KEYWORDS: numeracy, subtraction skills, comprehension, video assisted instructions, innovations

SUBMISSION ID: R04A-QUEZON-0062

Increase the Performance Level of Grade 7 Students in Araling Panlipunan through Enhanced Assessment Process

Evelyn Avila-Bellen, Isagani Baylon Jr, Jhomar Jaravata, & Nenita Bersabe, Bula National High School

Abstract

INTRODUCTION

This study was implemented to determine the effect of Project IPEA in the performance of Grade 7 students in Araling Panlipunan of Bula National High School, Bula, Camarines Sur this school year 2017-2018. Specifically, it sought to answer the following questions:

- 1) What are the performance levels of 445 Grade 7 students in Araling Panlipunan?
- 2) What are the acceptability levels of the proposed interventions and innovations?
- 3) What are the effects of proposed interventions and innovations in the performance level of students in Araling Panlipunan?

In order to extrapolate the root cause of the low performance of students in Araling Panlipunan, these questions were answered by applying the ASSESS, ANALYZE and ACT stages. The voices of students were used as baseline for different interventions created.

METHODS

This study employed the descriptive method of research in discussing the responses to the questions and it adopted purposive sampling techniques to select 445 Grade 7 students-this grade level has the lowest mean performance level among 4 grade levels considered.

RESULTS

Among the five (5) interventions given, the Rewards and Incentives topped as the highly accepted intervention for students, with 3.64 acceptability level, followed by Class Norms, and AP Success Corner, with 3.49 and 3.36 acceptability ratings, respectively. Sapphire and Jade Class Sections showed the highest increase in performance rating, by 4.76. The project saw a significant increase in grade level performance of 3.32 points, from a baseline of 83.01 to 86.22.

DISCUSSIONS

The following conclusions were deduced: 1) students approaching mastery level must be promoted to either master or advanced Level; 2) innovations implemented were appreciated by students; 3) the use of innovations helped students improve their performance.

KEYWORDS: Performance Level, Araling Panlipunan, Enhanced Assessment Process

SUBMISSION ID: R005-CAMSUR-0072

Increase the Reading Ability (IRA) of Grade 2 Non-Reader Pupils of Bayan Luma II Elementary School

Antonia A. Rodriguez, Gina A. Saliba, Janet F. Autor, Jessica Jane Napoles, Ma. Genevieve R. Moral, & Marisel E. Guzman, Bayan Luma II Elementary School

Abstract

INTRODUCTION

Reading is applied across all learning areas. Difficulties in reading may lead to a poor performance in all subjects. Nowadays, a large number of pupil's encounter difficulty in reading ability. Most teachers solely rely on how learners will comprehend a text and they do not give attention to how children read the text.

METHODS

To develop reading ability, children need to be exposed to a rich print and text environment (Dickinson & Neuman 2006). Twenty-seven Grade Two non-reader pupils participated in this study. Pupils were assessed through a reading assessment suitable for all grade levels. The researchers used interview, observations, and Phil-Iri to measure their reading ability. Teachers were also provided with reading materials. To investigate the root cause of the inability to read in Filipino, the Why-Why diagram was used. An affinity diagram was also used to present the responses.

RESULTS

The researcher found that were four major needs to help non-readers, namely, resources, time, conducive learning environment, and methods used. Grade two teachers were interviewed to validate the effectiveness of the instruments used. The descriptive research design was used to determine the current reading abilities of Grade two pupils of Bayan Luma II Elementary School. Data gathering was done in a natural way, e.g., through personal engagement and direct contact with participants involved.

DISCUSSIONS

Results show that at the end of the school year, pupils' reading abilities have increased. The researcher understood more clearly how to continue to help parents and pupils to understand the importance of reading skills by continuing efforts of home literacy activities. This implies the need for an intervention in developing differentiated reading materials written in Filipino that will cater to the reading level of every young learner.

KEYWORDS: reading ability, non-reader, pupils

SUBMISSION ID: R04A-IMUSC1-0098

Increase the Reading Level of Grade Five Pupils in Bukal Sur Elementary School through the Use of " R.E.A.P" (Read, Enjoy and Progress) as an intervention Material.

King Michael Amurao, Mharlyn Ceria, & Michiavelle Morada, Department of Education

Abstract

INTRODUCTION

The Philippine Informal Reading Inventory (PHIL-IRI) is an initiative of the Bureau of Elementary Education-Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department's "Every Child A Reader Program", the goal of which is to enable every Filipino child to communicate both in English and Filipino through effective reading instruction. A Group Screening Test (GST) conducted last July 2018 show that the reading levels of numerous pupils are alarming. Thus, we came up with this intervention.

METHODS

The researcher used READ, ENJOY, AND DEVELOP (REAP) as an intervention material. This would enhance the performance of Grade V pupils of Bukal Sur Elementary School in reading during the school year 2018-2019. The study used a pre-test-post-test design. It also used the percentage method to evaluate the effectiveness of the materials. To carry out the objectives of the research, the researcher made use of the t-test technique. The respondents of the research were 133 students from three sections of Grade V pupils in Bukal Sur Elementary School, SY 2018-2019. The research evaluation instrument used as the pre-test and post-test was the GST test of the Phil Iri. Statistical formula such as mean, MPS, and t-test for dependent samples were utilized.

RESULTS

The findings reveal that after using "R.E.A.P." as an intervention material, there was a marked improvement in the results of the assessments. The pre-test and post-test resulted in a mean of 7.21 and MPS of 36.05%, and a mean of 15.13 and MPS of 75.63%, respectively. Furthermore, T-test for dependent/paired samples resulted in a t-value of 10.99 which is greater than the critical value (3.16), hence, signifying that there is a significant difference.

DISCUSSIONS

Using READ, ENJOY, AND DEVELOP skills in reading (R.E.A.P.) in improving the reading level of grade five pupils show that there was an improvement of the respondents' comprehension skills. This action research was conducted to serve as a guide or tool in the continuous effort of the researcher to enhance the performance of her class through the use of well and carefully prepared Intervention materials.

KEYWORDS: READING, COMPREHENSION, UNDERSTANDING, SKILLS, SCREENING TEST

SUBMISSION ID: R04A-QUEZON-0061

Increasing Vocabulary through intensive Exercises for English Literacy

Jayzle Granada, Victoria Action Research

Abstract

INTRODUCTION

Word comprehension is a crucial component in acquiring reading comprehension skills. Successful vocabulary development ensures that students will develop metacognitive skills to assist in comprehending advanced texts when they leave the learning-to-read phase and are expected to read-to-learn.

METHODS

This action research is purely descriptive in nature. The researchers gave a pre-test on vocabulary development to all Grade VI pupils such as context clues, synonyms and antonyms, and others. The lowest scorers will be the respondents of this study. Survey on the level of interest of pupils towards the E word games, giving pre-test and enhanced exercises for English vocabulary were also conducted. Monitoring and observation were done.

RESULTS

Before the implementation, participants were passive but after the implementation vocabulary exercises, their participation in the teaching and learning processes were encouraged. The pupils' work was also analyzed to see whether there was an increase in the number of correct answers. After a series of exercises, the post-test showed an increase in their scores. It showed that the use of enhanced vocabulary exercises was able to arouse their interest to engage in reading activities leading to more active participation in classroom activities.

DISCUSSIONS

This study proved that the use of vocabulary exercises helped pupils understand what they are reading. Vocabulary development among learners is an essential component of reading success. It also helped encourage their participation and promote their interest. It is also important that teachers give students tools for acquiring knowledge to develop vocabulary. Repeated meaningful encounters with words in read-aloud, in conversation, in personal reading, in discussion, or in media viewing can lead students to build vocabulary. Teachers should model effective word learning strategies for students. This study proposes the suggestion of using ICT to improve the implementation of the strategy.

KEYWORDS: Intensive, Increasing, Literacy

SUBMISSION ID: R04A-LAGUNA-0228

**Increasing attendance in Grades I and II Pupils of Antonio Yu Carcel
Primary School through "Lakad ko, Kinabukasan Mo" (My Steps towards
Your Future) intervention**

Eufeil D. Inojales & Lilybeth Roz, Department of Education

Abstract

INTRODUCTION

Absenteeism is commonly a problem in school. It has an impact on the learning of a child. Going to school regularly is vital in the learning of a child. Most learners who are always absent are left behind compared to those learners who are always present. In this research we will understand the reasons why pupils do not attend classes and find solutions to minimize the problem.

METHODS

The participants of this study were chosen by selective-purposive sampling. Based on Daily Attendance Sheets for the month of January, pupils who are perennially absent were identified. The researchers counted the number of absences of all pupils, and then classified them into either: Always Present with 75%-100%, Frequently Present with 50%-74%, and Sometimes Present with 25%-49%, Rarely Present with 1%-25%. Pupils classified as Sometimes Present were picked as respondents. The researchers found that out of 15 Grade I pupils, three were identified as Sometimes Present and out of 3 Grade II pupils one was classified as Sometimes Present. Thus, four respondents were identified.

RESULTS

The recurring factors affecting perennial absences of research participants were parental support (4) and social competence in class (4). In the past decades, the benefits of parent and other family members' involvement in children's education have been well-documented. Although it is not the only factor that affects student learning, 30 years of research consistently linked family involvement to higher student achievement, better attitudes toward school, lower dropout rates, increased attendance, among other positive outcomes (Henderson & Mapp, 2002). The intervention entitled Lakad Ko, Kinabukasan Mo (My Steps Towards Your Future) improved the percentage of attendance of identified pupils.

DISCUSSIONS

The findings suggest that "Lakad Ko, Kinabukasan Mo" intervention can increase the attendance of learners as manifested by their more frequent attendance after the intervention. Home visits to chronically absent children help. A home family liaison who identifies root causes for children not coming to school should also be provided. Teachers could further adopt the intervention to increase the attendance of learners especially those who definitely find it hard to cope in school.

KEYWORDS: Increasing Attendance Steps Towards Future Intervention

SUBMISSION ID: R013-SURSUR-0259

**Increasing attendance Rate of the Kindergarten Pupils in TambisCentral
Elementary School through Home Visitation**

Sally C. Malinao, Tambis Central Elementary School

Abstract

INTRODUCTION

Kindergarten is the transition period from informal to formal literacy considering that this is a critical period where experiences translate to school readiness. But this could only happen if there are no absences in the classroom. In this study the researcher aimed to increase class attendance of kindergarteners. In conducting this study, the researcher used a questionnaire for parents.

METHODS

The instrument used in this study was a researcher-made questionnaire to determine the causes of absenteeism in school.

RESULTS

The researcher found four reasons behind pupils' absenteeism. First, pupils do not go to school if their parents could not give them any allowance. Lack of financial support affects the academic performance of the child. This means that children need money to attend school. Second, parents fail to attend PTA meetings and other school activities. Third, students contract certain illnesses that necessitate them to rest. This was the most common response. Fourth, some pupils would rather play computer games at home or at the computer shop. In August to September, 134 kindergarten pupils did not attend their classes. But in October to November, only 63 did not attend their classes. With the use of interventions, absenteeism decreases

DISCUSSIONS

Kindergarten is the period of greatest growth and development when the brain develops most rapidly, almost at its fullest. It is a period when walking, talking, self-esteem, vision of the world, and moral foundations are established. As a kindergarten teacher, it is important for us to find ways and strategies to solve some problems encountered inside the classroom. Through this intervention, kindergarten pupils would want to go to school more frequently if not always. The researcher believes that through effective strategies like home visitation the attendance rate can increase.

KEYWORDS: Attendance Rate, Home Visitation

SUBMISSION ID: R013-SURSUR-0123

Increasing English Language Readers of Grade Two Pupils in Masin Elementary School through Project M.A.S.I.N.

Teresa Reyes, Department of Education

Abstract

INTRODUCTION

Problems in reading among learners in many schools are increasingly disturbing. The pre-oral reading test of 126 Grade Two learners show that there are 14 male and 11 female SR's (Slow Readers) and 19 male and 6 female NR's (Non-Readers) in English. As a response, the school established a CIP (Continuous Improvement Plan) Team to initiate and implement a reading intervention for these pupils-at-risk.

METHODS

The descriptive-comparative method was used. This study sought to determine the performance of Grade Two pupils of Masin Elementary School on the pre-oral reading evaluation; their post-oral reading evaluation after the administration of Project MASIN; and their improvement, if any.

RESULTS

After administering Project MASIN, results positively dropped the number of non-readers to zero (0) and slow readers to 4. The 4 pupils evaluated as slow readers are those who either did not participate well, were frequently absent in class and in the program, or whose parents were not attending the follow-up meeting regarding the remediation program. Three pupils became fast readers while the remaining 43 became readers. The involvement of parents highly contributed to the increase (by 92%) in the number of readers.

DISCUSSIONS

This research generally succeeded in increasing the number of readers in the English language of Grade Two pupils through Project MASIN (Making Active and Systematic Instruments for Nurtured learners). Project replication in other grade levels is highly recommended.

KEYWORDS: Continuous Improvement Plan (CIP), pre-oral reading, post-oral reading

SUBMISSION ID: R04A-QUEZON-0149

Increasing Mastery Level on Geography using "HALO" Technique

Fatima Notarte, GAMUT NHS

Abstract

INTRODUCTION

In the past few years of teaching in Gamut National High School, the researcher found that Geography is one of the most difficult subjects under World History. Why? Because Geography is seldom taught in classrooms today. With an increased focus in STEM (Science, Technology, Engineering and Mathematics), Geography is often one of the subjects that teachers have little time to teach, if at all. The researcher firmly believes that studying Geography is one of the best techniques to combat students' difficulty in understanding Ancient Civilizations. Allotting time to teach Geography in the classroom is essential to students' success. This action research aims to evaluate the impact of "HALO: Hanapin Mo, Lokasyon Ko" Technique in developing the mastery level of 34 Grade 8-Fleming students of Gamut National High School, School Year 2018-2019.

METHODS

The researcher used Simple Mean Percentages in analyzing the data gathered. Assessment and evaluation tests were administered to 34 identified respondents. Microsoft Excel 2016 was used to determine the percentage increase between the group's pre and post-test performance.

RESULTS

Results show that prior to the intervention, 33% of students fell under the Below Mastery class. After the intervention however, 90% were rated Above Mastery. Data shows an increase of 30% in the mean scores of students. In this study, using HALO in teaching Geography was proven to have a great impact on the mastery levels of 34 Grade 8-Fleming students.

DISCUSSIONS

Students have a difficulty incorporating visual learning to spatial thinking. Hence, using maps and globes would help students appreciate the Earth. Students learn to develop a mental map of their community and the world, were able to understand where events took place, and even link these relationships. The findings show that there is a great increase in the mean scores after employing the HALO Technique. Students became curious as they are now aware that studying Geography and knowing where they are would have a great impact on their survival, the way they live, the food they eat, or even the way they feel.

KEYWORDS: geography, culture, map

SUBMISSION ID: R013-SURSUR-0308

Increasing MPS of 10 Grade V Narra Pupils in English through Language Experience Approach (LEA)

Fraulein B. Belarmino, Teacher III

Abstract

INTRODUCTION

Children's literacy development begins at birth as babies hear language and begin to understand meaning from spoken word. It has been determined that the level of exposure to language during early years influences a child's language and literacy development. Differences in developing literacy skills can influence children's academic success and competence as adults (Byington and Kim, 2016). The study investigated the effectiveness of the Language Experience Approach (LEA) as an intervention to help increase the MPS of 10 Grade V Narra pupils in Mandus Central Elementary School for the school year 2018-2019.

METHODS

The researcher used a localized or contextualized tool in language for three quarters of 10 Grade V Narra pupils of Mandus Central Elementary School, S.Y. 2018-2019. After the conduct of the First Quarter Examination in English, 10 pupils got low scores which contributed to a low MPS in English. These means that the five skills of language and literacy domains, namely: Listening, Speaking, Reading, Writing, and Viewing, were not fully developed. The researcher used the descriptive-comparative method to know whether there is a comparative difference after the implementation of the Language Experience Approach.

RESULTS

After the data analysis, it came out that there is an increase of MPS during the Second and Third Quarter, after the Language Experience Approach (LEA) was implemented.

DISCUSSIONS

Based on the results presented there is a comparative difference in using the LEA strategy to increase the MPS of pupils because the language skills of pupils have developed. The pupils have mastered the learning competencies by sharing their experiences. LEA uses experience in its lessons. It uses a pupil's experience that is related to the topic. Pupils become interested because they are given a chance to express their ideas from experience. Materials are learner-generated. All communication skills-Listening, Speaking, Reading, Writing-were integrated. Difficulty of vocabulary and grammar are determined by the learner's own language use. Learning and teaching are personalized, communicative, and creative.

KEYWORDS: MPS, language experience approach

SUBMISSION ID: R013-SURSUR-0325

Increasing Number of Readers among Grade one Pupils of Bantigue Elementary School Using the Three-Tier Model

Elizabeth Gutierrez, Department of Education

Abstract

INTRODUCTION

Many children are placed in special education classes because of reading problems. This follows an instruction model for children who experience reading difficulties. This study however aims to ensure that children are not assigned to special education until teachers are sure that quality general education has been provided. It sets children up to succeed rather than waiting for them to fail. Traditionally, learning disabilities in some children are not diagnosed until the third grade or later. In this three-tier model, children are identified early, and they are offered increasingly intense interventions if they fail to respond to the instruction they receive.

Anything a teacher does that establishes behavioral expectations in a classroom creates the core curriculum of highly engaging instruction by providing frequent opportunities for students to respond. Along this line and using the Three-Tier Model, the study sought to examine the effectiveness of the Three-Tier Model in increasing the number of readers among grade one pupils of Bantigue Elementary School Pagbilao District.

METHODS

The research is basically quantitative in nature as it utilizes quasi-experimental method. The respondents of the study were 32 grade one pupils of Bantigue Elementary School. These respondents were purposively chosen.

RESULTS

The results show that: (1) There was a marked improvement in the reading level of the respondents after the implementation of the Three-Tier Model. (2) The Three-Tier Model was found effective in improving the reading level of the respondents. (3) The ability to read is an essential skill for students because information is presented in text throughout the world. Educational systems also rely more heavily on text as pupils reach higher grade levels.

DISCUSSIONS

The ability to read is an essential skill for students because information is presented in text throughout the world. Educational systems also rely more heavily on text as pupils reach higher grade levels.

In addition, the battery of standardized tests that pupils take to demonstrate competence in each of the tested subject areas requires them to be able to read.

Pupils need practice reading in order to develop their phonemic awareness, phonics fluency, vocabulary and comprehension. The mastery of these skills will grant them access to more knowledge and improve their academic performance.

KEYWORDS: Three-Tier Model, Early Grade Reading Assessment

SUBMISSION ID: R04A-QUEZON-0124

Increasing Numeracy Level of Grade II Pupils in Multiplication and Division of Numbers through Grids as Graphic Organizer

Antonette Flores, Department of Education - Tanauan City

Abstract

INTRODUCTION

The numeracy level of Grade II pupils in Tanauan South Central School in the multiplication and division of numbers reveal that most of these pupils are considered to be non-numerates. This prompted the researcher to make a study on the best strategy in teaching mathematics

METHODS

This study used the experimental method of research to find out if using grids as one of the graphic organizers can serve as a strategy to hone the mathematical skills of Grade 2 pupils. Pre-tests and post-tests were given to these pupils.

RESULTS

The result of the pre-test administered to 235 Grade 2 pupils revealed that 80% or 188 pupils belong to the non-numerate level, 20% or 47 pupils was at the instructed level and 0 or none at the numerate level. These pupils showed marked improvement after the use of grids in finding the product and quotient of certain numbers. The post-test revealed that out of 235 pupils, 182 pupils or 77.45% are numerate, 53 pupils or 22.56% instructed, and 0% non-numerate.

DISCUSSIONS

The grid as a graphic organizer is an intervention adopted as one of the teaching strategies in the K to 3 Early Language Literacy and Numeracy program (ELLN). This aims to improve the numeracy of the learner particularly in the proper alignment of numbers to master the 4 fundamental operations.

KEYWORDS: numeracy, literacy, language, math grid

SUBMISSION ID: R04A-TANAUA-0205

Increasing Parental Involvement of Grade one Pupils in Natu Elementary School

Chyrell Garcia, Natu Elementary School

Abstract

INTRODUCTION

Parent involvement in a child's academic studies will result in a more successful schooling experience for the child. Thus, this study aims to discover the reasons of parents' poor involvement in their child's academic performance and the suggested method to increase their involvement.

METHODS

The study used descriptive quantitative methods that aim to identify the level, reasons of involvement, and effective methods of increasing parental involvement of Grade One pupils in Natu Elementary School. Weighted mean, ranking, and averages are also used to determine its level. Fifty-nine parents answered our survey questionnaires.

RESULTS

Results of the study showed that parents' involvement were limited to discussing the pupil's status by contacting teachers by phone. In general, the level of parent involvement in a child's achievement is only partial as evidenced by an average weighted mean of 1.94. Work is the primary reason for their decreasing involvement in school. The most effective way of increasing their involvement is through communicating frequently, using a variety of methods.

DISCUSSIONS

The results demonstrate the need for teachers to continuously reach out to parents in various ways: phone calls, notes, home visits, social media, and in person. Teachers must fully embrace the importance of family involvement and foster this as much as possible. Parents must also understand the importance of parent involvement and participate in school-related events as frequently as possible.

KEYWORDS: parental, academic, involvement, communication, work, performance, teachers, pupils, effective, phone

SUBMISSION ID: R04A-BATANP-0668

Increasing Problem-Solving Skills on Application of Non-Linear Equations with the Use of Strategic intervention Material (SIM)

Sahlee Almonte, Ascendens Asia International Researchers Club

Abstract

INTRODUCTION

Problem Solving on the Application of Nonlinear Equations is among the least mastered skills of Grade 11 STEM students obtained during the first quarter examination, SY 2018-2019. Based on available data, during the first semester SY 2018-2019, the statistic was only 33.21%, falling below the target of 75%. Focused group discussions with Mathematics teachers handling the subject identified inability of students to formulate appropriate equations to solve problems. Thus, it is imperative to focus our study in problem-solving through the use of Strategic Intervention Material (SIM).

METHODS

The design of the study was quantitative in nature and used descriptive and inferential statistical analysis. The existing relationships between correlated variables were also given appropriate attention with the use of the t-test. The intervention and making of the SIM were anchored on satisfaction levels and effectivity.

RESULTS

Results on the validation of the SIM for improvement of its content and appearance showed a mean of 4.11 and 4.57 among Math Teachers, and 4.33 and 4.75 on the first and second rating, respectively (Likert scale of 1 (lowest)-5 (highest)). The results showed a satisfaction level of "Excellent" for Math teachers and SHS students. Raw scores taken by thirty (30) Grade 11 STEM students increased from an MPS of 9 to 14. In order to test the significance of the increase in the raw scores, the computation of the t-test showed that the t-value of 12.57 is in the rejection region. It is greater than the tabular value of 1.699, thus the null hypothesis (there is no significant increase in the students' performance in problem solving on the applications of nonlinear equations) is rejected.

DISCUSSIONS

The validation of the SIM on its content and appearance showed that majority of the respondents are satisfied with its content and appearance. An increase on the mean performance score (MPS) and applying the t-test validated that there was a significant increase in students' performance in problem-solving with the use of the strategic intervention material. Thus, the use of SIM is effective in increasing problem-solving skill on application of non-linear equations. The result of this study calls for similar interventions from teachers in all levels to address the least learned skills of students in any subject area.

KEYWORDS: problem-solving skill, strategic intervention material, mathematics, pre-calculus, application of non-linear equations

SUBMISSION ID: R005-MASBAP-0019

**Increasing Reading Comprehension of Grade Five Pupils of Batangas City
East Elementary School: through Effective Reading Strategies**

Myrna Atienza, Department of Education

Abstract

INTRODUCTION

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost. Students' attitudes towards reading also influence their ability to read. The purpose is to try to understand what the intention is. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel).

METHODS

This study, on the enhancement of reading comprehension skills of Grade Five pupils of Batangas East Elementary School through effective reading strategies, used the descriptive-quantitative method of research.

RESULTS

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

Use of Reading Strategies in Enhancing the Reading Comprehension Skills of Students

Guided reading strategies are often used to help students who struggle with reading comprehension. Pre-reading, during-reading and post-reading strategies are combined to facilitate learning and enhance literacy.

Teaching guided reading strategies to students provides them with the tools to enhance reading comprehension.

DISCUSSIONS

In this study, the researcher came-up with supplementary materials which could be used to enhance the reading comprehension skills of learners. The supplementary materials proposed by the researcher were divided in terms of six reading strategies.

In addition, the supplementary materials are composed of several exercises and drills relating to the six reading strategies. These exercises were carefully chosen to fit the level of understanding of Grade Five pupils.

KEYWORDS: Increasing Reading Comprehension of Grade Five Pupils of Batangas City East Elementary School

SUBMISSION ID: R04A-BATANC-0435

Increasing Reading Comprehension of Grade III Pupils of Talon Elementary School through 5 Fire (5 Finger Retell) intervention

Liwayway Gonzales

Abstract

INTRODUCTION

Every teacher aspires to bring out the best out of his/her pupils. One of the ways that can facilitate this aspiration is to give the gift of literacy. It is frustrating on the teacher's part if despite his/her efforts, some of his/her pupils still have difficulty in comprehending what they read. The teacher then keeps on researching for modern techniques and methods to provide children the needed skills.

This study was conducted for the purpose of determining the effectiveness of 5 FIRE intervention in improving the reading comprehension of Grade III learners of Talon Elementary.

METHODS

This action research is purely descriptive in nature which used the pre-test/post-test approach. A purposive sampling technique was used in the selection of respondents -48 out of 68 Grade III pupils of Talon Elementary School. The school head determined the validity and effectiveness of the said study upon conferring with teachers involved. The comparative analysis of the pre-test and post-test served as the researcher's basis on the effectiveness of the said research.

RESULTS

After the utilization of Five Finger Retell, an improvement in the reading comprehension skills of Grade III learners was notable. From a 51.04% MPS in the pre-test to 67.29% in the post-test, the 16.25% difference between these tests indicates that the intervention significantly helped in increasing the pupils' reading comprehension skills as well as their academic achievement.

DISCUSSIONS

This study focused only on forty-eight (48) Grade III respondents who were proven to have difficulties in reading comprehension in Talon Elementary School during S.Y. 2017-2018. It revolved around the implementation of Five Finger Retell (5 FIRE) as an intervention to address the poor reading comprehension of the respondents. Upon completion of the research the result clearly shows that the intervention program aided in improving the pupils' reading comprehension level. Considering the effectiveness of the utilization of five finger retell intervention in improving the reading comprehension of learners, the teaching force of Talon Elementary school were inspired to use this method in remedial reading instructions. The implementation of this program in all grade levels in the next school year is highly desired, especially when it comes to improving the reading comprehension of slow learners.

KEYWORDS: Five Finger Retell, Reading Comprehension, Frustration Level, reading passages, academic achievement.

SUBMISSION ID: R04A-CAVTP-0552

Increasing Students' Ability in Solving Science Problems (Project Isapuso)

Vilma A. Ching, Pedro Guevara Memorial National High School

Abstract

INTRODUCTION

Memorandum No. 2002 s. 2015 (Nationwide Training on Continuous Improvement (CI) Program) develops and encourages a learner's ability to achieve their full potential with regards to academic thinking and reasoning. The K to 12 program includes different topics for Grade 8 competencies such as forces, motion and energy, Earth and space, matter, and living things, and their environment. In the first grading period, Force, Motion and Energy demands problem-solving skills from students.

The average MPS in Departmental Test for Grade 8 for three consecutive school years in Physics are as follows: S.Y 2013-2014-34.54; S.Y 2014-2015-51.14; S.Y. 2015-2017-49.60. Physics has the lowest MPS in comparison with other subjects. Most students have difficulties in solving problems, translating problems into mathematical form, and in analyzing, deriving and using the correct formulas. In connection with this problem, the authors made an intervention material, FORLIFEm, for students to use in solving problems.

METHODS

Using the intervention material in solving problems, FORLIFEm, this study entitled "PROJECT ISAPUSO: Increasing Students' Ability in Solving Science Problems) determined the difference between the performance of two groups of Grade 8 students of Pedro Guevara Memorial National High School. The first group uses the intervention material in solving problems while the other group solves the problems in the traditional way.

RESULTS

Based on the results, the researchers therefore concluded that with the implementation of the Intervention Material in Solving Problems "FORLIFEm", 119 out of 148 students or 80.41% solved the problems correctly. Without the use of the intervention material in solving problems, 29 out of 148 students or 19.59 % experienced difficulty in solving the problem. A significant increase of 60.82% was obtained. Learners were able to increase their Mean Percentage Scores (MPS) and Mastery Levels in problem-solving.

DISCUSSIONS

The Intervention Material FORLIFEm aids students in understanding problem-solving especially in computations involving Force, Energy, and Motion. The researchers recommend that the intervention material, FORLIFEm, where the list of formulas is listed, will be used by students in different Grade 8 classes.

KEYWORDS: intervention, FORLIFEm

SUBMISSION ID: R04A-LAGUNA-0079

Increasing Students' Participation through Project C-PASS (Chips in Participation Acquiring Stamps and Supplies)

Michelle Katigbak, Department of Education - Lipa City

Abstract

INTRODUCTION

Participation is an important aspect of student learning and a valuable assessment tool for teachers. Students these days are observed to be passive in class. Many of them find speaking up in class a struggle contributing to a student's non-participation. This observation is apparent from Grade 9 students of Pinagkawitan INHS. This called the attention of the researcher because classroom instruction is at stake. She is compelled to make her students participate and learn all while figuring out why they are reluctant to participate. In doing this, she viewed whether the use of a reward system can stimulate learning. It is in this premise that Project C-PASS was implemented on Grade 9 Students of St. Martha, St. Anne, and St. Bernadette Sections of PINHS.

METHODS

This action research used the descriptive design to determine the extent of effectiveness of Project C-PASS on increasing students' participation in the learning process. The researcher conducted interviews, focus group discussions, and surveys to elicit respondents' feelings, perceptions, attitudes, and own experiences in receiving rewards. She also did a comparative study of the pre-test and post-test scores and the first and second quarter grades.

RESULTS

The presentation of results of the study is divided into two parts: (1) the comparative result of the pre-test and post-test scores, and the first and second quarter grades in English 9, and (2) the report of students' feelings and perceptions on what spurs them to participate through the use of reward system. Based on the comparative analysis, there is a 7.56% increase in the post-test MPS and a significant difference between the number of learners who passed/failed during the first and second quarters. These findings imply that Project C-PASS was effective in connecting motivation and participation to students' achievements. The conducted survey also showed that 94% of students considered the classroom reward as a sufficient motivation for them to be more productive.

DISCUSSIONS

As manifested by the increase in classroom interaction and as revealed by the post-test results, the extent of effectiveness of using rewards through Project C-PASS is very effective in increasing students' participation in English 9. Through Project C-PASS students turned out to be more encouraged and more productive since they gained more self-confidence. Likewise, they made extensive use of their intrinsic motivation and participated in the learning process.

KEYWORDS: C-PASS, participation, chips, stamps, supplies, reward, incentives

SUBMISSION ID: R04A-LIPAC1-0233

Increasing the attendance Rate of Grade Three Pupils of Ananias Laico Memorial Elementary School through the School Based Feeding Program, SY 2016-2017

Czarina Rasco

Abstract

INTRODUCTION

The Five-Year School Profile of Ananias Laico Memorial Elementary School shows that Grade Three classes have the greatest number of drop-outs (2013 to 2016), the lowest monthly attendance rates, and have the least number of promotes for three consecutive school years as well. With the aforementioned statements the researcher wants to find out how the attendance rate can increase and at the same time how the drop-out rate can decrease, through the implementation of the School-Based Feeding Program.

METHODS

a. Sampling
Data Collection
Ethical Issues
Plan for Data Analysis

RESULTS

The inclusion of 20 Grade Three pupils in the feeding sessions of the School-Based Feeding Program for 120 days and the closed monitoring of their attendance was proven to be of great help in increasing the attendance rate of Grade Three classes. The report of their daily attendance showed that there was an increase in the number of their school appearance, and they surpassed the 85 percent individual attendance requirement.

The regular attendance of 20 pupils in daily feeding programs contributed to the increased attendance rate of grade 3 classes from November 2016 to January 2017.

DISCUSSIONS

The proponent focused on 20 Grade Three pupils from 4 sections of Ananias Laico Memorial Elementary School whose nutritional status was “wasted” and “severely wasted” as determined by the baseline data gathered in June 2016. It so happened that they were also those who have frequent absences.

Quantitative and qualitative data needed in this study came from respondents who are Grade Three teachers, the school feeding program coordinator, the school principal and Grade Three pupils themselves. Records like School Form 2, SBFP 1, SBFP3, and other nutritional forms were used as data sources.

A combination of interview and survey methods were utilized to generate the necessary data which could help in having a comprehensive study.

The duration of this study coincided with the 30-day feeding sessions which started on November 3, 2016. This took place in Ananias Laico Memorial ES.

KEYWORDS: increase, attendance rate, feeding program, implementation

SUBMISSION ID: R04A-LAGUNA-0323

Increasing the attendance Rate of SARDO's and PARDO's of Maglambing Integrated School through Adopt a Child Program

Myrnalyn Evangelio, Department of Education

Abstract

INTRODUCTION

Every student should be given a chance to go to school. However, some students tend to drop out of school due to various factors. In this regard, teachers continue to find ways to save these students from dropping out. In this context, Maglambing Integrated School encountered problems as regards the attendance of pupils and students. Thus, Adopt a Child Program was designed to save these learners. In this study, the school focused on increasing the attendance rate of the Students at Risk of Dropping Out (SARDOs) and Pupils at Risk of Dropping Out (PARDOs). Since the root cause of the problem was the financial aspect of these students and pupils, the program was initiated wherein learners were assisted financially by the Principal and the teachers of the school. Hence, this research was conducted to determine the level of effectiveness of the program in increasing the attendance rate of SARDOs and PARDOs of the school.

METHODS

In answering the research questions, the researcher employed different methods in gathering data. The first method was through a Survey Form addressed to the class advisers of the SARDOs and PARDOs to determine their demographic profile and their attendance rates. The second method was through a comparative analysis of attendance rates before and after the intervention to determine the effectiveness of the program.

RESULTS

Results show that there is an increase in the attendance rate of pupils and students after the intervention. SARDOs and PARDOs of the school were between 8-9 years old, for Elementary, and between ages 14 and below, for Secondary. Majority of these pupils and students were male whose average family income is P5,000.00, who also have 7-8 other siblings. The quarterly attendance rate of pupils and students was only 41% of the total school days. However, after the intervention, the attendance rate of the pupils and students had increased to 67%. This indicates that the Adopt A Child Program was effective in increasing the attendance rate of pupils and students.

DISCUSSIONS

The results indicate that the use of the intervention improved the attendance rate of pupils and students. The research results also indicate that the intervention used was effective.

KEYWORDS: SARDO's, PARDO's, attendance rate, intervention

SUBMISSION ID: R013-SURSUR-0248

Increasing the Awareness in Global Warming of Grade 5 Pupils of Anas Elementary School through the Use of "Present-Engage-Build infographic Utilization Technique"

Ryan Sulivas, Chairperson - Department of Education Quezon 4th Congressiona
District Research Committee

Abstract

INTRODUCTION

Utilizing innovations is not new in a 21st century classroom. Infographic materials is one of the most noteworthy types of visual materials. However, teachers still use old techniques in teaching their lessons. These old practices undeniably affect pupils' academic performance. It was observed by the researcher that learners showed low interest and attention to science class lessons. Thus, the researcher developed a technique in utilizing infographics and tested if this intervention is effective.

METHODS

The researcher utilized the descriptive-experimental method where the research itself considered two tools: the pre-test and post-test with respect to the use of infographic materials on global warming. The pre-test was given to Grade Five pupils. Thereafter, the "Present-Engage-Build Utilization Technique" was administered to the respondents. To see the difference, there post-test scores were compared to their pre-test scores. The significant difference of the pre-test and post-test was computed using the t-test.

RESULTS

Results show that the pre-test result was very poor but there was a remarkable increase in the post-test score after the use of infographics. There was a significant difference in MPS scores of Grade 5 pupils in Science before and after using infographics materials in teaching global warming. This is evidenced by the computed t-value and critical value. The utilization of infographic materials in teaching was found effective in increasing the mean scores of Grade V pupils of Anas Elementary School.

DISCUSSIONS

Innovation in the utilization techniques of infographic materials was found effective. During the teaching-learning process, certain concepts were understood through the utilization of the technique. Adopting such techniques increases the academic performance of pupils in the classroom. School heads may conduct or organize instructional LAC sessions to improve the quality of manipulation and utilization of some instructional materials.

KEYWORDS: Technique, Utilization, Infographic materials

SUBMISSION ID: R04A-QUEZON-0020

Increasing the ICT Competence Level of Pagbilao West Elementary School Teachers Using one Hour a Day Hands-on Program

Eufrocina Macarulay, Department of Education - Pagbilao

Abstract

INTRODUCTION

The goal of this action research was to increase the ICT competence level of PWES teachers through the One Hour a Day Hands-On Program.

METHODS

This action research used the descriptive type of research with questionnaires as its main guide. The study was conducted in Pagbilao West Elementary School, Pagbilao Quezon involving 19 teachers. Relevant data for this action research were gathered through a validated self-devised questionnaire. Responses were treated statistically using simple percentage and weighted arithmetic mean.

RESULTS

The study revealed that the One Hour A Day Hands-On Program is effective in increasing the ICT competence level of Pagbilao West Elementary School teachers. Most commonly used ICT by teachers were personal laptop computers (13 or 64.42%), printers (12 or 63.15%), internet (10 or 52.63%), digital cameras (6 or 31.58%), other gadgets, i.e., flash drives, CD, Wi-Fi (4), and personal desktop computers (3 or 15.78%). Before the implementation of OHADHOP, the ICT competence, knowledge, and skills of Pagbilao West Elementary School teachers registered a general weighted mean of 1.95. This indicated that Elementary School teachers had a less than competent rating. After OHADHOP, their competence registered a general weighted mean of 2.60. This indicated that Pagbilao West Elementary School teachers had gained a competent rating.

DISCUSSIONS

PWES teachers are using basic ICT tools and do not possess the necessary skills towards innovative teaching and learning. They use and apply basic ICT tools with the desire to achieve innovative teaching and learning. It is recommended to the school administrator to consider the One Hour A Day Hands-On Program to support teachers' ICT competence level. Also, there is an urgent need to increase the level of ICT competency among teacher-educators especially as regards concepts and operations of technology.

KEYWORDS: ICT, COMPETENCE LEVEL, HANDS-ON

SUBMISSION ID: R04A-QUEZON-0319

Increasing the Level of Early Childhood Care Development of Kindergarten Pupils Thru the use of Every Friday Funday of San Roque Elementary School

Lynne Britania, Department of Education - Sariaya West

Abstract

INTRODUCTION

Friedrich Froebel once said, "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul". San Roque Elementary School beholds that young children learn when they play. Children grow in a friendly environment and as they explore more during playtime, they also develop their gross and fine motor skills, their receptive and expressive language, and their cognitive and socio-emotional needs. Since kindergarten is a formal educational step in the Philippines, all children aged five are mandated to enter school. Facing new challenges like scheduling, learning to behave, and acting properly based on activities set by the teacher, some feel bored and look for physical activities they were used to doing.

METHODS

This study used quantitative methods of research. It specifically utilized the descriptive method. The study was conducted among 49 Kindergarten pupils from August to October 2016 using the approved Every Friday Funday Activities. Relevant data were gathered through the Early Childhood Care Development Assessment Checklist. Responses were treated statistically using the weighted mean and t-test for dependent variables.

RESULTS

Data show that there is a significant difference in the pre and post-assessment of their ECCD, at 0.05 level. This means that there is a marked improvement in the pupils' development when games are applied to teach core competencies.

DISCUSSIONS

Results reveal that children learn best when the experience is pleasing or satisfactory. Children meet the expected competencies even during their play time. The Every Friday Funday Program List of Activities developed their cognitive, psychomotor, and affective characteristics. Evidence supports that toddlers learn more through direct and purposive activities such as art and social games. It is also concluded that boredom may hinder one's learning.

KEYWORDS: games, early childhood care, kindergarten, learning by doing

SUBMISSION ID: R04A-QUEZON-0223

**Increasing the Level of interest and Reading Comprehension Skills of Grade 7 Students of Quezon National High School through Project HELP
(Hasain, Engganyuhin, at Linangin ang Pagbasa ng mga Mag-aaral)**

Maricel Sotto, Quezon National High School Division of Quezon

Abstract

INTRODUCTION

Reading sharpens the intellect of a person; however, this is one of the macro skills that is often neglected by students. Based on observation, many students focus much of their interest in playing different gadgets and in using social media platforms. Although they may have oral fluency, the results of Grade 7 PHIL-IRI test are very alarming because most of their reading comprehension scores fall under frustration level. This study developed and implemented the PROJECT HELP, a reading intervention program, to help increase the interest and comprehension levels of students in reading.

METHODS

This study used a descriptive research design. The participants of the study were determined using the purposive sampling technique. A group of forty-five (45) Grade 7 students of QNHS for school year 2017-2018 were asked to participate. The Reader Self-Reflection Scale 2 to determine students' interest in reading and the PHIL-IRI to determine the reading comprehension levels of students were used in the pre and post-test activities. T-test for dependent samples was used to determine if there is a significant difference between the pre and post-test scores of students before and after the application of the intervention program.

RESULTS

The results of the pre-test show that there is a low level of interest and low level of reading comprehension among the participants before the implementation of PROJECT HELP. After the implementation, there was an increase in the interest level and comprehension level in reading. There is a significant difference between the scores of the participants in their interest and comprehension levels in reading before and after the application of PROJECT HELP. It may be concluded that students' reading comprehension level may improve if their reading interest level will likewise be improved. It is very important to regularly give students time to read things they enjoy most and to give them a chance to share their thoughts with their classmates.

DISCUSSIONS

Project HELP helped in increasing students' level of interest and level of comprehension in reading. This project may be used to a more diverse pool of students or to students of higher-grade levels to see its greater impact and reliability.

KEYWORDS: reading interest, comprehension skill, recreatory reading program

SUBMISSION ID: R04A-QUEZON-0170

**Increasing the Level of Performance in Spelling of Grade Three-Pomelo of
infanta Central Elementary School through RQG Method (Rosalie
Quambao Gines)**

Rosalie Gines, Department of Education

Abstract

INTRODUCTION

Spelling is a vital component of reading. For young children, research clearly indicate that spelling supports learning to read, and for older children, it's likely that learning about the meaningful relationships between words will contribute to vocabulary growth and reading comprehension (Moats, 2005/2006). Spelling is an essential and complex skill involving multiple components, including visual memory, phoneme grapheme awareness, as well as, orthographic and morphonemic knowledge (Van Hell, Bosman, & Bartelings, 2003; Albert & Walshe, 2004).

METHODS

The experimental method was used. The study was carried out in Infanta Central Elementary School, Infanta, Quezon, school year 2016-2017. The study was done among Grade Three pupils (Section Pomelo).

RESULTS

Based on the findings, the researcher concludes:

Prior to the conduct of the research, Grade Three teachers had a good method of spelling instruction.

Pupils who learned using the traditional approach had lower scores and showed confusion when taking the spelling test.

The RQG Method shows that in spelling lessons, the performance ability of the pupils is very significant in learning to spell words.

There is a significant difference between teaching spelling using the RQG Method versus the traditional approach.

DISCUSSIONS

Based on data gathered before the implementation of RQG Method (Modified Fitzgerald & Horn Method) it was revealed that the level of performance in spelling of Grade Three section Pomelo is 69.30%. After utilizing the RQG Method the level was 77.07% with a significant difference of 7.68%. The RQG or modified Fitzgerald & Horn Method is an enjoying and fun activity: 90% say that the RQG Method is enjoying; 83% helped pupils analyze the test item; 80% say that the RQG Method gave them more time to develop their skills; 78% say that it helped them spell words correctly and served as a stepping stone to improving their writing skills in English; 76% say the RQG Method helped them improved comprehension skills in English and in the application of theories in Science; 73% say the RQG Method helped them improved their reading level/ability.

KEYWORDS: SPELLING INTERVENTION

SUBMISSION ID: R04A-LUCENA-0026

Increasing the Mastery in Mathematics of Grade Six Learners through the Utilization of "I Love Math!"

Maricon Estrellado, Department of Education

Abstract

INTRODUCTION

Math is not just an academic subject as it pervades life situations on a daily basis. Yet, most learners exhibit a negative attitude towards it. In Bukal Sur Elementary School, Grade 6 MPS was 51.6% in 2015, 47.54% in 2016, and 50.24% in 2017 (TMEPA 2015-2018). This fluctuating results signify the implementation of an intervention. This is made especially so in June 2017 when Grade 6 students will be governed by the new K to 12 Curriculum. Adjusting to the challenges brought by the curriculum shift, the researcher deemed it significant to use an ICT-integrated instructional material aligned with the contents of the new curriculum. Hence, the research-based "I Love Math!" is hereby utilized.

METHODS

The researcher made use of the quasi-experimental method. The study considered the results of the pre-test and post-tests given to Grade Six-Humble learners in evaluating their mastery level in Math. Then, the significant difference in the mastery level before and after the utilization of I Love Math was analyzed. This study also used the descriptive-survey method of research for the analysis of the significant difference in the mastery levels when classified according to their preferred learning styles.

RESULTS

The pre-test results reveal that the mastery levels of respondents were Nearing Master in Number & Number Sense, while Mastery Least in four other content areas. The post-test results show that there is Mastery in the Number & Number Sense and in Geometry, and Nearing Mastery in 3 other content areas. From the pre-test mean of 12.27 and a 31.35% MPS, the post-test registered an increased mean of 30.82 and 75.40% MPS. Fourteen out of 45 or 31% were activists, 13 or 28% were reflectors, 5 or 11% were theorists, 3 or 7% were pragmatists, and 15 or 33% prefer 2 or more learning styles. It was also found that there is no significant difference in the mastery level when they were classified according to their preferred learning styles. However, there is a significant difference in the mastery level before and after the utilization of I Love Math!

DISCUSSIONS

The findings denoted the importance of ICT-interventions like "I Love Math!" especially in the initial years of the Kto12 Curriculum implementation. With the identified considerations on the ILM content and structure, the researcher may conduct another cycle of related research with the revised version of the ILM and implement the same to more respondents.

KEYWORDS: interactive learning module, learning styles, mastery level, Mathematics 6

SUBMISSION ID: R04A-QUEZON-0228

Increasing the Mastery Level in Oral Reading Comprehension of Grade V pupils

Marissa A. Rendon, Department of Education

Abstract

INTRODUCTION

There are four avenues of learning: listening, speaking, reading and writing. Reading with comprehension is important in every communication as this relates to the three other types. This research studies the purpose of developing skills and attitudes towards an efficient and effective reading comprehension. Reading comprehension involves a process of constructing meaning from a text or reading material. Likewise, it is also the ability to process text, understand its meaning, and integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing the meaning of words (vocabulary), ability to understand the meaning of words in a context, ability to follow the organization of passages and to identify the main thought of a passage and ability to answer questions in a passage.

METHODS

The researcher used the descriptive method during the research. Collection of data was based on the results of the pre-test. Remedial classes were given over a 4-month period starting from July to October 2018; scheduled every day from 10:55 am to 11:55 am. The participating slow readers will be checked and their mastery at the post-test shall be utilized in the analysis of the result.

RESULTS

Comparative analysis shows an increase in the mastery level and the reading comprehension among slow readers. The pre-test data show that only 10 pupils are considered as independent readers, 13 instructional, and 9 slow readers under frustration level. Post-test scores however show that the comprehension level has increased from 31% to 50% among independent readers, 41% to 44% among instructional readers, and decreased from 28% to 6% among frustration level readers. The pre-test registered 9 frustration readers but there were only 2 in the post-test.

DISCUSSIONS

As expected by the researcher, in improving the mastery level in oral reading comprehension, remedial classes made the most impact. This involved reading short stories, poems, verses, role playing, and dialogues. Sometimes, home visits are done to follow up parents on their children's developmental reading activity, health, and class attendance.

KEYWORDS: Reading Comprehension, Remedial Class, Vocabulary

SUBMISSION ID: R013-SURSUR-0236

Increasing the Mean Percentage Score of the Students through Project MEDICS (Mathematical Electronics Devices and Innovation Competency-based activities and Strategies)

Jhomar B. Jaravata, Bula National High School

Abstract

INTRODUCTION

Mathematics is a field of fascinating ideas and surprises. These ideas aid in improving methods, techniques, and approaches to increase students' understanding and mastery of mathematical concepts. This study is a response to the challenges faced by Mathematics teachers in capturing students' interest and in improving their performance.

METHODS

This study was conducted to determine the effectiveness of Mathematical Electronics Devices and Innovative Competency-based activities and Strategies (MEDICS) in improving mean percentage scores in Mathematics of Grade 11-Domestic Refrigerator and Air Conditioning Services (DomRACS) students. Gathered data were treated properly and analyzed using mean, percentage, rank.

RESULTS

The mean percentage score of Grade 11-DomRACS students in the Mathematics Midterm test was below the planning standard of Department of Education. With the help of Project MEDICS, the mean percentage score of these students increased.

DISCUSSIONS

The use of innovations, such as Project MEDICS improved the performance of students in General Mathematics. It is recommended that more innovative instructional materials be made so that students would have a good grasp of topics that would be discussed. It is further recommended that innovative instructional materials should be prepared as supplementary teaching tools in teaching high school Mathematics subjects.

KEYWORDS: Mean Percentage Score, Mathematical Electronics Devices, Competency-based activities, Strategies

SUBMISSION ID: R005-CAMSUR-0071

**Increasing the Mean Performance Score of Selected Tnhs Grade 7 Students
in Fundamental Operations through Enhancing Readiness in Mathematics
(ERM) Program**

Emerita Marquez, Talipan NHS

Abstract

INTRODUCTION

This research study aimed to increase the mean performance score of selected TNHS Grade 7 students in fundamental math operations through the ERM program.

METHODS

The study employed a quasi-experimental design. Pre-tests and post-tests were administered to the group of students to determine the effectiveness of the program. Respondents were chosen purposively following certain criteria. Statistical treatment such as percentage rating, mean, and t-test for dependent samples were employed for data analysis.

RESULTS

The study showed a marked increase in the mean performance score for Basic Mathematics after the implementation of the ERM program. The study further revealed that there is a significant difference before and after the implementation of ERM program. Thus, the use of the ERM program is effective in increasing the mean performance score for Basic Mathematics among Grade 7 respondents.

DISCUSSIONS

This study developed an intervention program which was effective in increasing the mean performance scores in Basic Mathematics of selected TNHS Grade 7 Students.

KEYWORDS: Mean performance score; fundamental operations; ERM program

SUBMISSION ID: R04A-QUEZON-0256

Increasing the MPS of Grade 7 Avocado in TLE through the use of Visual and Audiovisual Instructional Materials

Princess Joy Mengua, Department of Education Quezon

Abstract

INTRODUCTION

The school is a vital institution in providing knowledge, skills and career pathways for students. The TLE responds to the needs of students by providing them practical knowledge and skills, vocational and technological efficiency, and problem-solving knowhow.

TLE in Grade 7 equips learners with knowledge and skills as regards the use and maintenance of certain tools and equipment; experience in performing measurements and calculations; interpreting lay-outs; and practicing occupational safety and health in the fields of Cookery, Bread and Pastry, Agricultural Crops, and Handicraft Production. The alignment of TLE curriculum with the escalating demand of skilled employees will enable the graduate to obtain a certification and secure employment. Thus, there is a need for an experiential learning aided with right and adequate tools and equipment for instruction.

This study is conducted to increase the MPS of TLE students using visual and audiovisual instructional materials. This is prompted by the observation that Grade 7 TLE students are having difficulties in remembering concepts and understanding topics under the traditional method of teaching.

METHODS

This study utilized a quasi-experimental design wherein the first and third grading test results were used as data. The researcher utilized the first grading test result as a pre-test and the third grading test result as a post-test. Thirty-four (34) Grade 7 Avocado students of Danlagan NHS were selected as respondents. The arithmetic mean was used to determine the average score of the respondents before and after using the visual and audiovisual instructional materials. The t-test was applied to find out whether there was a significant difference between the pre-test and post-test scores.

RESULTS

The pre-test of the respondents yielded a mean of 35.50 and an MPS of 59.17, and a mean of 44.00 and an MPS of 73.33 in the post-test. There is a noticeable improvement in their performance since the t-value is higher than the t-critical value.

DISCUSSIONS

The study showed that the use of visual and audiovisual instructional materials in TLE improved the MPS since this subject is exploratory in nature. The use of these instructional materials aroused students' interest, helped them easily comprehend, retain, and recall concepts.

KEYWORDS: Technology and Livelihood Education

SUBMISSION ID: R04A-QUEZON-0383

**Increasing the Performance in Pronunciation of Consonant Cluster in
English of Grade Four-Hornbill of infanta Central Elementary School for
S.Y. 2017-2018 through " RASH "**

Fe Orantia, Department of Education

Abstract

INTRODUCTION

Oral reading is a complex task done by students. Paradoxically one can learn to read by reading. One significant point of learning to read is to understand how written language and oral language correspond. The English writing system is based on alphabetical principles of spoken word. Therefore, to understand the alphabetical principle, one must recognize that spoken words consist of a sequence of sounds and this understanding is called phonemic awareness (Mc Cornick, 1999). Oral reading is a means by which one gets information and enjoyment. However, the information acquired through reading depends on one's interpretation. Different people could have different interpretations despite reading the same material. When it comes to any oral reading activity, the person is a unique individual that is trying to make meaning of the text.

METHODS

This study used the descriptive method and employed survey techniques. Best (2001) states that the descriptive method is a fact-finding study characterized by an adequate and accurate interpretation of findings. It describes and emphasizes what actually exists, i.e., current conditions, practices, situations, or any other phenomenon.

RESULTS

The level of performance of Grade-4 Hornbill pupils were affected by the type of activities. The performance levels increased after the implementation of RASH. Project RASH was a big help to teachers and pupils. Pronunciation of consonant clusters in English saw an improvement.

DISCUSSIONS

The pronunciation of consonant clusters falls under frustration level before the intervention but was classified as instructional post-intervention. It can be concluded that Project RASH enhanced students' micro-skills in reading, e.g. pronunciation, spelling, writing, composing sentences, agility, and comprehension.

KEYWORDS: PRONUNCIATION

SUBMISSION ID: R04A-QUEZON-0262

**Increasing the Performance Level in Mathematics of Grade III Pupils of
Bukal Sur Elementary School through the Utilization of intervention
Material "ASMD 4X4"**

Rowena Andaya, Chona Aquino, Eva Perez, Maricel Pizarra, & Nnallie Valencia

Abstract

INTRODUCTION

Our world is a Mathematical world because Mathematics is used in every single aspect of our daily lives. In the last decade, teachers were strongly encouraged to incorporate higher-order-thinking questions into their instruction but some have chosen to remain in their traditional way of questioning. These practices have contributed to the low performance of pupils in Mathematics. The low MPS attained by the five sections of Grade III of Bukal Sur Elementary School in the 5-Item Tests in Mathematics for the 1st and 2nd Quarters of SY 2016-2017 alarmed teachers thus prompting them to intervene and apply "ASMD 4x4".

METHODS

The researchers used the quasi-experimental method. After four weeks of using "ASMD 4x4", the post-test was given to the respondents. The result was compared to the result of the pre-test. Whether the intervention applied was effective or not was analyzed. To determine if there was a significant difference, the T-Test was also used.

RESULTS

The scores gained in the pre-test were very low, having a mean of 2.49 and an MPS of 17.24. The results also show that the number of pupils with mastery was really small compared to those pupils without mastery, the latter registering at 90.97%. A notable increase in the post-test with a mean of 4.06 and an MPS of 41.21 was achieved after four weeks of using the intervention material. The percentage of pupils without mastery decreased to 58.71%. It was also found that there is a significant difference in the pupils' performance as indicated in the computed t-value of 16.62 which is greater than the tabulated critical value 1.9750.

DISCUSSIONS

The result of the study proves that carefully prepared intervention materials really improve pupils' performance. Furthermore, Mathematics teachers, especially those who are handling early graders, are encouraged to always incorporate higher-order-thinking questions in their daily classes for the early development of pupils' skills in Math.

KEYWORDS: Mastery Level; ASMD 4x4; four fundamental operations; incorporate; higher-order-thinking questions

SUBMISSION ID: R04A-QUEZON-0063

Increasing the Reading Level and interest among Grade II Pupils through the Utilization of Project Pinky (Pagbasa Sa Ikauunlad Ng Kabataang Yaman) During the School Year 2017-2018

Pinky Gahite, Department of Education/ Cavinti

Abstract

INTRODUCTION

The primary purpose of this action research is to determine the effectiveness of Project PINKY (Pagbasa sa Ikauunlad ng Kabataang Yaman) on the reading level and interest of Grade II pupils in Cavinti Elementary School SY 2017-2018. Specifically, it aims to improve the reading performance level of the pupils.

METHODS

The researcher conducted the action research from July until November of School Year 2017-2018 and used quota sampling, independent of population characteristics. The respondents consisted of 27 Grade II pupil participants. The Statistical Treatments used are Weighted Mean, Mean Percentage Score, and Standard Deviation.

RESULTS

There is an increase on the Mean, MPS and SD. The use of Project PINKY as a reading intervention for the improvement of the reading level and interest of pupils was beneficial. The big increase in the reading level and interest among pupils revealed that immersing them with good books and worthwhile educational materials results in their having better comprehension.

DISCUSSIONS

The utilization of Project PINKY (Pagbasa sa Ikauunlad ng Kabataang Yaman) as a form of reading intervention enhanced the reading level and interest of Grade II pupils. There is clear support for the idea that enormous amounts of reading materials should always be present in areas where there are pupils, such as the classroom, nooks, doorways, and corners, among others. Flooding pupils with books that suit their age and captivate their interest will greatly aid in the development of their reading level and interest.

KEYWORDS: Reading, interest, level, performance, project, intervention, classroom, school, goal, research

SUBMISSION ID: R04A-LAGUNA-0362

**Increasing the Reading Performance and Word Recognition in Filipino of
Grade one-Daffodil Learners through Titik Tunog Routine**

Carmelita De Roxas, TRAQ

Abstract

INTRODUCTION

The Department of Education (Department of Education) is implementing the Every Child a Reader Program (ECARP) which aims to train primary school children to read corresponding to their grade level. In line with this, Department of Education Order No. 45, s. 2002 states that no pupil is promoted to the next level or grade unless he/she manifests mastery of basic literacy skills. Based on the data acquired by the researcher from her Grade I class, 32 out of 33 students are non-readers. The result prompted the researcher to think of ways to improve the situation. Since learning to read begins with letters and sounds, the researcher decided to come up with a strategy using the Titik Tunog Routine, wherein learners recite the alphabet with their corresponding sounds. Having been introduced to grade one learners, the researcher desires to find out the impact of the Titik Tunog Routine.

METHODS

This study employed the quasi-experimental method of research. This was used to determine the reading performance and word recognition of Grade One-Daffodil pupils before and after the implementation of the Titik Tunog Routine. Results of the pre-tests and post-tests were used to measure any significant difference on learners' word recognition.

RESULTS

After five months of Titik Tunog Routine, data shows that 30 or 96.97% of Grade One-Daffodil pupils are now readers. The word recognition performance of Grade One-Daffodil learners demonstrates a marked improvement. The T-test showed a significant difference on the word recognition of learners after the intervention. This means that the Titik Tunog Routine was effective.

DISCUSSIONS

The results demonstrated that there is a significant increase in the number of readers after doing the routine. Likewise, there is a significant difference between the pre-test and the post-test results of Grade One-Daffodil learners which indicates that the use of Titik Tunog Routine in teaching reading is effective in familiarizing with the sounds of letters and also helpful in learning to read in Filipino.

KEYWORDS: Reading Performance, Reading Strategy, Word Recognition

SUBMISSION ID: R04A-QUEZON-0359

**Increasing the Reading Performance in Grade 3 Pupils of Janagdong 2
Elementary School Using Gear (Guided Effective Alert Reader)**

Mamerta Castillo

Abstract

INTRODUCTION

Reading is one of the most important ingredients in students' learning processes. We cannot have any form of academic excellence without the ability to read and comprehend. Teachers play a critical role in developing their students' reading habits. Reading will develop the skills and the right attitude that will contribute to lifelong learning.

METHODS

This study used the descriptive-comparative type of research where samples were purposively chosen. Results were computed using the Mean to determine the reading performance of Grade 3 pupils before and after the use of GEAR (Guided Effective Alert Readers). From the data collected, the t-test was used to know any significant difference on the reading performance of Grade 3 pupils before and after using GEAR. The study was conducted in the school year 2017-2018.

RESULTS

The findings reveal that Grade 3 respondents saw an improved reading performance after using GEAR (Guided Effective Alert Readers).

DISCUSSIONS

The results show that a collection of new words helps students sharpen their vocabulary. Having guided activities involving a word bank will be a great help for students. It also helps to have a dictionary habit wherein the student meaningfully learns one word daily. Teachers from other districts may also adopt GEAR (Guided Effective Alert Readers) as a tool to increase the reading performance of their pupils. Innovation of reading materials suited to the needs of students must be initiated and materialized.

KEYWORDS: Intervention, pre-test, post-test, reader, reading performance

SUBMISSION ID: R04A-QUEZON-0296

**Independent Learning Strategy Using Simply (Simplify-Apply) in
Addressing a Least Learned Competency in Mathematics 8**

Rochelle Anna Myla Paronda, Teacher

Abstract

INTRODUCTION

The students' ability to learn a particular topic depends on the teaching strategy. Mathematics, for example, is undeniably one of those subjects considered to be difficult by most. There would always be one or more least learned competencies for each quarter or grading period. This is evidenced by the result of the item analysis conducted after the first quarter examination. One of the Least-Learned Competencies was to simplify rational algebraic expressions (M8AL-Ic-2).

METHODS

This study utilized the descriptive method of research. The respondents were Grade 8 Kasilag & Linnaeus students of Cantilan NHS, S.Y. 2017-2018. The Least-Learned Competency was identified through the item-analysis of the 1st quarter examinations results for Grade 8 Math. After identifying the LLC and gathering pertinent LLC data, a Strategic Intervention Material (SIMPLY) was designed and validated. Respondents were tasked to answer drills, exercises, and activities, after which they took the post-test to measure any improvement. The scores of the respondents in the post-test were gathered for interpretation.

RESULTS

There is an improvement in the performance level of students after the intervention. An increase of 4.28 or 54.11% in their performance was noted after the employment of Independent Learning Strategy using SIMPLY.

DISCUSSIONS

Applying different strategies like "think-pair-share" in SIMPLY caused an increase in students' performance. The researcher also considered lessening the number of activities in the material and giving students more time to carry out their tasks. Had these changes been done earlier, students might have even obtained higher scores. These apprehensions must therefore be taken into consideration by future researchers, specifically those who will conduct a study similar to this one.

KEYWORDS: SIMPLY, pre-test, post-test, independent learning strategy

SUBMISSION ID: R013-SURSUR-0230

**Indicators of Parental Involvement and Academic Achievement towards
Developing a School Facilitated Parenting Involvement Program**

Katherine Pelojero & Merly D. Aure, Constancio E. Aure Sr NHS

Abstract

INTRODUCTION

Parental involvement in school could either be in the form of attending a general school meeting, attending a scheduled parent-teacher conference, attending a school or class event, volunteering for a school activity, or serving in a school committee.

Parenting is important in the Philippine society because the family is viewed as central to one's social world. Parents' involvement in school activities is very essential to their children's academic performance. Involvement allows parents to monitor school and classroom activities. Research shows that students perform better in school if their parents are involved. This therefore emphasizes that a lack of parents' involvement may also have a great impact on the learner's performance in school.

METHODS

This study used the descriptive design of research, with questionnaires as its main instrument for gathering data. Frequency and percentage were used for data analysis. Respondents were chosen through the purposive sampling method taking into account the objectives of the study.

RESULTS

The study found that even though there is less than ideal parent involvement, most of them still find time in monitoring the progress of their child by talking with teachers and discussing report cards. The students were able to perform well in school even if parents seldom come to school.

DISCUSSIONS

The study proved that there is no significant relationship between the parents' involvement and the academic performance of their children. For the first quarter, the mean average was 87.28, for the second quarter, it was 89.58, and for the third quarter, 89.99. In conclusion, the researchers decided not to create a program that encourages parental involvement for this school year.

KEYWORDS: parent-reported participation, parental involvement, academic performance

SUBMISSION ID: R04A-CAVITP-1713

Indicators of the Increasing Rate of Teenage Pregnancy in Remote Areas of Naguilian, Isabela

Jenny Magmanlac

Abstract

INTRODUCTION

Teenage pregnancy refers to the pregnancy of a woman who is less than 20 years old. This is a serious issue that may create an impact on the future of teenagers. (Mothiba & Maputle 2012) We are facing a very difficult scenario because our young ones are the primary absorbers of present issues, like the increasing number of early pregnancies and the prevalence of sexually transmitted diseases.

Being out of school youths and not having proper sexual education cause teens to get abortions as they ultimately realize their inability to bear the responsibility of being a parent at such a young age.

METHODS

The study is designed to evaluate the increasing rates of teenage pregnancy. The respondents consist of 60 teenagers (30 male and 30 female) in the barangay of Rang-ayan, Sta. Victoria, Sto. Tomas, Naguilian, Isabela. Data was analyzed using statistical methods.

RESULTS

The following are the findings of the study:

Profile of Respondents

Age

At the time of the study, majority of the respondents were between 18 and 19 years old, a few as young as 16 years old.

Educational attainment

Most of the respondents were in Junior High School.

Socio-economic

Most respondent get an annual income of 25,000-30,000.

Educational attainment of parent

Twenty or 33.3% of the respondents' parents completed primary education.

DISCUSSIONS

Adolescents need teenage pregnancy prevention strategies and programs based on effective and proven practices. The school administration should strengthen its homeroom and guidance programs so teenagers will be given information and counseling regarding romantic relationships. Class advisers must act as second parents to teenagers especially to those in need of parental guidance. Teenage parents should be given an orientation about how to prevent more pregnancies.

KEYWORDS: Indicators, Teenage, Pregnancy

SUBMISSION ID: R04A-BATANP-1481

**Indigenous Peoples Education (IPEd) Program in Public Elementary
Schools in Batangas City**

Fajardo, Allalane C. & Alex, Arlene E., Department of Education - Batangas City

Abstract

INTRODUCTION

Education can be viewed not only as a constitutional right but also as a basic need. In pursuit of the country's economic growth and development, every individual should be persistent and be given the right to this basic need by all legal and accepted means: access to education for all, including indigenous peoples. In this respect, a new wave of research endeavors to re-examine the syllabi of educators to include local culture, indigenous origin, and unique personal identity as bases for an authentic education program. This is highlighted by the adaptation of the Indigenous Peoples Education (IPEd) Program. Such a transformation is not revolutionary. Indigenous peoples have been part of Philippine society since time immemorial. They have been producing spectacles of culture even before history started recording itself. It is important however to discover new ways to empower, enlighten, and educate IPs given their special circumstances.

METHODS

This study used the descriptive-qualitative research design. The researchers used observations, interviews, documentation analysis, among others. The participants of the study were six (6) teachers from Wawa and seven (7) teachers from Malitam Elementary School. The data gathered were treated with the use of weighted mean.

RESULTS

This study revealed the following significant findings. 1. Description of the Indigenous Peoples Education Program

1.2. Historical Beginnings

1.3. Acceptability of the program.

Characteristics of IPEd Pupils Enrolled during SY 2017-2018

Level of Performance by Learning Areas and Grade Levels

Challenges Met by Teachers and the Prospects in the implementation of IPEd

DISCUSSIONS

The Indigenous Peoples Education (IPEd) Program of the Department of Education may be described as an acceptable curriculum responsive to marginalized ethnic groups. The program focuses on teaching indigenous knowledge, models, methods, and content within formal and non-formal educational systems, with the goal of educating the ethnic group of basic educational knowledge, skills and values without losing their sense of cultural identity. Badjao learners' manifest commonalities with other elementary learners but display weakness in diligence and respect for elders necessitating better integration of these values in the IPEd program.

KEYWORDS: INDIGENOUS PEOPLES EDUCATION PROGRAM IN PUBLIC ELEMENTARY SCHOOLS IN BATANGAS

SUBMISSION ID: R04A-BATANC-0343

Influence of Environmental Factors in the Choice of Bachelor of Secondary Education as a Course of First Year Students of City College of Tagaytay, A.Y. 2016-2017

Mary Ann Gallasa

Abstract

INTRODUCTION

There is a growing body of research on the factors affecting the choices people make to pursue a career in teaching. There may be various motives behind one's selecting teaching as a career. Research evidence shows that career decisions among students is determined by a combination of personal abilities, personality type, and certain environmental factors. This study aims to investigate the said environmental factors, i.e., family background, school environment, religious institution, and peer groups.

METHODS

The descriptive method was utilized in this study. Responses from the questionnaires were analyzed, classified, and tabulated. Respondents of the study (70 students) were randomly selected from the freshmen batch of the Bachelor of Secondary Education program of the City College of Tagaytay.

RESULTS

The study shows that most respondents chose teaching as a career because they see this as a highly valued profession. Other respondents answered that they were influenced by their parents and/or peers, or that they see teaching as an in-demand job. The perception towards any kind of impact from environmental factors was found to be Neutral.

DISCUSSIONS

Environmental factors had little or no influence in students' choosing education as their course. Students responses yielded a Neutral average when asked about this factor. This shows that most students are able to independently decide their courses in college without much influence from their peers, family members, relatives, and teachers. The "personal choice" factor registered as most agreeable among the study's respondents. All respondents agree that teaching is meaningful and that this must be chosen by students showing the compassion to teach.

KEYWORDS: Environmental Factor

SUBMISSION ID: R04A-CAVITC-0061

**Influence of Facebook on the Academic Performance and attitude of Grade
12 Technical Livelihood Students of Calamba Integrated School**

Jeffrey Gagaring & Jimmy D. Geron, CIS

Abstract

INTRODUCTION

Along with all the innovations of the modern century, several social networking websites emerged- with Facebook as undeniably among the most well-known. While Facebook might have positive effects on a student, we still cannot deny that Facebook may also unfavorably influence a student's academic performance and even their attitude.

METHODS

The descriptive method was used. Data was gathered, classified, and analyzed. Questionnaires were randomly given to fifty Grade 12 students studying the Food and Beverages course/program in Calamba Integrated School. These respondents use Facebook to promote the goods they produce from their classes.

RESULTS

The extent of Facebook utility in terms of networking is that students can upload music videos, photos, and files. It was noted that Facebook can also lessen loneliness and the likelihood of depression. With its games, users also resort to Facebook to be entertained. Student also note that through Facebook, they can explore new things and are introduced to new places. Facebook allows students to explore their interests and it may even influence some to become more open-minded.

DISCUSSIONS

Results show that Facebook has both favorable and unfavorable influences on a student's academic performance and attitude. Fortunately, the respondent-students of Calamba Integrated School are influenced in a positive way. Still, like the use of any resource, Facebook must be used responsibly and ethically while not compromising learning.

KEYWORDS: Facebook, social media,

SUBMISSION ID: R04A-CALAMB-0337

Influence of Monitoring, Evaluation and Plan Adjustment (MEPA) on the Performance and Work Commitment of Teacher's

Haroden Pagocag

Abstract

INTRODUCTION

This study was conducted to determine the influence of the implementation of monitoring, evaluation and plan adjustment on the performance and work commitment of teachers in the Cotabato Division. Specifically, it aimed to determine the level of monitoring, evaluation and plan adjustment, determine the performance of teachers, find out the level of work commitment of teachers, find out whether performance of teachers is significantly influenced by Monitoring, Evaluation and Plan Adjustment (MEPA) and determine whether the work commitment of teacher is significantly influenced by Monitoring, Evaluation and Plan Adjustment (MEPA).

METHODS

The respondents were 500 teachers from 50 selected elementary schools located in the Division of Cotabato. Simple random sampling was used in choosing the respondents. Data were analyzed using frequency, percentage and mean. To find out whether performance of teachers is significantly influenced by Monitoring, Evaluation and Plan Adjustment (MEPA) and to determine whether the work commitment of teacher is significantly influenced by MEPA, regression analysis was used.

RESULTS

There were 30 schools (60.0%) within the enrolment bracket of 250 to 509 pupils in access SMEPA result. In the efficiency 42 (84%) schools had no records of dropouts. For the National Achievement (NAT), 34 (68%) of the schools had NAT ratings of 66-85 percent. The performance of teachers was assessed as Very Satisfactory. The work commitment of teachers was assessed as Committed.

DISCUSSIONS

Access, efficiency, and quality of the school significantly influenced the performance of teachers. The school factors significantly influenced teaching learning process and learners' achievement. The school performance in terms of access, efficiency, and quality was not attributed to the work commitment of teachers, on professional development, and community engagement.

KEYWORDS: A thesis study related to MEPA

SUBMISSION ID: R012-COTABP-0006

Influence of Parents and Teachers on the Behavioral Problems of the Out-of-School Youths in Sto. Tomas District: Basis for an Action Plan on the management of the Alternative Learning System

Joyce Larwa, Melba Canta, & Rhene-Rose Mandigma, DCBER

Abstract

INTRODUCTION

Parents as one of the most important figures in human society are responsible for educating children to prepare them for the future. The researcher would like to find out the influence of parents and teachers on the behavioral problems of out of school youths in Sto. Tomas District. The topic on the behavioral problems became interesting on the part of the researcher being a classroom teacher. The finding of this study would serve as guide not only to the researcher but to all the parents and all the people in the teaching profession in performing their duties effectively and efficiently.

METHODS

A survey questionnaire was prepared, validated, distributed, tallied, and interpreted to know the behavioral problems of out-of-school youths in the Sto. Tomas District.

RESULTS

The following are the summary of findings of the study with regard to the influence of parents and teachers on the behavioral problems of out-of-school youths. The parents and teachers are encouraged to contribute their time and service to support the needs of the student. As role models, parents have the responsibility to show the actions and behaviors to be emulated. There is a need for the administration to be a role model for the values formation of pupils. Communicating and dealing with them is very important in and outside of the school premises.

DISCUSSIONS

The findings of this study would serve as a guide not only to the researcher but to all the parents and all the people in the teaching profession in performing their duties effectively and efficiently. The proposed action plan is hereby offered as an initial action for the behavioral problems of out-of-school youths in the District of Sto. Tomas.

KEYWORDS: Alternative Learning System (ALS), Behavioral Problem, Influence, Out-of-School Youth

SUBMISSION ID: R04A-BATANP-2123

Influence of Parents Behaviors and Practices on their Children's Academic Performance

Jacqueline Silayan, Matala Elementary School

Abstract

INTRODUCTION

This action research is an attempt to find out the behaviors and practices of parents that impact their children's' academic performance. These behaviors and practices are categorized into positive and negative ones. As the implications of parents' behaviors and practices on the academic performance of their children are established, an intervention program will be designed to increase the awareness of parents on the importance of responsible parenthood.

METHODS

The study used the descriptive method of research where respondents were purposively chosen. The respondents are 23 Grade-VI pupils of Matala Elementary School. The frequency, ranking, and weighted mean were the statistical treatments use to interpret the data. The data was collected using a survey questionnaire. This questionnaire was validated by the school head. Upon her approval, this was administered to all respondents.

RESULTS

Results show an increase in the parents' awareness of their vital roles as models and motivators of their children to excel academically. Some parents have skills to foster both cognitive growth and academic achievement motivation. More importantly, parents who do not have these skills can readily acquire them. Research shows that when teachers and educational administrators are strongly committed to involving parents in their children's education, the outcomes can be very positive.

DISCUSSIONS

The researcher disseminated the results in one of the School Learning Action Cells for the School Year. The researcher also shared the results to her colleagues in order to inspire other teachers to conduct the same study for the development of a harmonious relationship between parents and their children. If given a chance, the researcher also wishes to share this research in a conference.

KEYWORDS: responsible parenthood, academic performance, motivators, educational administrators,

SUBMISSION ID: R04A-BATANP-1477

**Influence of Perception in Choosing Senior High School Strand of Grade 10
Students in Sico 1.0 National High School Academic Year 2017-2018**

Maribel Alcantara, Sico 1.0 National High School (Grade7-12)

Abstract

INTRODUCTION

Students' perception towards a subject is a major consideration in choosing their strands in Senior High School. They opted to choose strands which they think has the easiest subjects where they could get good academic grades. Students experience anxiety at the thought of venturing into strands which lead them to tertiary courses such as Science and Engineering. This study aims to investigate why Senior High School students have an attitude of aversion towards a Mathematics-related subject in Senior High School.

METHODS

The respondents chosen for the study are the one hundred ninety-one (191) Grade 10 students at Sico 1.0 National High School, Academic Year 2017-2018. The tool used in this study was a researcher-made questionnaire-checklist. A quantitative research approach was used. It allowed the researcher to answer questions about the relationships between measured variables with the purpose of explaining, predicting, and controlling certain phenomena.

RESULTS

The students' responses showed a fusing perception of myths and beliefs towards Mathematics wherein they remarked that 1) Mathematics played a role in their lives, 2) they make a conscious effort to study Math topics found to be difficult. Challenges in learning Mathematics influence students in making decisions in their studies. The courses and career that they chose was based on their interest. Students who encountered difficulties in understanding Math concepts and problems perceived that the subject is hard. The students who perceived that Math is a difficult subject avoided strand with Math subjects. They opted to enroll in strands with less or no Math subjects.

DISCUSSIONS

Results reveal that influence of perceptions in choosing a Senior High School strand. A more intense research on the influence of perception in choosing Senior High School strands should be made by future researchers; that other variables should be included such as the academic performance of students and the parents influence; that career guidance should be more intense to tackle queries of students.

KEYWORDS: Mathematics, perception, influence, challenges, strands

SUBMISSION ID: R04A-BATANP-2253

Influence of School, Community and Family Partnership to the Learning Characteristics of Children with intellectual Disability: Basis for Proposed Action Plan

Jocelyn Olave, Department of Education - Lipa

Abstract

INTRODUCTION

Children develop and learn at different rates and ways. However, some children learn at a much slower rate than other children of the same age. This may be due to an intellectual disability. This study is designed to promote the influence of school, family, and community partnership on the characteristic skills of children with intellectual disability as basis for the proposed partnership program. It aims to determine the comprehensive strategies for partnership that the school, family, and community could use to improve the children with intellectual disability's academic skills.

METHODS

This study was based on Joyce Eptien's theory on school-parent involvement. The respondents of the study comprise fifteen (15) teachers, fifteen (15) parents of children with intellectual disability, five (5) school heads, fifteen (15) barangay volunteers of SPED Schools in the Division of Lipa City. The researcher utilized the quantitative research process, specifically, descriptive correlation, whereby a meticulous description and analysis of the gathered data was made in order to arrive at needed answers to those posited in the study.

RESULTS

Parenting roles, communication, volunteerism, learning at home, decision-making, and collaboration rarely occur in many classes/grade levels. The learning characteristics of children with intellectual disability in terms of spelling, writing, reading, and mathematics were observed all the time. A significant relationship was found between the learning characteristics of children with intellectual disability and the involvement of the school, community, and family partnership. A proposed action plan was prepared in order to address the needs of children with intellectual disability's learning characteristics and to strengthen school, community, and family partnership.

DISCUSSIONS

The learning characteristics of children with intellectual disability can be developed through the support of the family and community, and through the different activities, accommodation, supplementary aid, and services the schools offer to children. The plan of action is recommended for further improvement and progress towards the goal in partnership with the family and community.

KEYWORDS: Collaboration, Communicating, Decision Making, Intellectual Disability, Learning Characteristic, Parenting, Partnership

SUBMISSION ID: R04A-LIPAC1-0170

Influence of School-Based Feeding Program on Pupils Participation at Lumbangan Elementary School

Gina Rios & Jessabel Llanto, Lumbangan Elementary School

Abstract

INTRODUCTION

School-based feeding programs are common in both developing and industrialized countries. The objective of school feeding programs is to provide meals or snacks to reduce short-term hunger in the classroom so that students can concentrate and learn better, and to attract children to school and have them attend regularly. The purpose of this study was to investigate the influence of a school-based feeding program on pupils' attendance and participation in Lumbangan Elementary School.

METHODS

A descriptive survey design was used. The target population for the study included all 33 beneficiaries for S.Y 2017-2018, 7 teachers, and 1 school head. The research instrument was questionnaires. It was used to collect data from the respondents. Data were analyzed using descriptive statistics and content analysis.

RESULTS

The study established that school-based feeding programs influenced the enrollment of pupils in Lumbangan Elementary School. The study also established that the school-based feeding program influenced the attendance of pupils. The study established that the school-based feeding program enhanced the participation of the pupils in class as their participation was described as lively. It also influenced the dropout rate of pupils as hunger was one reason for dropout.

DISCUSSIONS

The results concluded the school-based feeding program influenced the enrollment of the pupils, their attendance, their participation, and the unlikelihood of their dropping out. The study could, therefore, become a basis for further research on the area of pupils' participation in enhancing curriculum implementation. School communities can also find strategies they could undertake to ensure more students benefit from basic education programs hence empowering local communities to come out of the cycle of poverty.

KEYWORDS: school-based feeding program, pupil's participation, enrollment, attendance, class participation, dropout

SUBMISSION ID: R04A-BATANP-1675

**Influence of Senior High School Skills on Occupational interest of Students
in Modeling School of Region XII, Philippines**

Lloyd A. Dalayap, Ph.D

Abstract

INTRODUCTION

A skill is a person's primary foundation for him to be inspired and become happy while doing something for a living. Without mastery of skills, a certain individual will most probably be inefficient in his job.

METHODS

This study used a descriptive-evaluative design. The respondents of the study were Grade XI students of the K-to-12 program enrolled for the School Year 2014-2015. Total enumeration on modeling schools in Region XII and simple random sampling was used. The study used the Vocational Preference Inventory (VPI), an instrument composed of one hundred sixty occupations scored by yes or no categorized into 11 scales which was described as realistic, investigative, artistic, social, enterprising, conventional, self-control, masculinity-femininity, status, infrequency, and acquiescence. This study utilized descriptive statistics such as frequency, rank and percentage distribution and Analysis of Variance with extended analysis.

RESULTS

The senior high school's most prioritized skill is electrical (EIM) while caregiving ranks the skills. On occupational interest, the acquiescence obtained the highest score while the Investigative got the lowest score. This means that majority of the respondents know how to handle themselves and are flexible enough to shift in the related vocation if the need arises. The realistic, artistic, enterprising, conventional, self-control and masculinity-femininity scales were found to be of significant influence on occupational interest, it implies that there is a high possibility that student's occupational interests are due to their skills while student skills in investigative, social, status, infrequency, and acquiescence scales found to be of no significant influence on occupational interest. The results show that high school skills of Grade 11 students had nothing to do with their occupational interest.

DISCUSSIONS

The main issues, problems, and concerns of students are lack of financial support from parents with a frequency of 128 while some other concerns such as lack of teacher's skills, late and absences of teachers got the lowest frequency. On the other hand, issues, problem, and concerns of the school administration itself is student's absenteeism while the lowest are drop-outs. This implies that students really need guidance from their parents to boost confidence in the real-life scenario.

KEYWORDS: Occupational Interest, Modeling School

SUBMISSION ID: R012-TACURO-0012

Influence of Social Media in the Academic Concentration of Grade 9 High School students

Evefel Ruth Y. Sanchez

Abstract

INTRODUCTION

The objective of the research is to study the influence of social media on the academic concentration of students in Philippines.

METHODS

In this study, a survey was structured to ascertain whether the use of social media has a huge influence on high school students in terms of their concentration in their academics here in our country. A self-made questionnaire was provided to certify what really was the influence of social media. 40 respondents were asked to fill up the survey. Data was gathered and analyzed from the respondents. The researcher notes the results shown by the subjects by getting the percentage of the data.

RESULTS

A survey of secondary high school students found that 55% of respondents were females (22), while 45% of students, (18) out of 40 respondents, were males. It can be inferred from the data that the number of students who used social media networks during school hours is comparatively larger than students who don't use social media during school hours. 22 (55%) students responded that the purpose for using social media was to chat with their friends, 10 (25%) responded of posting/browsing photos, and the remaining 8% for watching videos. Majority of students agree that social networking sites affect their performance or concentration in school.

DISCUSSIONS

The study is about determining the influence of modern age social media on the academic concentration of Grade 9 students. The results show how much time they've spent on these Media, therefore, affecting their concentration in their classes. Other studies revealed that the use of social media had affected the academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance (Larson, 2015). For future research, it would be advisable to increase the sample size as results may vary and also gather data on their academic performance.

KEYWORDS: Social Media sites, students, Academic concentration

SUBMISSION ID: R013-SURSUR-0079

Influences Affecting the English Vocabulary of Grade 7 Students of San Pablo City National High School SY 2018-2019

Francesca Denise Lagos, Nicko Mendoza, & Rischia Paye Arroyo, San Pablo City National High School
(Adviser: Luningning Adarna)

Abstract

INTRODUCTION

Language is a staircase for good communication. Language is simply a basic form of communication in everyday lives. Vocabulary is a set of words within a particular language and it serves as a fundamental tool for better communication, absorbing new heights of knowledge, and exploring language. It simply connects each one of us. Factors affecting the growth of a child's vocabulary must be identified so as to find potential ways to further dig deeper in finding the hindrance of vocabulary development among students.

METHODS

The researchers use a descriptive method with the use of questionnaires which focuses on the English Vocabulary Level of Grade seven students. One hundred (100) respondents from San Pablo City National High School who are grade seven were tested. The researchers used the random sampling technique to choose the respondents.

RESULTS

The results show Peer Influence with an overall mean of 3.63, Teacher's competence with 3.977, and Attitude towards English subject with 3.578; all were interpreted as "agree". This shows that the said factors were not significantly related to the vocabulary proficiency of Grade 7 students of San Pablo City National High School S.Y. 2018-2019.

DISCUSSIONS

The results demonstrate the need for parents' support to their children to learn and improve their skills in order for them to be motivated. It is also in need of teachers' awareness of the different innovations and strategies to motivate students. Language teachers are encouraged to provide meaningful experiences in reading and implement interventions in order to widen their skills and enhance their vocabulary as well. Studies similar to the topic or problem may be conducted to create other possible variables that may affect the English vocabulary of students and locate a more comprehensive generalized result.

KEYWORDS: vocabulary proficiency, communication, related factors

SUBMISSION ID: R04A-SANPAB-0056

Influences that affects the Level of Depression of Grade 10 students of San Pablo City National High School

Dean Gabriel Murrilo, Yana Esabelle Caspe, & Jaymer Ann Bautista, San Pablo City National High School
(Adviser: Luningning Adarna)

Abstract

INTRODUCTION

People suffer from depressive disorders. This disorder affects the physical and emotional quotient of the person, which cause poor performance, especially to students. In this study, the factors that influence levels of depression were determined. Discovering factors that trigger depression will provide an awareness of how it can be managed. The success of this research will lessen the 3.3 million of Filipinos reported by the National Center for Mental Health in 2018 suffering from this disorder.

METHODS

Random sampling was used in selecting the respective respondents. For this purpose, questionnaires were randomly distributed to Grade 10 students of San Pablo City National High school to determine the factors that affect the level of depression. In determining the depression level, the researchers used PHQ questionnaires.

RESULTS

The results show the determined factors were not significantly related to the level of depression of the respondents such as respondent's profile, home-related factors, and school-related factors. Majority of the respondents have mild depression; however, the said factors were not significant.

DISCUSSIONS

Most of the respondents' experience depression and most of them experience mild depression. The results of the study showed that the respondents' profile, home-related factors, and school-related factors do not affect the level of depression of students. This showed that the given factors are not among the main reasons that cause depression to Grade 10 students. The researchers recommend creating a strong and trusting relationship with them. They should also explore treatment options in the environment of hope and optimism that will help them recover as soon as possible. They should surround their environment with happy vibes. They should trust themselves more. They should have faith in God to overcome their depression.

KEYWORDS: Influences, Level of Depression

SUBMISSION ID: R04A-SANPAB-0057

Infographics as Instructional Tool in Enhancing Learning of Senior High School Students

Edna Rumbawa, Elsa Capacia, & Jay Bautista

Abstract

INTRODUCTION

Teachers should constantly update, improve, and invent learning materials to suit learners' diverse needs. The gargantuan challenges and opportunities of how learning can be transferred successfully to learners are of utmost priority.

METHODS

A quasi-experimental mixed design is utilized in the study to assess the effectiveness of infographics as an instructional tool for enhancing the learning of senior high school students. The results of pre-test and post-test are analyzed from both control and experimental groups to ascertain infographic effectiveness. Focus group discussion method was also used for an in-depth understanding of the variables being investigated. Randomly selected seventy (75) senior high school students in SHS within Nasugbu East Central School participated in the study.

RESULTS

The scores for both the control group and experimental group's overall level of conceptual understanding before the use of infographics registered a 15.87 and 16.67 mean percentage scores (MPS), which fall under the Not Mastered category. On the other hand, the scores after the utilization of infographics resulted in an increased of scores for both groups with 70.22 and 90.44 scores having adjectival interpretations of Nearly Mastered and Mastered level respectively. The independent t-test result of the post-tests showed the computed t-value of 8.21 is higher than the tabular value of 2.0484, thus a significant difference is noted, rejecting the null hypothesis at $p < 0.05$ level of significance. Congruently, students' perception grouped into five categories revealed that Infographics Improved Learning with 245 frequencies (65.33%) got the most responses, while Theme No. 5 was with the least frequencies (10 or 2.67%).

DISCUSSIONS

The overall level of conceptual understanding of the participants is higher after the use of infographics, and harmonious with the perceived utilization of infographics as effective. It is encouraged that this instructional tool be used extensively. Worthy to be explored are perceptions on the instructional experiences and perspective of teachers, the conduct further studies in other curriculum levels, and the factors relative to the utilization of infographics.

KEYWORDS: Infographics, Learning Enhancement, Senior High School

SUBMISSION ID: R04A-BATANP-1038

**Information and Communication Technology (ICT)-assisted instruction:
Its Implication to the Technology and Livelihood Education (TLE)
Performance of Grade 7 Students of Emilia Ambalada Poblete Natio**

Rochelle R. Desacola

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Abstract

INTRODUCTION

Parents want to see their children do well in school and excel in all subjects. Seeing high grades in their children's report cards make them happy. On the other hand, they begin to worry once they get a glimpse of low grades in any of their subjects. Parents are told that Technology and Home Economics is a minor subject but the student cannot consider graduating if they failed to pass this. Technology and Livelihood Education teachers are having difficulty explaining to students the importance of TLE subject in their curriculum. Students tend not to pay attention during TLE which most find boring.

METHODS

This study made use of a Quasi-Experimental Design in order to determine the implication of the Information and Communication Technology Assisted Instruction in teaching TLE to grade 7 students. Using a simple random technique, one hundred forty (140) out of six hundred forty-four (644) Grade 7 students were chosen as participants. They formed two classes with seventy (70) students in each class, the control group was exposed to the traditional teaching approach, while the second group or experimental group was taught using the ICT-Assisted Instruction Approach.

RESULTS

After their exposure to the two different pedagogies, a post-test was conducted to determine their performance level in learning area which resulted that there was a significance difference in the level of performance between the experimental group and the control group with a t value of 2.76 and a p-value of 1.90 with degrees of freedom at 0.05 level of significance.

DISCUSSIONS

The hypothesis that states that there is no significant difference in the level of performance between the experimental and control group were rejected. Obviously, the implication of using ICT assisted instruction to improve the performance of grade 7 students is one of the effective tools during the teaching-learning process. Teachers should further enhance their capability in providing the right ICT teaching materials to improve and develop the knowledge and skills of every learner.

KEYWORDS: ICT

SUBMISSION ID: R04A-CAVITP-0915

**Information and Communication Technology (ICT) Competence of
Mathematics Teachers as Correlates to the Performance of Grade 10
Students in Kaylaway National High School, Nasugbu, Batangas**

Victoria Ularte, Department of Education - Batangas Province

Abstract

INTRODUCTION

In an information-based and rapidly changing economy, teachers are faced with the problem of determining whether the skills and concepts offered to students in Mathematics are still relevant to their lives as future leaders and members of the country (Dilao 2009).

There has been a renewed emphasis on integrating technology within Mathematics, Language, Arts, Social Studies, and Science curricula. In order to be "effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology" (Partnership for 21st Century Skills, 2014).

METHODS

This study used the descriptive-quantitative method which involved a questionnaire to assess ICT competencies of mathematics teachers as these correlates to the performance of grade 10 students in Kaylaway National High School, Nasugbu, Batangas from S.Y. 2018-2019. The descriptive information was obtained through the use of survey instruments.

RESULTS

Most of the respondents are young females showing "nearing mastery" performance level in Mathematics during their first grading period. The results show that there is no significant relationship on the responses of respondents with regards to their age and gender however there is a significant relationship with their grades in Mathematics. It also reveals that there is a significant relationship between the performance of students in Mathematics and the level of ICT competencies of the teacher in terms of presentation of the lessons using power point presentation, and in the utilization Mathematics e-games and numeracy tools and deliver Mathematics lessons in computer-aided instructions.

DISCUSSIONS

Crafted e-games, numeracy tools, power point presentations of the lessons must be compiled by teachers for utilization of the intervention program to enhance the performance of students in Mathematics. The school should improve computer laboratories to be utilized by teachers and students to improve their discussion in Mathematics. Monitoring of the implementation of the intervention program for the enhancement of learners' level of performance and the ICT competence of teachers in Mathematics must be highly encouraged.

KEYWORDS: ICT Competence, numeracy tool, e-games, power point presentation, computer-aided instruction

SUBMISSION ID: R04A-BATANP-1040

**Information and Communication Technology Engagement and Knowledge
Level of Teachers: A Basis for Teachers' Skill Enhancement**

Naiza A. Cadapan

Abstract

INTRODUCTION

Technology brings new opportunities to access information, to create a rich technology-based environment where students experience new challenging things and to connect students with new and different people, places and things. It is up to classroom teachers, instructional designers, program developers and essentially every individual involved in education to ensure that these technology-facilitated opportunities benefit learning and every child's future.

METHODS

This study used a scoring system to determine the different ICT engagement of teacher respondents. It also used a descriptive correlation method to indicate how one variable may predict another.

RESULTS

The study generated the following results; that (1) teacher are highly engaged with the different tools/resources used, software used and nature of task performed; (2) that teachers are moderately aware with regards to computer netiquette and technical issues; (3) that teachers are proficient in identifying parts and functions of the computer, using word processing, spreadsheet, presentation, and photo editor; (4) that there is a significant relationship between the relationship between teachers' ICT engagement in terms of tools/resources, software used, nature of task performed and frequency of usage with ICT engagement; (5) that there is also a significant relationship between length of service and ICT engagement in reference with software used; (6) that gender is significant to teachers' knowledge in terms of awareness and length of service is significant with knowledge level of teachers in terms of proficiency.

DISCUSSIONS

The proposed Enhancement Program, as an output of the study, should exclusively be dealt with the aim of strengthening the identified weakest link in the teacher ICT engagement and knowledge level and made part as one of the essential activities of the school responding to the prescribed eligible program in the Division of Calamba City.

KEYWORDS: Information and Communication Technology

SUBMISSION ID: R04A-CALAMB-0126

Information and Communication Technology Literacy in Basic Skills for Grade V Pupils

Xyrel Mendoza & Vilma Luna, Department of Education - Cavite

Abstract

INTRODUCTION

Information technology is one of the most useful tools for doing things very well. It is applied in more areas of concern. An educator has an obligation to make today's pupils computer literate. Interview with some of the pupils of Pasong Langka Elementary tells that they are illiterate in manipulating the computer. It seems that these teachers do not have proper training on how to use and help them achieve their educational purposes. As an administrator and ICT coordinator in the school, the researchers made a way on how to help their pupils' participant to become literate in basic skills.

METHODS

This study utilized a descriptive survey method since its main concern is to assess the needs of ICT literacy as perceived by the pupil participants. The researcher will undertake informal interview from authorities. The population of the study will involve a total number of twenty-four pupils in the school enrollment. Permission was asked to the parents to distribute the questionnaires related to the study. A letter was sent to the adviser to ask permission to distribute the questionnaire. The researchers conducted the data gathering process the objectives and purpose of the study explained personally by the researcher to the respondents for better understanding.

RESULTS

There were 10 participants who had training and 14 had no computer Literacy Training. It said that most of the respondents had no computer Literacy Training. They are competent as to shutting down the computer and identifying the different parts of the computer. They are competent on opening and closing Microsoft applications, opening and closing Word document, typing in Word using keyboard. They are competent on opening and closing the Microsoft excel application, excel spreadsheet files and editing data in the cell. They are competent on opening and closing the Microsoft PowerPoint application, PowerPoint presentation files and editing the slide designs.

DISCUSSIONS

This study concludes that most of Grade V had no training yet. They were fairly competent in basic skills. They strongly agree on having limited training, low level of computer competency, and techno fear. They moderately agree that there is limited support and limited structure. To become literate, a computer Literacy Training program was proposed. They need to train in computer skills, e.g., Microsoft word, Microsoft Excel, PowerPoint and the internet. Based on the findings, a computer literacy program was proposed for SY 2019-2020.

KEYWORDS: ICT, Literacy Program, Descriptive, pupils, Pasong Langka Elementary

SUBMISSION ID: R04A-CAVTP-1599

**Information and Communication Technology Literacy of School Heads in
Schools Division office of Tabaco City**

Rafaela Myrna Casim, Department of Education

Abstract

INTRODUCTION

The use of Information and Communication technology in educational management has rapidly increased due to its effectiveness to improve the efficiency of school office activities. Efficient school heads must be adept with the accessibility of information and communication technology for the following purposes; higher utilization of school resources, reduction of workload, better time management and improvement of the quality of reports. This is why the researcher determined the extent of literacy in Information and Communication Technology of School Heads in School Division Office of Tabaco.

METHODS

Training Needs Analysis (TNA) was conducted via a survey to the forty-eight school heads of SDO Tabaco City to identify the priority improvement areas. The generated results were interpreted and described. This study made use of descriptive survey to gather the profiles of the public schools in the elementary and secondary schools.

RESULTS

Based from the data gathered the extent of literacy of school heads along with the 1) productivity tools used such as operating systems, file management systems, applications, e.g., MS Word, MS Excel MS PowerPoint, 2) internet technology skills, 3) computer programming applications/database, 4) PC troubleshooting and 5) web designing indicates that the school heads perform task with frequent assistance and/ or supervision from other personnel of the school who are considered literate on this aspect. It is implied that school heads have difficulties with the performance of this task unless they are assisted or supervised with somebody who knows how to do this.

DISCUSSIONS

A 3-day training-workshop was conducted by the researcher to address the needs of the sixteen (16) identified school heads on the literacy on Information and Communication Technology for the improvement of their leadership as well as their technology advancement to cope up with the present trends in the 21st century.

KEYWORDS: Literacy, information, communication, technology

SUBMISSION ID: R005-TABACO-0069

Information and Communications Technology (ICT) Integration to Social Studies instruction in Secondary Schools Area II, Division of Batangas

Anselmo Jolongbayan, Department of Education

Abstract

INTRODUCTION

Information Communication Technology (ICT) integration in schools is needed in order to accomplish many objectives and improve the quality of lessons in all subject areas as well as in Social Studies. ICT increasingly pervades various aspects of our daily lives like work, business, teaching, learning, leisure, and health. Since ICT leads all processes based on information, every individual in a society should become technically competent. Thus, all schools have to be equipped with the necessary ICT in order to provide the next generations with the needed tools and resources for access and use and to attain the expected skills. Norris, Sullivan, and Poirot (2003) point out the importance of accessibility as teachers' use of technology for curricular purposes is almost exclusively a function of their access to that technology (p. 25).

METHODS

The researcher in conducting this study employed the descriptive methods of research. The method was appropriate because according to Dr. Y.P. Aggarwal (2008), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Hence, this is suited in finding the conditions that exist regarding the extent of ICT integration to social studies instruction in all secondary schools of Area 2, Division of Batangas. The various data gathered were analyzed and statistically treated to obtain answers to the proposed questions.

RESULTS

The teachers have been constantly integrating ICT in classes as well as leveled up their performance in teaching Social Studies. ICT integration in social studies classes has been greatly affected by the problems being encountered by teachers. There was no significant difference between the assessments of the two groups of respondents on the ICT integration in teaching social studies

DISCUSSIONS

There was a moderately significant relationship between ICT equipment and internet access at home and the perceived skills in integrating ICT which was an indication that the more knowledgeable the social studies teachers in operating the windows, the more skillful they are in integrating ICT in their instruction. An action plan was proposed to enhance the ICT integration in teaching Social Studies.

KEYWORDS: Information Communication Technology (ICT), Integration, Social Studies, Instruction

SUBMISSION ID: R04A-BATANP-1949

Information and Communications Technology Training Needs Analysis of Teachers in Maragondon National High School

Janice Noda, Department of Education - Cavite

Abstract

INTRODUCTION

Teachers' training needs in Information and Communications Technology (ICT) is very vital for ICT integration into daily teaching practice, along with competencies in ICT and teachers' use of these technological resources. This action research aims to assess the ICT training needs of all teaching staff in Maragondon National High School and serve as a basis to come up with an action plan that will cater to such needs.

METHODS

Maragondon National High School has 58 teachers only. Since the study aimed to determine the training needs of all teachers, the researcher chose to subject the whole population to the study.

The researcher used a researcher-made questionnaire which is divided into two parts.

Part One (1) consists of items asking for the respondents' profile such as gender, age, educational attainment, years of teaching, teaching position and ICT training attended.

Part Two (2) is an inventory of the respondents' ICT skill. Every component of the questionnaire has provided a list of skills that teachers have to answer with 5=Outstanding, 4= Very Good, 3=Good, 2= Poor or 1=Very poor or no knowledge at all.

For the analysis and interpretation of data, the following statistical tools were used: Frequency and Percentage, Weighted Mean, One-way ANOVA or Analysis of Variance and t-test.

RESULTS

Findings of the study revealed that the respondents showed very good skills on general PC operation and word processing software which means that the teacher-respondents can perform the specified computer tasks and functions on these areas with ease. However, the respondents demonstrated good skills on electronic spreadsheets, presentation software, emails and the internet/web which means that the teacher-respondents can perform tasks on these areas but may need guidance or supervision from somebody who is knowledgeable on such areas. This suggests that these areas in ICT should be included in teachers' training program.

DISCUSSIONS

In view of the aforementioned conclusion, the following recommendations are hereby presented: the proposed plan of action may be implemented to cater to the needs of teachers in terms of Information and Communications Technology. Assessment of basic skills was only included in the study; it is therefore recommended that other advanced ICT skills may be used as the respondents' level of ICT skill assessment. In addition, a similar study may be replicated using other variables to validate the findings of this study.

KEYWORDS: ICT skill level, ICT skill assessment, ICT integration, ICT competencies

SUBMISSION ID: R04A-CAVITP-1515

Ingay mo 'di ako Maka-focus: The Effects of External Noise towards the Academic Performance of Placido T. Amo Senior High School Students, School Year 2018-2019

Jennylou Maligaya

Abstract

INTRODUCTION

In school, students hear many sounds, but the external noise is the most distracting. External noise can distract students through hearing loud sounds of a vehicle outside the school and some loud sounds of music. While at school students are exposed to various types of noise so they cannot focus on their studies, resulting in a low academic performance.

METHODS

This study aimed to determine the effects of external noise to students. A descriptive quantitative method was used in this study for the researcher believed that this method can greatly help in achieving the goal of this study. It was conducted at Placido T. Amo Senior High School in Laurel, Batangas. Through the use of Slovin's Formula, the researcher limited the respondents to 280 students who were identified through the use of random sampling. The research instrument used by the researcher was a self-made questionnaire.

RESULTS

Most of students heard the loud sound of vehicles coming from outside the school during class hours. Students cannot focus on what their teachers talk about since the information that was said by their teacher was blocked by the noise outside. External noise affects students' performance in class and they lose their attention and cannot focus on what their teacher is discussing in front. A symposium is the proposed action to eliminate the loud sound heard by students for them to focus in their studies. The symposium that will be conducted is composed of the faculty and staff of Placido T. Amo Senior High School together with students and barangay officials. After this event, students are expected to apply their learnings regarding the symposium that they attended.

DISCUSSIONS

Students should be free from any distractions especially on the noise outside, they must try to keep their attention to their teacher and to all the activities that they do. The discipline must start in themselves for them to contribute to reducing the noise in their environment. The researcher strongly recommends the barangay officials to create an ordinance in eliciting/ prohibiting loud sounds of vehicle owners when they enter in their barangay.

KEYWORDS: external noise, academic performance

SUBMISSION ID: R04A-BATANP-0644

Initial Assessment of Strengths and Weaknesses of Mathematics K to 12 Curriculum as Perceived By the Grade 9 Students and Teachers in Rosario West District: Division of Batangas: Basis for Curric

Myleen Semira, Department of Education

Abstract

INTRODUCTION

It is crucial that classroom goals be based on the current curriculum. Knowing its framework enables the teacher to develop and adapt lessons to suit the needs of learners in this globally competitive world. This study was undertaken to find out the Initial Assessment of Strength and Weakness of K to 12 Mathematics Curriculum as perceived by Grade 9 students and teachers of Rosario West District, Division of Batangas.

METHODS

To attain the cited purpose, the quantitative and descriptive methods of research through survey techniques were used. The respondents of the study are the mathematics teachers and grade 9 students of Rosario, Provincial Division of Batangas which is composed of two hundred forty-seven (247) grade 9 students and seventeen (17) Mathematics teachers for a total of two hundred sixty-five (265) respondents.

RESULTS

Findings reveal that the majority of the student composed of 62 percent females and 38 percent male respondents. Another group is the teacher's majority which are in the youngest age bracket comprised of 94 percent female and 6 percent male. The perceived strength of the two groups of respondents was the "Mathematics curriculum" for being at the highest rank, while the "Technology Integration" was perceived as the weakness of the k to 12 curricula for being at the lowest rank. There is no significant difference as perceived strength and weakness between the two groups of respondents. At the same time, there is also no significant difference to profile in terms of age and gender.

DISCUSSIONS

The two groups of respondents perceived Mathematics Curriculum, Diversity of Learners, Teachers/Learners Behavior in the Classroom and Planning Assessing Reporting Learning Outcomes are the strengths of K to 12 Mathematics Curriculum. In addition, among the six indicators "technology Integration" got the lowest ranking by the two groups of respondents. It is considered as the weakness of the K to 12 Mathematics Curriculum. The proposed curriculum enhancement aims at improving the areas with low ratings based on the respondents' perception.

KEYWORDS: ASSESSMENT, STRENGTHS, WEAKNESSES, MATHEMATICS K TO 12 CURRICULUM

SUBMISSION ID: R04A-BATANP-2003

Inmodified Sensory Path: Strategy to Improve Word Recognition of Grade Six Pupils of David P. Jimenez Elementary School

Rowena Andoy, David P. Jimenez Elementary School

Abstract

INTRODUCTION

Based on the quick assessment result conducted on the 2nd month of Grade six pupils under our reading program (Intensive Reading Remediation Program (IRRP), there were 10 pupils who were still behind in word recognition which hindered them in moving on to the next level of the remediation program. It is, therefore, crucial for us to find effective strategies to help these remaining pupils if we want them to succeed with the remediation. Based on different studies, the sensory path has been used to address different learning issues due to its multi-sensory approach to learning which would help pupils with learning difficulties and fleeting attention. The same traits were observed on these pupils. This prompted the researchers to study and investigate the effectiveness of this approach. It is called unmodified sensory approach because we modified and innovated the approach to suit our need in helping our pupils with difficulty in word recognition.

METHODS

This study used the Pre-Experimental method utilizing the one-group, pre-test-post-test design. The chosen participants were 10 grade six pupils of DPJES who were identified with difficulties in recognizing words after two months of remediation. Data were collected using a standardized test that was adapted from Rapid Assessment on Reading Skills (RARS)

RESULTS

The general findings suggest that there is a significant difference in the performance of the 10 grade six pupils after unmodified sensory path was used as an intervention program for the word recognition problem of the said pupils. Also, it shows that the said intervention program highly affected and improved the word recognition problem of the said pupils. It was concluded that a multisensory approach to word recognition is effective when it comes to pupils with fleeting attention span and had difficulty to focus on the task.

DISCUSSIONS

Originally, the sensory path is helpful in treating sensory integration disorders and commonly used in the special education program. But through this study, innovated and modified sensory path is also useful and effective in improving word recognition problem among the pupils, developing tactile imagination and stimulating movement receptors.

KEYWORDS: Unmodified Sensory Path, Word Recognition, Pre-Experimental, Grade Six Pupils, David p. Jimenez Elementary School

SUBMISSION ID: R04A-CAVTP-1347

Innovating Classroom Structure into Game Shows in Teaching Araling Panlipunan 8 at Balayan National High School

Marian Pilapil, Balayan National High School

Abstract

INTRODUCTION

Teachers have to utilize various techniques in order to supply the quality of education they have promised. Creating a fun-filled way to deliver the learning will make the subject, especially World History, less boring. Also, engaging learners on the activities and challenges will make them critical thinkers and independent learners.

METHODS

Descriptive method was applied on the fifty (50) randomly selected Grade 8 students from Balayan National High School, Balayan, Batangas. Questionnaires were given and the responses were tallied and analyzed through the percentage mode of data collection.

RESULTS

The following findings were derived. First, interactive games are effective for the students to learn AP 8. They need to be engaged since making them a mere passive absorber of learnings may lessen their skills hence learning and knowledge may get stagnant. Lectures are shared with the use of slide decks or presentations thus it becomes interactive as well.

The teaching-learning process becomes more meaningful and relevant through the use of materials. Gameshows and videos are still best in making the process of teaching fun and more exciting which enables learners to be engaged and learn more.

The constructivist-collaborative approach is becoming trendier and more useful since no students at the present times want to work alone. It makes most of students enhance their social skills and making them work together on their assigned tasks not just developing their intellectual aspect.

DISCUSSIONS

Innovating classroom structure into game shows is an effective strategy in teaching Araling Panlipunan 8 to students. Crafting own strategies is a herculean task. Yet, meaningful learning will surely be possible if the teacher has motivation plus the right unique techniques.

KEYWORDS: Innovation, Strategy, Gameshows

SUBMISSION ID: R04A-BATANP-0993

Innovation Promoting Localization through Project Lolapapa

Remedios Vergara, Department of Education - Tanauan

Abstract

INTRODUCTION

The Department of Education's mission is to protect and promote the right of every child to quality, equitable, culture-based, and complete basic education. The production and development of locally produced teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units. To support, we proposed the project LOLAPAPA as an innovation to produce potential learners as aimed by the department and promote localization among teachers.

METHODS

The study employed the descriptive-survey method in gathering the data needed. Relatively, in order to find answers to the problems framed, survey questionnaire and purposive sampling were used, and monitoring tool was utilized.

RESULTS

Lessen time spent in preparing instructional materials and 100% participation in the performance of learners were achieved and served as a way to meet success and quality outputs of learners.

DISCUSSIONS

The results of this project should encourage and endure for continuous improvement and compilation of localized instructional materials. Teachers should sustain the Project LoLaPaPa and use it regularly in class instruction in all grade levels to engage learners using localized instructional materials and provide a total understanding of the lessons. The principal should provide materials and funds to sustain the project for future use and should continue monitoring its utilization for continuous enhancement of teachers and learners' performance.

KEYWORDS: Keywords: LoLaPaPa, collation, localization, Instructional Materials-IMs

SUBMISSION ID: R04A-TANAUA-0037

Innovation Activity-Based Lessons involving the Different Uses of Periodic Table of Elements

Nelly C. Bien
(Adviser: Nelly Bien)

Abstract

INTRODUCTION

One indication that students fail to learn science concepts is their low mastery level. Several factors that cause a low mastery level must be addressed; extended efforts and supplementation to the existing instruction, activities, strategies and teaching devices must be given priority. In this study, the innovated lessons for Grade 9 Chemistry involving the use of the periodic table of elements were utilized.

METHODS

The developed lessons assessed by the jurors and observers as to their applicability and the presence of the features were utilized in this descriptive-quantitative research. One of the instruments utilized was the 50-item pre-post-test to measure learners' conceptual understanding of topics involving different uses of the periodic table of elements. The level of conceptual understanding was based on the Mean Performance Level (MPL) of the pre-test and post-test results. To identify the level of conceptual understanding, the rating range was established: A Mean Passing Level (MPL) of 81-100-Very High, 61-80-High, 41-60-Moderate, 21-40-Low and 1-20-Very Low.

RESULTS

A 50-item pre-test was conducted prior to the utilization of the seven (7) innovated activity-based lessons in chemistry involving the use of a periodic table of elements. Results of the pre-test revealed a Mean Performance Level (MPL) of 37.11% which indicated a low conceptual understanding. After the utilization of the innovated activity-based lessons in chemistry, the result of the post-test revealed a Mean Performance Level (MPL) of 76.91%, which showed a high level of conceptual understanding. The utilization of activity-based lessons involving uses of the periodic table including manipulative versions had resulted in a high increase in the MPL. In the utilization of the innovative lessons, respondents preferred the use of activity sheets, the periodic table during activity in a one-on-one basis, and the hands-on activities.

DISCUSSIONS

The result obtained in this study was supported by the theories of Skinner, Piaget, and Dewey, who emphasized the vital role of interactive learning and the construction of knowledge for the meaningful learning experience of learners. The use of different teaching strategies and instructional materials are vital to life-long learning. Likewise, manipulative instructional materials can enhance students' academic and social skills.

KEYWORDS: activity-based lessons, periodic table, innovated, conceptual understanding

SUBMISSION ID: R005-LEGAZP-0011

Innovation Delivery of instruction through PROJECT AUTO (Automotive Mock-up Utilization in Training of Grade 11 Students): input for Students' Skills Development in Automotive Servicing

Cecilia Castillo, Balian Integrated National high School

Abstract

INTRODUCTION

Automotive Servicing is geared toward mastering practical skills. The absence of instructional materials and equipment is seen as a factor in achieving the institution's aim of developing automotive skills among its learners. The Mean Percentage Score (MPS) in Technical Vocational and Livelihood (TVL) subject of Grade 11 students in Pagsanjan Stand-alone Senior High School in the third periodical test is 49.72% which is low compared to the 75% target. With the situations cited, the researcher deemed to address the lack of facilities and equipment in developing the automotive skills of Grade 11 students.

METHODS

The researcher used the experimental design in gathering and treating the data to determine the effects of mock-up utilization in the delivery of instruction. The qualitative analysis was used to describe the situation of partnership in the acquisition of facilities and equipment, and the effect of these materials. The descriptive statistics in the form of frequency and percentage were used to analyze the quantitative data.

RESULTS

The Local Government Unit (LGU) gave two gasoline-engine condemned vehicles and three diesel-engine vehicles from private individuals for repair and maintenance. Through mock-up instruction, students were able to disassemble engines/assemble engines, remove gas engines, repaired diesel engines, replaced timing belts, water pumps, can serve brake systems and power steering, replaced horns, changed oil, extracted engines, diagnosed engine effects and engine overhauling. After the delivery of instruction through mock-up utilization, the proficiency level in automotive servicing of Grade 11 students increased from 49.72% to 60.18%. One hundred percent 100% of Grade 11 students also passed in the NC II TESDA assessment in automotive servicing.

DISCUSSIONS

Mock-up instructional innovation serves as developing tools that enhance students' technical skills to align with the requirements of the industry. Teachers should use educational technologies that are inexpensive, easy to use, and improve student learning. Teacher preparation and professional development programs must require continual innovation to develop a generation of teachers who can actualize the Department of Education vision.

KEYWORDS: Innovative Instruction, Mock-up Utilization, Skills Development, Automotive Servicing

SUBMISSION ID: R04A-LAGUNA-0015

Innovation Practices towards Teachers' Personal and Professional Growth

Venus Virrey, Teacher I

Abstract

INTRODUCTION

This study assessed the level of participation in personal and professional development activities of public secondary school teachers in the Schools Division of Lipa City. It also considered the significant differences in teachers' level of participation in the said activities when grouped according to profile variables. Further, this study also assessed the extent of contribution of school and community development practices to the growth of teachers. It also analyzed the hindrances to the pursuit of personal and professional growth of teachers.

METHODS

The researcher utilized the descriptive research with the use of survey questionnaires, interviews and focus group discussion. Employing the Slovin's formula, the questionnaires were administered to 261 teachers from 15 public secondary schools in the Schools Division of Lipa City. The data gathered were interpreted upon applying statistical treatments such as frequency, percentage and rank, weighted mean, T test and ANOVA.

RESULTS

Findings revealed that the respondents were of legal working age where majority are female, Bachelor's Degree holders, with a considerable length of teaching experience and a number of seminars and training attended. It was also found that teachers' level of participation in training/workshops, school organizations and competitions, spiritual and physical awareness wellness, school and community partnerships, and in school reforms is generally to a moderate level but slight only in terms of graduate education and research. There were significant differences found in the level of participation of teachers in different activities when grouped according to profile variables.

On the other hand, school and community development practices contributed greatly to teachers' pursuit of personal growth and professional development. However, it was found that inadequate opportunities for professional development activities provided, hectic work schedule in school, and insufficient income were the most perceived hindrances to the pursuit of personal and professional growth of teachers.

DISCUSSIONS

Based on the analysis of the findings, the study recommended that teachers' level of participation in personal and professional development activities must be improved in order to maximize their personal and professional growth. Innovative practices may be implemented to enhance further personal qualities and professional competencies of teachers.

KEYWORDS: innovative practices, teacher's participation, personal growth, professional growth, hindrances to growth

SUBMISSION ID: R04A-LIPAC1-0002

**Innovation Strategies in Teaching Reading Texts in Filipino of Grade 9
Students of Fabrica High School in Improving their Academic Performance**

Raquel Ubalde, Fabrica HS

Abstract

INTRODUCTION

This study developed innovative strategies in reading the text of Grade 9 students of Fabrica High School, to improve their academic performance not just in Filipino but in other related subjects. To realize and meet the goal of this study, learners' profiles were gathered and evaluated, problems encountered by learners in the reading text were analyzed as well as the present condition of teaching reading texts. All the problems and challenges met by the researcher in this study were likewise explored to come up with the innovative strategies in teaching reading texts.

METHODS

This study employed descriptive qualitative and quantitative research approach. Since the purpose of this study is on designing or creating innovative strategies in teaching reading texts to improve the academic performance of students, the use of the said approach is needed. Descriptive-quantitative was used in profiling learners as well as the present and actual condition in teaching reading texts. The qualitative type, on the other hand, was used in determining the problems encountered by students in reading texts. With the combination of the two research approaches, it is believed that the goal and objective of the study were realized. Data and other information were gathered through the use of the interview guide, document analysis framework, and focus group discussion.

RESULTS

In light of the findings of the study, the following conclusions were drawn 1.) families with low income are willing to send their children to school. Innovative teaching strategies were very important in improving the academic performance of students. School, community, parents and other school stakeholders were important in realizing this study.

DISCUSSIONS

Considering the formulated findings and conclusions of the study, the researcher hereby recommends the following: 1.) Respondents with low income may ask assistance from DSWD to let them include in the government program which is the Pantawid Pamilyang Pilipino (4ps) 2.) The school and the GPTA officers and other stakeholders can coordinate with TESDA for some training and livelihood projects. 3.) The teachers may also coordinate with the local school board for funding of reading materials and procurement of additional teaching materials. The school may also coordinate with some telecommunications agencies and solicit additional computers. The teachers may use different interactive teaching strategies to motivate learners to learn.

KEYWORDS: Innovative Strategies in Teaching Reading, Improving, Academic Performance

SUBMISSION ID: R005-CAMNOR-0034

Innovation Teaching Skills and Strategies in the Filipino Subject towards the Learning Development of Grade 7 Students in Banyaga National High School

Joy Marasigan, Mark Gil Alteza, & Mary Jane Encarnacion, Department of Education

Abstract

INTRODUCTION

Selecting teaching skills and strategies addresses the needs of students at Banyaga National High School. In order to develop the learning process of students, teachers must recognize the teaching skills and strategies that best suit learners. Hence, integrating innovative approaches into the learning process is a great challenge in teaching the Filipino subject.

METHODS

A descriptive method of research was used in the study. The instrument used to gather the data is a survey questionnaire. Slovin's Formula is the statistical treatment applied by the researchers. These were used to find out the most effective teaching skills and strategies in teaching the Filipino subject towards the learning development of Grade 7 students in Banyaga National High School.

RESULTS

It was found that strategies of teachers with the use of instructional aid were found in individual and collaborative strategies. The different skills and strategies such as collaborative, constructivist, inquiry-based, integrative, and reflective develop students' knowledge in the Filipino subject.

DISCUSSIONS

The results suggest that strategies involving the use of instructional aids, and the different skills and strategies such as collaborative, constructivist, inquiry-based, integrative, and reflective require learners to work together, to be active in the process of constructing meaning and knowledge, to formulate questions, to make connections and, to self-evaluate about a certain topic. Nevertheless, the research serves as a guiding principle in developing the learning process through teaching skills and strategies in Filipino subject.

KEYWORDS: innovative, self-evaluation, instructional aide, collaborative, constructivist

SUBMISSION ID: R04A-BATANP-1556

**Innovation Teaching Strategies in Reducing Language Anxiety among
Grade Seven Students in Lumbang na Matanda National High School**

Kenmelyn Martinez, Department of Education

Abstract

INTRODUCTION

Second language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a second language for communication beyond the classroom. Most people will experience language anxiety. Even though anxiety might not be the most important reason for failure or success in learning, we cannot ignore its effects. In the teaching-learning process, communication is necessary for every individual to attain success. This study ascertained the level of students' language anxiety as well as the innovative teaching strategies that others have used to conquer these challenges.

METHODS

The researcher used a mixed research design that includes quantitative and qualitative methods. To determine the level of students' language anxiety, performance in terms of pronunciation, vocabulary, structure and fluency have been observed among thirty students were conducted; while unstructured interviews with five language teachers were also had. The quantitative data were analyzed using descriptive statistics.

RESULTS

All categories of second language anxiety were experienced by grade seven students. Communication apprehension was the most highly experienced among the four categories. The different types of anxiety seemed to be dependent upon the content of interaction and how test anxiety, communication apprehension, anxiety in English class and fear of negative evaluation affect their performance. The teacher must take an active role in reducing the English language anxiety that grade seven students often experience in the classroom. An action plan and suggested innovative teaching strategies were proposed to minimize the second language anxiety of students.

DISCUSSIONS

This study suggests that teachers should use multi-sensory approaches: visual major teaching styles, auditory major teaching styles, kinesthetic major teaching style, and individual and group teaching styles. Teachers can definitely play a very constructive role in relation to reducing their learners' anxiety and boost their self-esteem and self-confidence.

KEYWORDS: communication, language anxiety, innovative teaching strategy

SUBMISSION ID: R04A-BATANP-1498

Input-Oriented Language Acquisition intervention Materials in English for Grade 7 Learners

Julie Anne Baring, Pililla National High School

Abstract

INTRODUCTION

Communication in English is the most desired skills by employers in a dynamic 21st-century world today. Instructional materials play an integral part in teaching-learning situations that help to bring about a permanent and meaningful experience. Since English subject requires the use of instructional materials that would train and prepare students in the future, vocabulary enrichment is imperative. For these reasons, the researcher was motivated to conduct a study that will help students achieve proficiency in the educative process.

METHODS

The study aimed to develop and validate an input-oriented language acquisition intervention material in English for Grade 7 learners in a national high school in the province of Rizal during the school year 2016-2017. Fifty grade 7 learners were equally distributed between the control and experimental groups participated in the study. The paper utilized the descriptive, developmental, and experimental method of research. A pre-test and post-test consisting of 60 items validated by experts in the field was administered to the subject-participants. The study likewise made use of a questionnaire-checklist used by student and teacher-respondents in the acceptance and validation of the materials.

RESULTS

The results reveal that the two groups of respondents rated the developed materials as 'Very Highly Acceptable'. A significant difference in the level of performance of the respondents was evident. The improvements can be seen on the performance of the two groups of respondents as revealed by their post-test scores with respect to different lessons. The findings also showed that the developed material enhanced the targeted skills. In addition, the materials as employed by the study proved that the competencies of respondents were developed.

DISCUSSIONS

This clearly reveals the potential of the instructional material to improve the performance in English of learners. In a nutshell, the results have practical suggestions for continuing opportunities in ESL pedagogy, training on content, and student achievement and satisfaction. Furthermore, a similar study may be conducted using other lessons in English.

KEYWORDS: input-oriented, language acquisition, intervention materials, development, validation, English

SUBMISSION ID: R04A-RIZALP-0119

Inquiry-Based Learning and Problem-Solving Approach: An Integration in Teaching Situated Real-Life Problems involving Circles

Dhojie Yanto, Department of Education Quezon

Abstract

INTRODUCTION

The paper aims to improve the respondent's performance in teaching through the integration of IBL and PSA among selected grade 11 Department of Education R4A teachers and SHS students of DMDPNHS. Also, the study wants to provide a student-centered lesson that is applicable to all type of learners.

METHODS

It utilized the descriptive-comparative method. Subjects were purposively selected: 36 teachers and 23 students who attended the Regional Mass Training and orientation for STEM. Pre and post-tests were the source of relevant data and gathered through a validated self-devised questionnaire. The 25 items were validated by 8 MTs, 24 math teachers and experts. Data were treated statistically.

RESULTS

Prior to integration, the study reveals that the respondents' mean and SD are 12.00 & 4.67. Their performance was enhanced right after the integration as supported by the post-test results of 16.75 & 4.01. The MD of 4.75 and 0.66 SD difference demonstrates remarkable improvement. All 59 respondents, $df=57$, with the CV of 7.547 and TV of 2.002 at $\hat{I} \pm 0.05$ is enough to reject H_0 . Furthermore, $r=0.39$ shows a moderate positive relationship on the test of the respondents before and after the integration.

DISCUSSIONS

As a result, this paper has a unique contribution to proving the effectiveness of integrating IBL and PSA in teaching circles. Hence, it serves as an intervention for SHS to learn better and maximize their learning. Grade 11 teachers may combine 2 or more strategies depending on the nature of students, the culture of learning, location, and setting, and its parallelism to the topics/subjects they're teaching. Doing so will drastically increase both students and teachers' performance with a proper and right way of combining such strategies & approaches.

KEYWORDS: Inquiry-Based Learning, Problem-Solving Approach

SUBMISSION ID: R04A-QUEZON-0264

In-Service Teachers' ICT Use and Integration in the Secondary MSE Classroom: Applying the UTAUT Model

Florenz Asinas, Department of Education - Division of Science City of Munoz

Abstract

INTRODUCTION

Technological changes and innovations happen so quickly these days and being able to use technology and knowing how to teach it is fast becoming an expectation for all teachers. An evaluation of teachers' changing competence, beliefs, and attitude towards ICT use in classrooms is necessary to determine factors that affect classroom implementation. The Department of Education recognizes that monitoring and evaluation (M&E) of ICT-based programs is a necessity to gauge the influence of ICTs on the education system hence this situation underscores a need to examine the factors affecting teachers' ICT use and their implications to teachers' professional development (TPD) strategies.

METHODS

This descriptive study which used the purposive sampling method has looked into the extent of usage frequency of ICT tools, as well as existing differences if any, among Math-Science-English (MSE) teachers in the province of Nueva Ecija: 170 (71%) from public and 69 (29%) from private secondary schools. It also investigated the usage behavior (UB) and behavioral intention (BI) of teacher-respondents in using ICTs in the classroom setting in relation to five (5) key determinants namely Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, and Habit adapted from the Unified Theory of Acceptance and Use of Technology models (UTAUT 1 and 2).

RESULTS

Based on the results of the t-test, it was revealed that the usage frequency of ICT tools by the two groups of MSE teachers from the sampled schools is similar. Through correlation analysis, all five UTAUT constructs were found to correlate positively with both UB and BI but more strongly with the latter. Regression analysis has shown that the UTAUT construct of habit (HT) is the most significant predictor of MSE teachers' usage behavior (UB) while the key construct of performance expectancy (PE) most significantly affects their behavioral intention (BI) to utilize ICT tools in classroom teaching.

DISCUSSIONS

In-service teachers need to be shown gradually, through continued training and close monitoring & evaluation, that it is possible for them to use ICT in their lessons without too much difficulty and believe that by doing so they attain gains in teaching performance (performance expectancy). They need to learn the basics of the technologies that will be most useful to them and their students and be shown effective and easy ways to use these in their future classrooms such that it eventually becomes a habit (HT).

KEYWORDS: behavioral intention, habit, ICT, MSE teachers, performance expectancy, usage behavior, UTAUT

SUBMISSION ID: R003-MUNOZS-0000

**Insights of Grade 10 Students of Calamba Bayside Integrated School to
Korean Language as an Elective Subject**

Krystle Anne Mercado, Department of Education
(Adviser: Jamesliam Reponte)

Abstract

INTRODUCTION

The Korean language is an increasingly important language in the world because of South Korea's powerful economy, geopolitical importance, and growing presence in Asian pop culture. The Korean Language has been offered in some local schools as an elective subject. According to the Department of Education Secretary Leonor Briones, having the Korean Language in public schools will create opportunities to help us have a better life in the near future not just individually but as a whole nation. Korean businessmen, students and tourists in the country will then have better communication with Filipinos.

METHODS

A narrative qualitative research exposes insight of Grade-10 students as regards the Korean Language as an elective subject. The researcher used the simple random sampling technique for her to identify the respondents for this study that will undergo an in-depth one-on-one interview.

RESULTS

The Department of Education should know the insights of students on the Korean Language, to be able to exert some efforts to further discuss and give some ideas to students about the importance of the Korean Language; how it may affect their life in the near future.

DISCUSSIONS

The researcher found after in-depth one-on-one interviews that some of Grade-10 students had an idea about the possible benefits and effects of having the Korean Language as an Elective subject. She noticed that most of students are divided about having this as part of the Academic Subjects. Some were even concerned about the possibility of the Korean Language replacing the Filipino Language. But, nonetheless, some welcome the foreign language as they knew that it could possibly bring progress to the Philippines through the introduction of new opportunities for the Filipino people. Some of the respondents just stated their answers as if they are the only one involved and not even thinking for others and for the country who will benefit from this. They are not knowledgeable enough about the pros and cons of having the Korean Language as an elective subject. Most of them need to have some sort of briefing to open their minds and accept this language as being part of the subjects offered here in the Philippines. Most of them said that this will give some disadvantages in terms of knowing the culture of another country rather than explaining and exploring our own as this will need further study.

KEYWORDS: Korean, Qualitative, Research, Narrative

SUBMISSION ID: R04A-CALAMB-0141

Insights of Grade 10 Students in the ABM Strand

Rhonnrick Aure-Gmaths
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

The Accountancy, Business, and Management strand focuses on the basic concepts of financial management. It allows a deep appreciation of the fantastic world of accounting and business management. The study helps students change their perceptions about the ABM strand.

METHODS

This study used phenomenology research to identify experiences from a personal point of view and convenience sampling where the first available primary data source will be gathered from. The respondents are selected grade 10 students from different sections in GMATHS. The survey questionnaire was used to gather data composed of open-ended questions relating to the topic or issues.

RESULTS

The study found that some grade 10 students have limited knowledge about the ABM strand. The students think that the ABM strand is more of computation and solving problems relating to business and analyzing transactions. The subject is not easy to understand.

DISCUSSIONS

The results demonstrate that students must change their insights about the ABM strand and that teachers should provide more information about the ABM strand so that students may understand what it is all about.

KEYWORDS: Insights, Business,

SUBMISSION ID: R04A-CAVTP-0844

**Installation of an Honesty Store at Tanauan City Integrated High School-A
Project-Based Learning to Demonstrate City Henyo's values**

Gwynneth C. Libang, Mercado, Christian Mac, Mercado, Nathaniel, & Rashid,
Jalaisah, Tanauan City Integrated High School
(Adviser: Christian D. Tejeresas)

Abstract

INTRODUCTION

An honesty store is a shop that has no surveillance camera or an employee managing it. This study was conducted to determine the values and reactions of Tanauan City Integrated High School students towards the installation of an honesty store inside the campus. Furthermore, this aimed to develop intervention programs to increase the level of honesty of students.

METHODS

Simple random sampling was used to select 249 students using the Slovin's formula with a margin of error, $e=0.05$. The descriptive-quantitative research design was utilized.

RESULTS

The study found that students were satisfied with their own attitude towards honesty. They believe that an Honesty Store would serve them best in providing school supplies inside the school. However, the Honesty Store suffered a major setback with a reported deficit of Php 1,528.50 during its implementation.

DISCUSSIONS

Based on the computed Z-test value of 2.038 at $\alpha=0.05$, it was found that there was a significant relationship between students' values and accumulated profit based on the weekly inventory of the honesty store.

The researchers recommend conducting another study after the intervention programs are undertaken to determine the effectiveness of the said programs, whether the level of honesty among TCIHS students increased or not.

KEYWORDS: Department of Education Core Values, Makatao, Honesty

SUBMISSION ID: R04A-TANAUA-0015

Instructional Competence of Kindergarten Teachers in City School of Tanauan: Basis for Proposed Action Plan in Classroom instruction

Maria Fatima Angelica Castillo

Abstract

INTRODUCTION

Instructional competencies play a vital role in attaining better and quality education. As facilitators of learning, teachers must know more about the different facets of learning styles. This study would like to know the instructional competencies of kindergarten teachers and to create an action plan for the enhancement of their competencies. It attempted to assess the instructional competence of kindergarten teachers in the Tanauan City Division and their profiles.

METHODS

The descriptive method of research was used to gather information existing conditions. The study used 118 kindergarten teachers in Tanauan City Division. The questionnaires measure their instructional competence of teachers as perceived by them.

RESULTS

It was found that teachers are mostly married females belonging to the 26-30-year age bracket with bachelor degrees, with 1-5 years of teaching experience. The teachers have excellent performance in teaching styles, classroom management, and evaluation skills as perceived by them.

DISCUSSIONS

This study would provide baseline information for school administration to develop programs that would enhance the capability and proficiency of teachers. Selecting appropriate teaching styles for specific type of students would give a better learning process and atmosphere. Continuing education for teachers would also give way to their professional growth as they pursue graduate studies. Effective evaluation skills would lead to fairness and justice among the group of students with high intellectual capabilities. Efficient and accurate results of evaluation will provide an honest response and feedback from students so that they will know what part of their skills needs more improvement and progress.

KEYWORDS: instructional competence, classroom management

SUBMISSION ID: R04A-TANAUA-0060

**Instructional Competence of Selected Public Elementary School Teachers:
Basis for an Action Plan**

Carolyn Buenaventura, Department of Education - Cavite

Abstract

INTRODUCTION

The primary purpose of this research was to assess the instructional competence of selected public elementary school teachers in the City of Tagaytay for the SY 2016-2017. This study is limited to the instruction competence of the public elementary school teachers in terms of planning teaching materials. Instructional strategies and techniques, communication with learners, learner's reinforcement-involvement, and professional standards. The respondents of the study were the 15 school heads and 45 teachers in the Municipality of Tagaytay City. There were 60 respondents.

METHODS

This study made use of descriptive and development types of research. The descriptive method was used to assess the performance of the selected teachers based on instructional competence. The researcher conducted a survey using the questionnaire in gathering the respondents' perception of the instructional competence of elementary school teachers. The study used two methods in gathering data such as indirect/survey questionnaire and direct/interview methods of collecting data. The data gathered from the respondents were treated statistically using percentage, weighted mean, and t-test.

RESULTS

Some elementary school teachers were very competent while some had areas that needed enhancing. There was a significant difference between the instructional competencies. Their instructional competence improved through the use of the suggested action plan.

DISCUSSIONS

The results were used by the division office to serve as a guide and benchmark to enhance the instructional competence of school teachers. The school teachers shall continue attending seminar workshops and training to equip them with updated knowledge of instructional skills. Intensified instructional skills should be done to enhance the performance of teachers and the achievement level of the pupils. Furthermore, sustained cooperation and support between the school principal and teaching staff is needed to push programs and projects of the school.

KEYWORDS: Instructional Competence, Descriptive Design, Action Plan, Teachers

SUBMISSION ID: R04A-CAVITP-0134

Instructional Competencies and Academic Performance of Grade 7 Learners in Science: Basis for Action Plan

Marivic Alcazar, Amadeo National High School

Abstract

INTRODUCTION

The advocacy to promote academic excellence and quality education in the district of Amadeo, Cavite made the researcher decide to conduct a study that will determine the instructional competencies and how these relate to the academic performance of Grade 7 learners in Science for the school year 2017-2018. It is in this aspect that the researcher conducted this study with the end view that she will be of help in producing quality and competent teachers for the future generation.

METHODS

This study used the descriptive method since it is the most appropriate research method to describe the competencies of secondary science teachers in terms of Social Regard for Learning, The Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting, Community Linkages, Personal Growth, Professional Development, and Academic Performance of Grade 7 learners, school year 2017-2018. The respondents were the secondary science teachers in selected schools of Amadeo, Cavite. The questionnaire was used as the basic tool for gathering data. It was lifted from the NCBTS-TSNA handbook (National Competency-Based Teacher Standards-Teacher Strengths and Needs Assessment Handbook).

RESULTS

The analysis revealed that respondents were assessed as very highly competent in terms of personal, social growth, and professional development; and community linkages. They were assessed as highly competent in terms of learning environment; planning, assessing and reporting; diversity of learners; curriculum; and social regard for learning. The academic performance of Grade 7 learners was Satisfactory. All variables under instructional competence were significantly related to the academic performance of students. An action plan was developed in order to improve the academic performance of students and at the same time the instructional competencies of science teachers. The teachers frequently encountered different problems in teaching Science. The action plan was acceptable. It will help to improve the academic performance of students and at the same time the instructional competencies of science teachers.

DISCUSSIONS

Based on the findings, teachers should be provided with technical assistance, training, and seminars in instructional competencies to help improve the academic performance of students. A study on teacher competency should be done on a regular basis. Instead of giving out supplementary reading materials, teachers should focus more on giving additional classroom activities and presenting video clips in class to make lessons more interesting to students which would eventually lead to an improvement in students' performance. The type of technical assistance to be given to teachers should depend on the factors that affect most of their teaching competencies. Overall teachers should aim to perform their best and demonstrate their competencies in handling the subject to attain the desired academic performance of students. Teachers should be encouraged to keep updated and stay interested in the development of the field of teaching to achieve advancement and cutting edge of knowledge. Staying updated with the trends in teaching can help ensure that teachers are teaching relevant knowledge and functioning at the current global teacher standards. More scientific research and studies on the similar topic should be done to give clearer outcome and provide bases for developing technical assistance, training and seminars to teachers. Future researchers may replicate the same study focusing on other topics in Science and other subjects. The same study can be conducted on a larger scale. Promote the implementation of the developed action plan to other subject areas.

KEYWORDS: Competence, academic performance, National Competency-Based Teacher Standards (NCBTS)

SUBMISSION ID: R04A-CAVITP-0692

**Instructional Competencies and Practices of Public Elementary School
Administrators: Basis for Instructional Development Program**

Shirly Aure, Department of Education

Abstract

INTRODUCTION

This study was conducted to evaluate the administrators' instructional competencies and practices and develop an Instructional Development Program that will be of great help to school administrators in improving their instructional competencies and practices.

METHODS

This study used a descriptive analysis research design because it surveyed the principals' instructional competencies and practices. It was conducted in seven (7) municipalities of South Cavite with a total population of 79 school heads and 1080 teachers.

The survey questionnaire was used to gather data on the instructional competencies and practices of public elementary school principals in South Cavite and computed through T-Test.

RESULTS

The level of instructional competencies of school administrators and Instructional Supervision was "Highly Effective", Developing Programs and Adopting Existing Programs, Assessment of Learning, and Implementing Programs for Instructional Improvement were interpreted as "Effective".

On the extent of instructional practices, The Instructional Practices of Assessment and Evaluation to Provide Needed Assistance and Reporting Accomplishments to stakeholders was assessed "Great Extent", Teaching and Serving as Role Model, Planning to Modify to Improve Instruction, and Diagnosing Areas for Improvement were assessed as "Moderate Extent".

Based on the findings, the Instructional Development Program was developed and designed to (a) implement programs for instructional improvement; (b) Improve principals' instructional practices for the improvement of instruction. Both administrators and teachers assessed the proposed Instructional Development Program as "Very Highly Suitable", "Very Highly Feasible", and "Very Highly Acceptable" with overall weighted means of 4.998, 4.998, and 4.99, respectively.

DISCUSSIONS

Since the administrators of South Cavite were found to be highly effective in their Instructional Competencies, they don't really have an urgent need for Instructional Development activities in this area but they need to improve their Instructional Practices for the success of their instructional leadership.

The Instructional Development Program can be implemented in South Cavite since respondents have similar assessments on its suitability, acceptability, and feasibility.

KEYWORDS: Instructional Competencies and Practices of Public Elementary School Administrators: Basis for Instructional Development Program

SUBMISSION ID: R04A-CAVITP-0693

**Instructional Competencies of Grade Six Teachers in Relation to Pupils'
Performance in Science at San Juan East District, Division of Batangas:
Basis for a Proposed Action Plan**

Rodessa De Villa, Teacher III

Abstract

INTRODUCTION

In this study, the researcher provided important inputs in improving the competencies of teachers not only for their professional development but especially in improving the performance of pupils in Science and the performance of the school as a whole.

METHODS

In assessing the instructional competencies of grade six Science teachers, the researcher utilized quantitative research. A brief explanation may serve to put each one in a proper perspective. The description of different aspects of the instructional competencies and academic performance of pupils in Science were the primary tasks of this study. The data gathered were carefully analyzed and interpreted. To determine the academic performance of Grade six pupils in Science during their second grading period, the researcher analyzed their average grade using a rating scale.

RESULTS

The competencies of teachers are very competent as perceived by respondents with respect to the different aspects. The academic performance of the pupils revealed that most of the pupils got a fairly satisfactory rating. There is no significant correlation between academic performance and assessment of pupils on instructional competencies of teachers with respect to Mastery of Subject Teaching Skills, Classroom Management, and Evaluations Skills. A significant correlation was seen between the assessment of pupils on instructional competencies of teachers with respect to ICT and academic performance in Science. The Key Result Area which identified skills that need improvement among grade six teachers, encourages the researcher to devise an action plan that harnesses their teaching strategies.

DISCUSSIONS

The result demonstrates the need to enhance teachers' instructional skills. This will surely help teachers in taking their roles confidently by enhancing the teaching competencies in the classroom. In that sense, there is an urgent need to steer our effort towards the implementation of intervention strategies to enhance teaching competencies in all levels.

KEYWORDS: Academic Performance, Instructional Competencies, Teaching Effectiveness

SUBMISSION ID: R04A-BATANP-0717

**Instructional Competencies of Science Teachers in Laurel District, Division
of Batangas: An Action Plan**

Jocelyn Panganiban, Evangelista V. De Villa, & Marycris M. De Villa

Abstract

INTRODUCTION

Teachers play a vital role in improving the quality of education. One primary goal of the school is to ensure a teacher's competency in the classroom. The most important factors for successful classroom teaching are classroom management, subject matter, knowledge, and discipline. It really calls for teachers to have a wide repertoire or means of assisting everyone.

METHODS

A descriptive method of research was used. This method is appropriate for it describes the nature of a situation as it exists at the time of the study. The study consists of two groups: (91 teachers) and (19 school heads).

RESULTS

The instructional tasks in Science were satisfactorily performed by teachers. The instructional task performed very satisfactorily was understanding learners. All other tasks were satisfactorily performed by the science teachers; the two groups of respondents performed different functions; hence, a significant difference in the assessments on the instructional competencies of science teachers was noted; the challenges and issues encountered by the science teachers were seriously felt by themselves in performing the instructional tasks in Science. The most pressing issues were less in training on pedagogical approaches in teaching Science; an action plan was proposed to enhance the instructional competencies of science teachers and to address the challenges and issues encountered by teachers.

DISCUSSIONS

Science teachers should exert extra efforts to enhance their instructional competencies; they should give more attention the two art of questioning and mastery of the subject matter; the school heads should conduct regular classroom observations to assist teachers in performing their instructional tasks; teachers and school heads should join hands to address the challenges and issues that were seriously felt by teachers; a follow-up study should be conducted with the inclusion of learners' performance in Science in order to determine if marked improvement should have been noted.

KEYWORDS: instructional competencies, science teachers, descriptive method

SUBMISSION ID: R04A-BATANP-0461

**Instructional Competencies of selected Secondary Araling Panlipunan
Teachers as these Correlate to Student Performance in the School
Achievement Test (SAT)**

Marilyn Anay, Tagaytay City Science National High School

Abstract

INTRODUCTION

The study was conducted to determine the relationship of teacher's instructional competencies, teaching performance, and students' academic performance on the School Achievement Test (SAT) results of selected junior high school students (G9) in Araling Panlipunan.

METHODS

The study utilized the descriptive-correlation method of research. The descriptive survey was used in determining the three groups of respondents' profiles, the teaching competencies of teachers in (AP) and the selected junior high school students' AP performance. The researcher used the researcher-constructed questionnaire and documentary analysis to gather the required data. Respondents were composed of sixty-seven (67) AP teachers and one hundred sixty-six (166) selected junior high school students (grade-9) who are taking up AP in Cavite-South Unit.

Using a standardized survey questionnaire which consists of the demographic profile of teacher respondents in terms of age, gender, civil status, highest educational attainment, length of service and field of specialization.

Part II of the survey questionnaire intends to survey the various instructional competencies/strategies of teachers in teaching AP subjects such as teaching instructional, guidance, classroom management, and assessment/evaluation skills. The survey instrument was validated through a reliability test using Pearson Product Moment of Correlation to determine if a significant relationship exists between instructional competencies and teaching performance, and instructional competencies and student academic performance.

RESULTS

The study on Instructional Competencies of selected Secondary AP Teachers as these Correlate to the Student Performance in the SAT revealed that most of the AP teachers who participated in the study are married, females, aged 45 to 49, with Masters' Degree specializing in AP, and with 20-24 years of teaching experience. The teachers considered themselves highly competent in instructional competencies, teaching, guidance, and classroom management and evaluation skills in teaching AP." There is a negligible relationship that exists between instructional competencies and teaching performance. A negligible relationship likewise exists between instructional competencies of teachers and the academic performance of their students.

DISCUSSIONS

The school should conduct in-service training for AP teachers on the use of innovative teaching strategies in order to present the lessons clearly, coherently and systematically.

KEYWORDS: Instructional Competencies, Teachers, Araling Panlipunan, Students Performance, Achievement Test

SUBMISSION ID: R04A-CAVITP-1013

**Instructional interventions on Enhancing the Mastery of Multiplication
Facts among Grades II and III Pupils at Bisaya School**

Melania Alamag, Bisaya Primary School

Abstract

INTRODUCTION

Mastery of multiplication facts is very essential in teaching Mathematics at the elementary level. However, it is frustrating to note that despite the efforts of primary grades teachers in teaching basic math facts to the pupils in Bisaya School many of them still do not have mastery of the basic facts. For this reason, the researcher who is a multigrade teacher aims to conduct a study to determine the effective strategy in enhancing the mastery of multiplication facts among Grades II and III pupils with the end in view of designing an action plan to further improve the performance of learners in Mathematics.

METHODS

The quantitative-experimental method was used in the research. This six-week study focused on mastery of multiplication facts wherein fifteen Grade Two pupils and thirteen Grade Three pupils were given a weekly test every Friday for six weeks using three strategies in order to determine the best strategy on enhancing the pupils' mastery on multiplication facts. The class grouped into three and different set of activities employed during the remedial period. The same pre-post-tests were administered to measure the effectiveness of the strategy.

RESULTS

Based on the results of pre-test and post-test, all students experienced growth after the utilization of different interventions. The results revealed that the use of songs and chants emerged to be the best strategy to enhance the mastery of learners on the multiplication facts.

DISCUSSIONS

After employing different sets of activities and weekly tests for six weeks, the pupils answered the flashcards correctly using multiplication songs and chants. The proposed action plan can help sustain the performance of learners regarding mastery of multiplication facts and will lead to better performance in Mathematics.

KEYWORDS: essential, quantitative, experimental, effectiveness, emerged

SUBMISSION ID: R04A-BATANP-0355

Instructional Leadership Performed By School Heads in the Municipality of Gen. E. Aguinaldo: An Assessment

Florencia Gloriani, Marilyn Lengson, & Myra Malimban, Department of Education - Cavite

(Adviser: Marilyn Lengson)

Abstract

INTRODUCTION

The vital intention of the study was to assess the instructional leadership performed by school heads in the Municipality of Gen. E. Aguinaldo during the school year 2018-2019. The study utilized the 10 elementary school heads and 1 secondary school head in the Municipality of Gen. E. Aguinaldo, Cavite. There was a total of 11 respondents. The proposed intervention plan in instructional leadership consists of varied activities/strategies/programs which focuses on the instructional leadership performed by the school heads.

METHODS

The study made use of a descriptive method research design. The instruments used in gathering data and answering the questions in this study were the National Competency-Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA) Tool Domain 2 questionnaire, informal interview, observation, and documentary analysis. Observation and interview were also used to verify the accuracy of the data. The data gathered from the respondents were treated statistically using the weighted average.

RESULTS

The school heads utilize assessment results to improve learning, manage the introduction of curriculum initiatives in line with Department of Education policies, enrich curricular offerings based on local needs, and prepare and implement an instructional supervisory plan. Additionally, the school heads conduct instructional supervision using appropriate strategies, evaluate lesson plans as well as classroom and learning management, provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance, and use proposed intervention plans in instructional leadership consisting of additional programs/activities/strategies.

DISCUSSIONS

The results develop skills, attitude, and values of school heads to establish harmonious relationships in schools. They should continue attending seminar workshops and training on instructional leadership to enhance school skills leadership. Moreover, the school heads should organize a research-based school program. The proposed intervention plan in instructional leadership can be adopted as a guide for the improvement of the school heads in handling the institutions.

KEYWORDS: Instructional Leadership, Performance of the School Heads, Intervention Plan, Descriptive Method

SUBMISSION ID: R04A-CAVITP-0175

**Instructional Leadership and School Management Functions of Secondary
School Heads in the Division of Lipa City**

Eleonor Benter, Department of Education, Inosloban-Marawoy Integrated
National High School

Abstract

INTRODUCTION

This action research aims to promote high-quality learning of students and school heads to mobilize the community as well as the local government units to invest time, money and effort in making the school a better place.

METHODS

The method employed in this research was a descriptive design. The data was gathered through various procedures and methods and it consists of a research design, respondents, and data gathering instruments. Statistical treatments were used to analyze the data. There were two groups of respondents, namely, 15 school heads and 300 teachers. Weighted mean, ranking, Pearson's r moment correlation, and t-test were the statistical tools applied in the study.

RESULTS

The study focused on the perception of teachers and school heads on the leadership and management styles of school heads in Division of Lipa City. A significant relationship existed between supervisory and management practices of school principals. They did not only manage the project-making activity, but they also join teachers in performing teaching work. In addition, the proposed intervention activities show concerns which are management-oriented. By involving teachers, other personnel, and even stakeholders particularly the parents of students in worthwhile activities, it is necessary to formulate a plan of action that will serve as a guide. The researcher used the result to develop an action plan that would help in improving the management functions of school administrators.

DISCUSSIONS

School heads should provide teachers an opportunity to teach different students with various learning styles thus, teachers must be updated with new trends in teaching; the school heads should be more vigilant in requesting; more stakeholders should take part in the planning committee of the school; teachers are recommended to attend seminars and training as well as take scholarships in the graduate program for their professional growth.

KEYWORDS: Transformational Leadership style, Transactional leadership style and collaborative learning

SUBMISSION ID: R04A-LIPAC1-0097

**Instructional Leadership Practices and Management Functions of
Principals as Correlates to the Performance of Teachers in Three Senior
High Schools in Area 1, Batangas Province**

Jesusa Ravela

Abstract

INTRODUCTION

Education is fundamental to the development of modern society. The most significant factors in the educational resources include number of staffs in educational institutions, quality of education, principal instructional leadership practices or leadership styles, work equipment and working environment. Many researches came to the conclusion that the principal leadership practices or leadership style is one of the most important factors of teachers' satisfaction. In addition to the principal leadership style, the most frequently included factors of teachers' satisfaction are nature of work, working conditions, personality and teacher behavior, demographic factors, interaction with students, teachers' autonomy, culture and climate of the school.

METHODS

This study is a descriptive research which was conducted to determine the assessment of school heads and teachers regarding leadership practices and functions of principals of SHS in Calaca, SHS in Calatagan, SHS in Tuy in relation to the school performance. A survey was made among seventy-five (75) respondents which include Senior High school teachers in Calaca, Calatagan and Tuy Districts. The obtained data were thoroughly analyzed and interpreted on the basis of objective and hypothesis of the study.

RESULTS

Principals should maintain their managerial skills for the improvement of the performance in relation to their instructional leadership practices. They should attend seminars, workshops, and conferences regarding managerial skills to further enhance their skills in school management functions. Additional programs of leadership practices and management functions must be implemented for the improvement of instructions. Implementation of the proposed action plan is highly recommended to enhance the instructional leadership practices and management functions of the principals.

DISCUSSIONS

Principals have been recognized as important contributors to the effectiveness of schools. In an era of shared decision-making and management in schools, leadership matters. Principals constitute the core of the leadership team in schools. A competent principal with leadership style is principal's behavior in a working process, which influences all school performances. A competent principal with leadership competencies has a great impact on teacher.

KEYWORDS: Instructional Leadership Practices, Management Functions, Principal, Performance, Senior High School

SUBMISSION ID: R04A-BATANP-0712

Instructional Material in Enhancing Competencies in the Written Discourse

Pauline Ascutia

Abstract

INTRODUCTION

The preparation of instructional materials is one of the major responsibilities of teachers when it comes to teaching and learning. However, choosing and preparing the appropriate instructional materials that will enhance the competencies in the written discourse of learners and will address the needs of learners is one of the challenges teachers encounter from time to time. In response to this challenge, the Department of Education's K to 12 Curriculum in Grade Four English included writing composition as one of the domains to be developed by the pupils. Moreover, Department of Education Order No. 42, s. 2016 "Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program" aims to empower teachers to carry out quality instructions that recognizes the diversity of learners inside the classroom, is committed to learners' success, allows the use of varied instructional and formative assessment strategies and enables the teacher to guide, mentor and support learners in developing and assessing their learning across the curriculum.

METHODS

This study utilized descriptive qualitative method of research through a diagnostic test to categorize the third quarter competencies in the written discourse as well as to determine the proficiency level of the respondents in terms of competencies in the written discourse. Furthermore, the result from the diagnostic test conducted served as basis in preparing the module. The said module was validated and refined by the three jurors and was pilot tested with the respondents.

RESULTS

Based on the analysis of the data gathered, the findings of the study revealed that the respondents are developing and approaching proficient in terms of the third quarter competencies in grammar and writing composition and in order to enhance the proficiency level of the respondents, a module was prepared. This module allows learners to read and better understand the third quarter competencies through simple explanations and activities.

DISCUSSIONS

The categorized competencies in the written discourse are focused mainly on two domains, namely: grammar and writing composition. Despite the fact that there are more pupils in the developing and approaching proficiency, it is evident that they still fall short on the expected competencies in grade four. Thus, there is a need for further enhancement of these competencies. Development and distribution of modules to different schools would be a great help towards learning the categorized competencies.

KEYWORDS: competencies, module, instructional material, written discourse, proficiency level

SUBMISSION ID: R005-LEGAZP-0002

Instructional Materials for West Miraya Dialectal instruction

Emil Asejo

Abstract

INTRODUCTION

The advent of the Mother Tongue-Based Multilingual Education (MTBMLE), an added feature to the K to 12 curriculum of the Department of Education (Department of Education), has brought sudden changes in the educational arena which posed challenges especially on the part of teachers and learners. One of which is the dearth in the materials in teaching MTBMLE. To address this issue, the researcher of this study produced educational materials by measuring first the mutual intelligibility of the West Miraya dialects, namely: Bikol-Polangui, Bikol-Oas, Bikol-Ligao and Bikol-Pioduran which are one of the Bikol languages. Specifically, the lexical counterparts of the basic core vocabulary in the West Miraya dialects were identified. Afterwards, the degree of mutual intelligibility of these dialects was measured and an instructional and a reference material were produced to enhance the teaching of the dialects and to bridge the learning of mother tongue to the learning of English.

METHODS

Basic interpretative research design was employed to answer the specific problems. There were 20 respondents in this study: 5 speakers of Bikol-Polangui, 5 Bikol-Oas speakers, 5 Bikol-Ligao speakers and 5 speakers of Bikol-Pioduran who were chosen using the following criteria: (a) must be native speakers; (b) must have stayed in the locale for at least 10 consecutive years since birth; (c) must have reached at least sixth grade; and (d) of reputable character.

RESULTS

The words in the basic core vocabulary have only one or the same lexical counterpart in the West Miraya dialects, while others have English or Filipino adaptations, have the same lexical equivalent but differ in vowel sounds, or have different translations; 116 out of the 200 words in Swadesh list are mutually intelligible, that is, having only one or the same lexical equivalent in all four places using West Miraya dialects; and the instructional and reference materials produced are a picture dictionary and a reading material.

DISCUSSIONS

The variation that exists in the lexical counterparts of the basic core vocabulary in the West Miraya dialects are caused by context, geographical location or proximity, legal, and political considerations; there is an average mutual intelligibility; hence, the need to come up with an instructional and a reference material; and these materials produced are a picture dictionary and a reading material both titled "An Bibisarun Ta" or "Our Way of Speaking" which are intended for Grade 3 pupils and teachers.

KEYWORDS: instructional materials, mutual intelligibility, dialects,

SUBMISSION ID: R005-LEGAZP-0003

Instructional Materials with Mobile Application: A Proposed Worktext in Pre-Calculus

Reney Boy Formilles, GMATHS

Abstract

INTRODUCTION

The Philippines Educational system has been plagued by so many challenges. Some of these challenges are deterrent factors towards the full realization of the objectives and goals of education in the country. The field of Math is not exempted from this dilemma; among these is the lack of educational materials hence, instructional materials should include connections to students' life situations to make the content meaningful. It also includes guidance and support to help students safely and successfully become more independent learners and thinkers. In this regard, Worktext for Pre-calculus in G11 STEM were developed by the researcher.

METHODS

The study utilized the descriptive method of research through survey questionnaire checklist to gather data needed for the study. The survey questionnaires served as an evaluation instrument which contained the following components: objectives, presentation, content, activities/application, evaluation, organization, language and style, usefulness, and navigation. A 5-point Likert's Scale was used in the study. The population of the study are the 35 students of G11 STEM strand in GMATHS, Mathematics teachers who handled Pre-calculus in STEM and Math experts as respondents.

RESULTS

The following are the findings of the specific problems that were raised in the study. 1) On the performance of G10 students, the study found that in the past five years achieved a Low Mastery in Math 2) On the assessment of the Math teachers and experts in the Worktext in Pre-Calculus for G11 STEM in terms of Objectives, Presentation, Content, Activities/Application, Evaluation, Organization, Language and Style, Usefulness, and Navigation as very acceptable. 3) There is significant difference on the assessment of Mathematics experts and teachers of G11. 4) On the performance of students in their Pre-test is average while the Post-test is moving towards mastery hence, the performance in the Post-test is higher than in the Pre-test was manifested.

DISCUSSIONS

The result demonstrates that the performance in Math of G10 students for the past 5 years was low. The instructional materials were developed to improve the academic performance of students and to help easily understand the different topics in Math and were assessed very acceptable by the Math Expert and Teachers which mean that the materials met the standards as shown by the good results of student's respondents. The use of instructional material brought about significant change on the part of students.

KEYWORDS: MATHEMATICS, PRE-CALCULUS, WORKTEXT, MOBILE APPLICATION, STUDENT, PERFORMANCE

SUBMISSION ID: R04A-CAVTP-0571

**Instructional Performance of Technology and Livelihood Education (TLE)
teachers in public Secondary Schools of Area III, Division of Batangas:
Basis for Enhancement Plan**

Florence Harina, Teacher III

Abstract

INTRODUCTION

Teachers are bent on helping students understand concepts that go beyond factual knowledge level to higher levels of thinking. Many are striving to help their students/learners apply, analyze, synthesize, create new knowledge, and solve new problems. The researcher was motivated to conduct the study in order to assess the level of instructional performance of the Public Secondary Technology and Livelihood Education (TLE) Teachers in Area III, Division of Batangas. Likewise, problems confronting execution of instructional performance were also determined.

METHODS

The research utilized the descriptive method where the researcher collected data from the different samples of the population, which were then analyzed. This design was chosen because the researcher was involved in assessing the status of instructional performance of Technology and Livelihood Education (TLE) teachers. One of the purposes of the descriptive method of research is to describe the nature of a situation, as it exists at the time of the study. The researcher used this kind of research method in order to obtain firsthand data from the results of the assessment of the respondents which led to the formulation of rational and sound conclusions and recommendations for the study.

RESULTS

The data indicated that the TLE teachers effectively performed the instructional tasks to a great extent. Foremost in the rank was human relation obtaining the highest average weighted mean while lowest in rank was evaluation and still performed by the TLE teachers to a great extent. Furthermore, problems encountered were cited as moderately serious when it comes to their implementation in the TLE programs. The tools and equipment were interpreted as slightly serious while in the last rank was the evaluation of students' performance and interpreted as slightly serious problems.

DISCUSSIONS

Instructional materials, tools and equipment are the most important factors to consider in attaining excellent performance of students in Technology and Livelihood Education (T.L.E.) or in a Technical Vocational Institution. It should be given special attention and highest priority so that students would become familiar with them. In return students are able to gain knowledge and skills if they were exposed to different tools and equipment in T.L.E. The problems encountered in teaching TLE have significant relationships on the instructional performance of teachers.

KEYWORDS: instructional performance, enhancement plan

SUBMISSION ID: R04A-BATANP-1822

Instructional Practices in Enhancing Mathematics Performance of Struggling Learners in Learning Multiplication Process: input for Cluster II Professional Learning Community

Chiela Bagnes, Department of Education

Abstract

INTRODUCTION

The study evaluates the evident instructional practices identified by teachers of Cluster II of Department of Education San Juan West District in enhancing Mathematics performance of struggling learners in learning multiplication process. One of the priority improvement areas cited in the School Improvement Plan of Cluster II is the pupils' academic performance in Mathematics. To address teachers' predicament on how to uplift pupils' performance, this study seeks to craft an action plan as input for a professional learning community.

METHODS

The researcher employed a descriptive method with the use of survey questionnaires in gathering the data which were collected and interpreted in assessing the validity and authenticity of the research. Fifty teachers from 6 public elementary schools of San Juan West District, Division of Batangas were involved as respondents of this study. In analyzing the data gathered, descriptive statistical methods such as ranking and weighted mean were used.

RESULTS

The study reveals the following results: (1) the evident instructional practices identified by teachers of Cluster II Department of Education San Juan West District in enhancing mathematics performance of struggling learners in learning multiplication process in terms of the following: a. student-centered instruction-it is very much evident that teachers tell students the strategy to use in response to student work/answer b. teacher-directed instruction-number of problems on which the teacher guides practice on problems is very much evident on the learning environment c. peer collaboration-teacher demonstrates how to play a game (2) the teacher tells students the strategy to use in response to student work/ answer is the most attributed instructional practice in increasing student multiplication learning in Mathematics (3) there is a significant difference among the mean scores on the evaluation of teachers on the identified three instructional practices (4) the proposed action plan is expected to enhance the mathematics performance of struggling learners.

DISCUSSIONS

The results show the instructional practices in enhancing mathematics performance of struggling learners in learning multiplication process as evident in their learning environment. Based on the identified instructional practice that is the most attributed in enhancing Mathematics performance of struggling learners, it necessitates for teachers to follow the proposed action plan as input for a professional learning community.

KEYWORDS: evident, instructional practices, struggling learners

SUBMISSION ID: R04A-BATANP-1170

Instructional Preferences between Strategic intervention Material and Google Classroom and its Efficacy to Selected SHS Working Students in San Jose National High School

Erlinda Lacbay, Department of Education

Abstract

INTRODUCTION

Adjustment of time is one of the major problems of some senior high school working students. Most of them struggle in managing their limited time as to what would be prioritized between work and school. School guidance coordinator spotted students who are at risk of dropping out due to difficulties in coping with their lessons. Based on the school BEIS report, an average of .02% drop out increases from 2016-2018. Mainly the reason is due to the inability of the working students to get along with the strenuous tasks and workloads. This study introduced two instructional tools that could alleviate the burden of working SHS students.

METHODS

A correlational analysis method was used where the researcher attempted to analyze the relationship between the preferred instructional tool and its efficacy to SHS working students. The researcher employed a descriptive quantitative design. Thirty working SHS students from Grade 11 and 12, both GA and ABM responded to answer the structured questions. A non-random sampling was used where the respondents opted to choose their preferred instructional tool.

RESULTS

Respondents who used the google classroom in this study perceived the problems encountered while employing the said tool; 1. A technical issue like internet accessibility, gadget availability (laptop, tablet, mobile phone) 2. Disturbances while browsing the lessons due to social media intervention. Respondents who applied strategic intervention material perceived the following results; 1. SIM is accessible and handy. 2. SIM can be brought to work and could be browsed during the break. Both of the two groups concluded that lesson in hard copy is easier to use. Based on the result of their assessment, students who employed SIM had a higher score than students who used google classroom.

DISCUSSIONS

The result demonstrated the importance of choosing the best instructional tool that could help and mitigate the dilemma of working students. This study drove the classroom teachers to apply innovations that encouraged students to keep going amidst the difficulties they encounter while working and studying. This study also served as a revelation to working students that in every problem there is a solution. The result of this study could be utilized in addressing the existing problem of Department of Education concerning the increasing percentage of dropouts and would lessen if not eradicate the number of students who are at risk of dropping out.

KEYWORDS: SARDOS, SIM, Google classroom, preference, innovation, instructional tool

SUBMISSION ID: R04A-SANPAB-0002

Instructional Scaffolding: A Strategy in Improving Mathematics Mean Performance of Grade 8 Students in Talipan National High School

Michelle Duma, Researchers Association of Department of Education Quezon

Abstract

INTRODUCTION

Individuals work within the zone of proximal development to support a child until she/he is able to internalize and demonstrate independent ability or ownership of new learning (Vygotsky as cited by Burch, 2007). This support system that helps learners achieve success on tasks that are too difficult for them to achieve by themselves is called "scaffolding". This study sees its relevance in improving the Mathematics mean percentage score (MPS) of learners as the Math average MPS of Talipan National High School alarmingly decreased in SY 2015-2016. Primarily, it aimed to determine the effectiveness of instructional scaffolding in improving the MPS of students, particularly in Grade 8.

METHODS

The study utilized an experimental method of research using the two groups design to determine the effectiveness of instructional scaffolding as a strategy in improving the Mathematics mean performance of students. The study purposively selected control and experimental groups as the respondents based on the set criteria, i.e. the same level of performance in Math. Statistical tools such as percentage rating with its corresponding descriptive values, mean, and t-test for dependent and independent samples were utilized in the study to analyze and interpret the results of the study. The split-halves correlation was used to test reliability.

RESULTS

The study showed that there is a marked improvement in the Mathematics mean performance of the control group before and after the experiment across five (5) lessons (from Did Not Meet Expectation to Fairly Satisfactory/Satisfactory). Improvements were also observed in the experimental group, but with better results (from Did Not Meet Expectation to Very Satisfactory/Outstanding). It further showed a significant difference in the pre-test-post-test MPS of the control and experimental groups, as well as in the final mean performance of both groups after the experiment.

DISCUSSIONS

The results implied that although the use of the traditional method had positive effects on learning, instructional scaffolding leads to better and improved performance. It is supported by the findings of Casem (2013) that scaffolding strategy affect the attitude of students toward mathematics which results to higher performance in the subject. This research has proven the effectiveness of instructional scaffolding as a strategy in improving Mathematics mean performance of Grade 8 students in Talipan National High School.

KEYWORDS: Instructional Scaffolding, Strategy, Improving Mathematics Learning

SUBMISSION ID: R04A-QUEZON-0185

Instructional Skills Employed By Public Elementary Teachers in All Learning Areas of Sto. tomas North District: Basis for a Proposed Training Design

Edlyn T. Dones, Francel Carla N. Casila, & Maria Ida Marquez

Abstract

INTRODUCTION

Based on the result of the periodic test, pre-test and post-test at Sto. Tomas North District, the schools obtained quite a low performance in all learning areas. Because of the foregoing problems, the researcher was prompted to undertake study in the instructional skills of public elementary school teachers to improve teaching in all learning areas in Sto. Tomas North District for a higher performance which the district hopes to achieve. A key issue in achieving quality in teaching is the selection of methods that will most effectively enhance the learning of students, taking into account the early characteristics of student's concerned. For students to build confidence in different situations, teachers should need to be the kind of person who knows to accept them as they are and is willing to work in a team.

METHODS

This study dealt on the assessment level of the instructional skills in terms of lesson development such as diagnosis of the lesson, presentation of the lesson, focalization, application of the lesson, and evaluation of the lesson; communication; and classroom management. The researcher conducted unstructured interviews to confirm and verify the answers to the questionnaires and obtain additional responses. All items that are left unanswered will be completed through the process. The questionnaire will be used as an interview guide.

RESULTS

There is a significant difference between the perceptions of the respondents and the strategies of teachers in terms of diagnosis of the lesson, presentation of the lesson, focalization, application of the lesson, evaluation of the lesson, communication, and classroom management.

DISCUSSIONS

Teachers should be encouraged to use effective instructional materials in presenting a lesson so as to motivate the pupils to appreciate all learning areas. Pupils must be provided with more related activities like joining Spelling, MTAP, Quiz Bee contest to understand the contents of all learning areas to ensure better critical thinking and observing different problems and situation. Teachers must find more interesting and innovative ways to motivate their pupils to improve their understanding in all learning areas.

KEYWORDS: focalization, instructional skills, diagnosing

SUBMISSION ID: R04A-BATANC-0442

Instructional Skills for Making Meaning of Public Elementary School Teachers: Basis for Instructional Enhancement

Rose Ann Herrera, Department of Education - Cavite Province

Abstract

INTRODUCTION

Learning is the discovery of personal meaning and relevance of ideas. This is somewhat the same as principle number one. Learners can easily understand concepts if these are relevant to their needs and problems. Hence, as teachers, we must relate the lesson to learners' needs, interests, and problems.

METHODS

In this study, the descriptive comparative design was used. This study compares the likeness and difference among phenomena to determine if certain factors or circumstances tend to accompany certain events, conditions, or processes. This design is appropriate for the study because it sought to explore, describe and compare the responses of the teacher respondents in their ways of developing rubrics, especially when grouped accordingly. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. Comparative research involves a test of differences on the variables and looking at their significances.

RESULTS

They have accounted 885 participations in different levels with regard to the seminars and training. They primarily handled language subjects such as English and Filipino. And they were fairly distributed across the grade levels. In the collated general instructional skills of the respondents for making meaning, the six (6) areas that stand as indicators are the six (6) areas of instruction in making meaning received both Highly and Moderately Skilled interpretations. Instructional Objectives, Preliminary Activities, and Lesson Proper were remarked Highly Skilled, with 4.27, 4.26 and 4.25 means score, respectively. On the other hand; Areas on Resources, Application and Examination were attributed with Moderately Skilled with mean scores of 4.18, 3.86 and 4.18, respectively. The general weighted mean was 4.17 which is interpreted as "Moderately Skilled".

DISCUSSIONS

Concluding the findings of the comparative analysis, the educational attainment, length of service, subjects handled, and grade level handled all yielded no significant differences on the value within or between groups. This means that there is a significant difference between and among the groups of respondents when they are grouped according to the seminars they have attended. This implied that the seminars and training attended significantly differ and varied across the teacher-respondents. One evident consideration was the amount of responses the respondents made in enumerating the number and level of seminars they have participate in.

KEYWORDS: INSTRUCTIONAL SKILLS, PUBLIC ELEMENTARY SCHOOL TEACHERS, INSTRUCTIONAL ENHANCEMENT

SUBMISSION ID: R04A-CAVTP-0688

Instructional Skills of Teachers in Teaching Music, Arts, Physical Education and Health: An Assessment

Aprilito De Guzman, Department of Education

Abstract

INTRODUCTION

Quality education results from competent teachers, thus the annual evaluation of teachers' competencies by the principal is necessary to assure that they are doing their jobs according to the set standards. Instructional competence refers to the skills of the teacher in teaching, guiding, managing, and evaluating learning. The teacher should possess this in order for them to have better performance, to help them improve their teaching performance. Because Music, Arts, Physical Education, and Health pertains to the abilities and talents of the student, the teacher must have the ability to encourage each student to showcase their talents without fear and shame.

METHODS

The main concern of the study was to assess the instructional competencies of teachers in Balayan National High School and Governor Feliciano Leviste Memorial National High School, Division of Batangas during the school year 2017-2018. Evaluated in this study were seven teachers from Balayan National High School and eight from Governor Feliciano Leviste Memorial National High School. The questionnaire was the main instrument for gathering data. The statistical tools used were frequency, percentage, weighted mean, ranking, and t-test.

RESULTS

As a whole, all instructional skills were satisfactorily demonstrated by the two groups of teacher respondents. The results of this study revealed that the instructional skills of the MAPEH teachers were satisfactory to improve the performance of teachers that would redound to better achievement of students, there is a need to propose an action plan.

DISCUSSIONS

The MAPEH teachers of Balayan National High School and Governor Feliciano Leviste Memorial National High School should be encouraged to exert efforts to improve their teaching skills to a very satisfactory level. In as much as the two groups of MAPEH teachers had a similar assessment on their performance they should be provided with the proposed action plan that would help them improve their skills.

KEYWORDS: Instructional

SUBMISSION ID: R04A-BATANP-0831

Instructional Strategies and its Implication to Pupils Engagement

Maura Makalintal, Department of Education, Cawongan Elementary School

Abstract

INTRODUCTION

In Cawongan Elementary School in Padre Garcia, the researcher has observed that grade six pupils are continuously displaying difficulties in improving their performance in almost all their subjects even if teachers are employing different strategies in their teaching. It is now that the researcher has decided to embark in this type of study to address the possible needs of students. The researcher is hopeful that this study shall acquaint teachers of the level of pupil engagement in the common instructional designs or strategies for learning that they are employing.

METHODS

The researcher used the survey questionnaire to obtain the necessary information for this study. The survey questionnaires were divided into two parts-the part for the pupils to answer and the part for teachers to answer.

The researcher used the descriptive research design merely to describe the current level of pupil engagement and the different instructional strategies utilized by teachers to encourage pupil engagement.

RESULTS

Results simply emphasize the need of the pupils to develop their engagement to school to have a higher interest in their schooling. There are so many factors that might affect their low engagement to school, however, their social skills are not a factor that affects their low engagement. They have a good relationship with peers which is very important and can also attest that bullying is not rampant at school. One of the factors that may affect their low interest at school is the teacher factor. If teachers are creative in creating learning activities to engage the pupils, the pupils will look forward to school. Teachers who can provide motherly care and love to pupils are more likely to engage pupils in learning.

DISCUSSIONS

Provide strategies with suggested activities for key result area 1-Positive school climate. Provide strategies with suggested activities for key result area 2-Higher pupil responsibility and accountability. Provide strategies with suggested activities for key result area 3-Commendable academic performance of pupils. Provide strategies with suggested activities for key result area 4-Aligned Instructional Activities to pupils' needs.

KEYWORDS: implication, pupil engagement, instructional strategies

SUBMISSION ID: R04A-BATANC-0150

Instructional Strategies and Students' Learning Processes in the Public Secondary Schools in the Division of Batangas City: towards a Proposed Instructional intervention in English

Jhun-Jhun Lucero

Abstract

INTRODUCTION

A learning strategy is a tool or technique used by students to enable them to successfully approach new learning situations and to complete school assignments independently. Learning strategies can be used to enhance learning and comprehension of skills or text; to integrate new information with previous knowledge; and to recall information or skills for application in both familiar and new situations. Learning strategies can help students to complete tasks successfully despite their disabilities by utilizing the strengths they bring to the learning process. As students learn these strategies through practice, the teacher models less and students gradually take over the responsibility of determining which strategy to use. Students become more independent learners.

METHODS

The researcher employed the descriptive method of research. It involves the gathering of information about existing conditions through a normative approach, supported with a descriptive analysis of data gathered from the said survey. This method of research is widely used doing scientific research such that, only a few limitations are observed on its use. In descriptive research, the identification of the relationship that exists between variables concerned serves to generate an answer to the hypothesis.

RESULTS

The Extent of Effectiveness of Instructional Strategies includes Discussion/Recitation, Drills and Exercises, Cooperative Learning, Inductive Method, Deductive Method, Art of Questioning, Classroom Management and Measurement and Evaluation was rated great extent. The Extent of the Effect of Instructional Strategies on the Students' Learning Process, it was graded great extent. Therefore, a highly significant relationship was revealed from the comparison between the effectiveness of instructional strategies and students' learning processes in relation to the six areas in the cognitive domain of behavioral objectives that include knowledge, comprehension, application, analysis, synthesis, and evaluation. From the findings of the study, a proposed instructional intervention for the teaching of English was designed.

DISCUSSIONS

The teachers should maintain their wise and effective utilization of varied instructional techniques/strategies to enhance even more their students' academic performance and make the teaching-learning process meaningful and enjoyable.

The students should apply varied learning techniques and strategies to develop effective study habits useful in their performance of varied school activities.

KEYWORDS: Keywords: Instructional strategies, Learning processes, Instructional Intervention

SUBMISSION ID: R04A-BATANC-0331

Instructional Strategies in Teaching English in Nag-Iba Elementary School

Sharon Moreno

Abstract

INTRODUCTION

This study aimed to determine the extent of application and interaction of instructional strategies in teaching English in relation to the academic performance of grade four students in Nag-iba Elementary Schools as assessed by teachers.

METHODS

The researcher employed the descriptive and correlation methods of research with the questionnaire as the main data gathering instrument administered to 20 respondents.

RESULTS

The data gathered from the respondents were analyzed and interpreted through the use of the most appropriate statistical tools among the instructional strategies in teaching English in grade four.

DISCUSSIONS

Instructional strategies were highly applicable in the teaching of English at the elementary level. All instructional strategies were utilized to a great extent by teachers in teaching English. The extent of the application of different instructional strategies had no significant variations. The highly significant variation between the grades of the pupils on the second and third grading periods accounts for the effects of the use of instructional strategies. There is a very close linkage between the effectiveness of instructional strategies and the pupils' academic performance. An intervention program was proposed to enhance the utilization of instructional strategies to a very great extent.

KEYWORDS: instructional strategies, academic performance

SUBMISSION ID: R04A-BATANP-0809

Instructional Supervision and Professional Development of Public and Private Elementary School Teachers in the Municipality of Gen. E. Aguinaldo

Amelyn Mendoza, Department of Education - Cavite

Abstract

INTRODUCTION

This study attempted to investigate perceptions of teachers in the public and private elementary schools in the Municipality of Gen. E. Aguinaldo regarding instructional supervision and its relationship to professional development. The study was limited to teachers in ten (10) public elementary and two (2) private elementary schools teaching in the Municipality of Gen. E. Aguinaldo.

METHODS

This study employed the descriptive survey method. The self-made questionnaire was the main instrument to gather data. The data gathered from the respondents were treated statistically using Frequency Distribution, Percentage, Weighted Mean, Chi-Square, and T-test. A sample size of one hundred ten teachers from both public and private elementary schools in the Municipality of Gen. E. Aguinaldo serve as the respondents in this study.

RESULTS

The results showed that public elementary schools were often supervised than private elementary schools. The analysis of the actual perceptions revealed that public elementary schools were supervised and evaluated four times within the school year while in private elementary schools were supervised and evaluated once a year. It is shown that a significant number of teachers do not receive adequate amounts of instructional supervision. It is a very serious concern because instructional supervision is an important facet of an educational organization which is designed to provide professional help and to support teachers' professional development. Even so, teachers still have positive perceptions toward instructional supervision. The survey results indicated that statistically instructional supervision contributed to teachers' professional development.

DISCUSSIONS

There was a significant correlation between the perceived instructional supervision and professional development of private and public elementary teachers. Based on the findings, continuous implementation of supervision related to teacher professional development in both public and private elementary schools is recommended. Furthermore, teachers should be able to improve the quality of teaching through ICT and professional educational training, seminars, and workshops with the aim to explore the new information as a result of the implementation of the supervision. In the other hand, for further research, it is suggested that larger samples and wider scope are needed, so the further research would give more generalizable results.

KEYWORDS: instructional supervision, professional development, teachers' perception

SUBMISSION ID: R04A-CAVTP-0277

Instructional Supervision and Teachers' Efficacy towards Developing a Training Program

Maribeth Herrero, Cabuyao Integrated National High School

Abstract

INTRODUCTION

This research is focused on developing a training program for instructional supervision by determining the level of instructional supervision of school heads and its relation to teachers' efficacy.

METHODS

This study used descriptive research design through survey questionnaires and document analysis. The respondents were the five (5) elementary school heads and 150 public school teachers in the City Schools Division of Cabuyao.

RESULTS

The result reveals that the instructional improvement and implementation of programs and projects of the school heads as part of their responsibility in supervising instruction was highly manifested by the school heads. They also have a commendable practice of assessing the learning of students, the school heads have the high manifestation of assessing their teachers and that instructional supervision in the field of using technology and learning resources in instruction were highly manifested in the performance of the school heads. The overall mean of 4.32 confirms the very high extent of teachers' sense of efficacy in their teaching profession. Results also indicated that there were significant correlations between the school heads' supervision and teachers' sense of efficacy. As an offshoot of the study, a training program for school heads was developed.

DISCUSSIONS

The result of the study is limited to the respondents of the study and does not intend to generalize the entire Schools Division. This study shed light on the assumption that instructional supervision plays an important role that may create positive effects in the sense of efficacy of teachers.

KEYWORDS: Instructional Supervision, Teachers' Efficacy, Training Program

SUBMISSION ID: R04A-CABUYA-0064

Instructional Supervision and Teachers' Work Performance among the Elementary Schools in the Municipality of Amadeo, Division of Cavite

Dr. Amelita Penalba

Abstract

INTRODUCTION

The purpose of this study was to examine the impact of principals' instructional supervision styles and strategies (in terms of classroom visitation and checking of records) on teachers' performance in the Municipality of Amadeo, Division of Cavite.

METHODS

A five-section questionnaire was developed to collect data on principals and head teachers. The data were gathered from the schools' research coordinator. The selected respondents filled out the necessary data on the questionnaire and were sent back to the proponents upon completion. The data were analyzed using the Statistical Mean for descriptive statistics that includes frequency and percentage mean from the data gathered.

The respondents of the study were 10 school heads and 33 teachers purposively selected from ten schools in order to have a comprehensive data regarding the influence of the principals' instructional supervision styles and strategies on teachers' performances (teaching-learning process in their work environment).

RESULTS

The results revealed that almost all of the teachers (93.9%) strongly agreed and agreed that the school heads/principals occasionally visit learning sessions in the classroom, while (6.1%) disagreed. During supervision visits by the school heads/principals, 97% of teachers strongly agreed and agreed that school heads/principals checked the pupils' assignment and continuous assignment papers; whereas (3%) of teachers indicated they disagree. Moreover, (94%) of teachers noted that school heads/principals examined the teaching-learning methods used in classrooms, while (6%) disagreed and strongly disagreed.

DISCUSSIONS

This study proved that instructional supervision greatly influenced the teaching-learning process. The findings of this study also proved to be the same as the ultimate aim of supervision is improving on instruction or providing better education to learners. When school heads/principals frequently monitor the performance of teachers, noting the merit and demerit using benefiting and suitable techniques as indicated in the feedback mechanism standards, it leads to incremental success rates among elementary pupils in the District of Amadeo.

KEYWORDS: Instructional Supervision, Principals, Teachers' Work Performance, Basic Education

SUBMISSION ID: R04A-CAVITP-1493

**Instructional Supervisory Roles of District VIII Public Elementary School
Master Teachers: Basis for District Instructional Supervision Training
Framework**

Marjoe T. Barrientos

Abstract

INTRODUCTION

Instructional supervisors (IS) are responsible for supervisory works by which teachers receive instructional support for their professional growth and development. As IS, Master Teachers (MTs) are obliged to supervise teachers under them. However, based on the IPCRF of the MTs for 2015-2018 of City School Division of Koronadal District VIII, some rarely or have not conducted instructional supervision specifically on conducting action research despite being their key result areas as IS. To further investigate the roles of MTs as IS, this study aimed to identify the extent of performance of District VIII MTs on their roles as IS. It also identified the facilitating and hindering factors on the performance of MTs as IS.

METHODS

The study used a descriptive method where researcher-made survey questionnaires and focus group discussion (FGD) guide were the data gathering tools. Triangulation of data was used, where 45 MTs, 394 teachers and 18 school heads responded to the survey. FGD was conducted to identify the facilitating and hindering factors on master teachers' instructional supervisory roles in the school. There were 3 separate FGDs conducted participated in by 3 groups: 8 MTs, 8 teachers and 8 school heads.

RESULTS

The study revealed that the extent of performance of MT's role as instructional supervisors was performed to a high extent with the mean of 2.84. Instructional Support for Teacher effectiveness and efficiency, Curriculum Enhancement and Assessment of Learning were performed to a high extent except for Teacher Capability Building which is performed to a low extent. Further, FGD revealed that most of the facilitating factors on MTs' instructional supervisory roles are their length of experience in teaching, eagerness to improve the teaching-learning process, and living up their responsibility as MTs. On the other hand, FGD also revealed that lack of time, lack of knowledge on action research, school publication, and assessment strategies, and lack of financial support from the school is the hindering factors on the performance of MTs as instructional supervisors in school.

DISCUSSIONS

The result revealed that there is a need for instructional supervision training framework for master teachers of District VIII especially on the conduct of capability building activities in the schools. The hindering factors revealed in the FGD should also be included in the training framework to improve the performance of MTs as instructional supervisors.

KEYWORDS: instructional supervisors, supervisory work, master teachers

SUBMISSION ID:R012-KORONA-0013

**Instructional Techniques in Araling Panlipunan Employed By the Grade
Ten Teachers in Public Schools in Area III, Division of Batangas Province:
Basis for a Proposed Action Plan**

Leonila Magpantay, Department of Education - Division of Batangas Province,
Balete National High School

Abstract

INTRODUCTION

Araling Panlipunan, as a subject, is starting to gain its rightful place in the school curriculum. There is a growing sense of confidence in offering the subject because of the benefits of learning the past. Educators, philosophers, and researchers have shared similar views on the value of teaching and learning the subject of Araling Panlipunan. They have posted that learning History is essential in preparing students to become productive members of a larger society. It allows students to gain valuable insights on how people in the past handled moral dilemmas. However, teachers themselves may have contributed to the reasons why students view Araling Panlipunan subject as a boring and maybe an unimportant subject.

METHODS

To attain the objective of this paper, the researcher employed the descriptive method. The primary data-gathering instrument employed by the researcher in conducting this study was the questionnaire. It included indicators of instructional techniques in the areas of motivation, presenting the lesson, directing discussion, the art of questioning, classroom management, student's discipline, guiding the learning process, and measurement and evaluation.

RESULTS

Result of the study showed that the perceptions of teachers and school heads on the assessment of the effectiveness of the instructional techniques employed in teaching Araling Panlipunan differ from each other. Moreover, according to the school heads and teachers, the effectiveness of instructional techniques employed by the Araling Panlipunan teachers has no relationship to the academic performance of students.

DISCUSSIONS

The results show that teachers are encouraged to use different instructional techniques and strategies and devise better and more effective instructional materials to enhance the student's competency level in different subject areas. On the other hand, students need to improve their study habits to attain greater skills and competencies in the said subject area as well as in other academic subjects in order to improve their average performance.

KEYWORDS: Action Plan, Araling Panlipunan, Instructional Techniques, Subject, Public Schools

SUBMISSION ID: R04A-BATANP-2248

Instructional Techniques in Teaching Kindergarten in Selected Elementary Schools in the Division of Calamba City

Catherine Cempron, Department of Education Calamba

Abstract

INTRODUCTION

Kindergarten is the foundation of education; what they learn in this stage they will bring with them when they grow up. Teachers are the key to achieve the vision of the K-12 education program. The researcher decided to investigate the manifestation of teaching techniques of phonemic awareness, storytelling, and manipulatives on the performance of kindergarten pupils in the Division of Calamba City.

METHODS

The study focused on assessing the utilization of phonemic awareness, storytelling, and manipulatives and the performance of pupils using instructional techniques in teaching Kindergarten in selected public Elementary Schools in the Division of Calamba City. The descriptive analysis method was used with thirty-nine kindergarten teachers from the sampled fifteen public schools. The experimental analysis was used for the thirty pupils selected elementary schools in the Division of Calamba City. The instrument in getting the pupils' performance was their scores in pre-test and post-test.

RESULTS

Based on the general mean assessment, the Phonemic Awareness, Storytelling, and Manipulatives means were 3.36, 3.16 and 3.44, respectively. Meanwhile, the mean performance of the Kindergarten pupils in the pre-test on the Phonemic Awareness, Storytelling, and Manipulatives are 74.73, 87.73 and 76.60, respectively. In the post-test, they were 93.93, 93.43, and 96.20. The comparative analysis reveals a highly significant difference between the results of the pre-test and post-test assessments (t-value 62.79, 45.20, 65.38; p-value .000) which implies that the use of instructional techniques has a significant effect on the pupils' performance.

DISCUSSIONS

The findings of the test revealed that students were at the beginning level of proficiency in Phonemic Awareness and Manipulatives. While in the proficient level on Storytelling in pre-test it turned to be in advance level in post-test which signifies that the pupils are properly guided, well taught, and well-trained using instructional techniques in teaching the kindergarten education. And the manifestations of instructional techniques are noteworthy for the advancement of learning among pupils.

KEYWORDS: Manipulatives, Storytelling, Phonemic awareness

SUBMISSION ID: R04A-CALAMB-0035

**Integrated-Based Learning Module: input to Enhance Learning Module in
Information and Communication Technology for Grade 9 Students**

Marian D. Quitola, Department of Education Laguna

Abstract

INTRODUCTION

The purpose of this study was to evaluate and measure the effectiveness of the developed integrated based-learning module in Information and Communications Technology.

Specifically, it determined the overall mean perception of the developed integrated based-learning module in ICT terms of its components: overview, objectives, content and practice task and overall features: adaptability, clarity, content validity and usability. Furthermore, the pre-test and post-test scores of the student respondents both in the written and skills test were identified.

METHODS

Two groups, each consisting of ICT teachers, were formed to validate the developed module for their expertise in the subject matter. Teacher respondents filled in a form, indicated their preferences and rated each item. Students were also formed to validate and use the developed module. Student respondents filled up a form, indicated their preferences and rated each item. The pre-test and post-test scores of the respondents were also indicated for each lesson. The statistical tools used were weighted mean, standard deviation, frequency distribution, paired t-test and Pearson Product-Moment Correlation (Pearson r).

RESULTS

The statistical treatment of data revealed that the overall mean rating on the components of the integrated based-learning module as to overview, objectives, content and practice task were described as Agree and Strongly Agree. It also revealed that the overall rating of the overall features of the integrated based-learning module as to adaptability, clarity, content validity and usability were described as Agree and Strongly Agree. Similarly, the study disclosed that there is a significant relationship between the perceptions of the respondents in the developed integrated based-learning module and the written post-test scores. It also stated that there is no significant relationship between the perceptions of the respondents in the developed integrated based-learning module and the skills post-test scores. Furthermore, the study disclosed that there is a significant difference both in the written and skills pre-test and post-test scores of the respondents.

DISCUSSIONS

The author summarizes relevant research studies on developing instructional materials for use in the teaching-learning process, presents strengths and weaknesses, and gives recommendations for consideration prior to implementation.

KEYWORDS: LEARNING MODULE, INTEGRATED, INFORMATION AND COMMUNICATION TECHNOLOGY

SUBMISSION ID: R04A-LAGUNA-0250

**Integrated Process Approach: Its Implication in Conducting Research
among Grade 11 Senior High School Students of Sico 1.0 National High
School (Grade 7-12)**

Shiela Mae G. Maranan & Julien Mae H. Laroga, Sico 1.0 National High School
(Grade 7-12)
(Adviser: Ma Alona Dimaculangan)

Abstract

INTRODUCTION

To help students of the 21st century to become globally competitive individuals, a number of pedagogical approaches are introduced and used in completing inside and outside classroom activities, and one among of these is the Integrated Process Approach. In addition, this approach is encouraged to be used most of the time and perceived ideal by most of teachers and students, especially in conducting research since it requires the whole team to think and work of the entire project and all of its systems to achieve their goal.

METHODS

This study adopted the phenomenological research design and conducted an in-depth interview guided by open-ended research interview questions. Furthermore, the data were analyzed through coding, whereas the participants were chosen purposively.

RESULTS

Based on the data gathered, the implications of the integrated process approach in conducting research among Grade 11 Senior High School Students of Sico 1.0 National High School (Grade 7-12) are camaraderie, cooperation and unity in achieving the goals of the task at hand. However, too much reliance or dependency of some of the members of the group to their colleagues was perceived as the main disadvantage of this approach. This scenario occurred when the dependent members of the group perceived the task at hand difficult and did not take the initiative to persist or ask assistance in accomplishing their part of the task.

DISCUSSIONS

The result of the study proves that the integrated process approach indeed offers room for students' holistic development to become 21st-century individuals who are globally competitive when properly utilized. Close monitoring of the performance of each student especially those who were identified to be too dependent on their colleagues must be done through a completed narrative report, along with the evaluation rubric of the group's accomplishment. With that, those students will always be reminded of their responsibilities and perform their assignment. Also, helping students focus on the long-term reward of what they are doing might also be an effective motivation for them to persist in carrying the given task.

KEYWORDS: Integrated Process Approach, Collaborative Approach, Research

SUBMISSION ID: R04A-BATANP-2021

**Integrated theater Arts Workshop as Self-esteem and interpersonal Skills
Enhancer among the Select Students of infantia National High School**

Franzen Taniegra, Department of Education - Quezon

Abstract

INTRODUCTION

This paper aims to conceptualize the creative processes as therapeutic opportunities for the maximum realization of academic and artistic potentials. Since art is a part of the nation's identity and the state has always recognized the educational gains it brings about, this heuristic undertaking provides substantial inputs not only to schools catering to special curricula on arts but also to all who deal with people who need to identify and deal with inner pain and find eventual healing.

METHODS

A quasi-experimental design was employed in this study, where both groups took the pre-test and post-test after the experimental group's exposure to the intervention which was the Integrated Theater Arts Workshop. The population comprised of the Special Program in the Arts students whereas the sample covers thirty of them in the experimental group and another thirty in the control. Diverse but complementing theories brought the possibility of this paper: Ellis' Rational Emotive Behavior Therapy, Maslow's Hierarchy of Needs, Gardner's Multiple Intelligences, Rogers' Client-Centered Approach, and Jung's Active Imagination Technique.

RESULTS

The results unveiled that even student-artists were struggling with adverse self-concept and social dealings. The self-esteem and interpersonal skills of the control group remained low and even got worse while those of the experimental group had notable improvements after the treatment. This study further sheds light on a very alarming truth that if student-artists who seemed to be very esteemed and sociable had long been suffering from said issues, then worse cases may be expected from the larger population of students in general. Finally, creative opportunities like art workshops were found contributory in enhancing self-esteem and interpersonal skills.

DISCUSSIONS

The results call for the redressing of the arts program to address the less-noted sides of students. It may be relevant now to call attention to the dearth of action researches undertaken along similar lines.

KEYWORDS: creative processes, interpersonal skills, self-esteem, special program in the arts

SUBMISSION ID: R04A-QUEZON-0013

Integrating Ebook in Learner's Electronic Devices to Increase the Performance of Grade 8 Students in Araling Panlipunan

Cecille Noche, Department of Education - Calaca

Abstract

INTRODUCTION

In this fast-changing society where modernity arises, technology leads its way to becoming the top priority of every youth. The thing is, successful education seems becoming blurrier because of it. Social media, online games, and different applications have amazingly captured the attention of every student which is alarming that is why educators may find it difficult to catch up with today's youth. On a lighter note, there is a saying "If you can't beat them, join them". As eBook Readers become more popular for personal use, why are they not seen more in academia? Being aware and conscious of the role and importance of Araling Panlipunan in the learning of students, this study aims to determine the effectiveness of integrating eBook in learner's electronic devices to increase the performance of Grade 8 Students in Araling Panlipunan.

METHODS

The researcher employed the descriptive method of research and used the questionnaire as the main instrument in gathering data. Students will prepare their electronic devices (e.g. smartphone, tablet, iPad, etc.). The researcher will use the soft copy of Araling Panlipunan module which is supplied nationwide by the Department of Education. Installation of Adobe Reader should be done prior to the soft copy of Araling Panlipunan module to be able to open the file in their electronic communication devices. Pilot testing of the learning retention will be done within the duration of three months to carefully examine the effectivity of the research study.

RESULTS

Many students prefer using eBooks in studying Araling Panlipunan because of its portability and flexibility such as reading in textbook anytime, anywhere which they find more engaging than reading in the traditional printed text. Another one is because it can show links for easy access to more information and related websites. However, there was also some negative feedback, some of the students said their eyes were tired in reading eBooks and some technical issues were met such as lagging and incompatibility.

DISCUSSIONS

The result shows that the use of eBooks can be a strong foundation for a good quality education despite the negative feedbacks by some of the students. Furthermore, there is a massive chance that the use of eBook as one of the main sources in studying Araling Panlipunan will be implemented for all secondary schools to cope with the 21st-century learners. However, this study needs further research and suggestions for development.

KEYWORDS: eBook, electronic devices, Araling Panlipunan

SUBMISSION ID: R04A-BATANP-2163

Integrating Educational Philosophy in the Teaching Performance of Professional Teachers and Pre-Service Teachers

Andro Bautista, Department of Education Batangas Nasugbu West

Abstract

INTRODUCTION

Educational Philosophy can refer to the academic field of applied philosophy that promote a specific type or vision of education, and which examine the definition, goals, and meaning of education. There is a need for discipline on how to teach, handle a situation inside the classroom and execution of the lessons for transferring the learning to learners.

METHODS

The present study employed the descriptive qualitative and quantitative research method. This type of research describes what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to see, describe, and document aspects of a situation as it naturally occurs. The respondents of this study were thirty elementary teachers of Nasugbu West Central School and thirty preservice teachers of Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc. Random sampling was done by the researcher to professional teachers and preservice teachers.

RESULTS

Both the professional and pre-service teachers perceived different understanding in applying the educational Philosophy in their teaching performance, the results revealed that 1) The two-groups of respondent strongly agreed that the educational philosophy they integrated into their daily teaching was progressivism, 2) Both of the two groups moderately agreed that they integrated constructivism. 3) Both the professional and pre-service teachers agreed that their educational Philosophy were essentialism, perennialism, and existentialism. 4) A significant difference was found in the responses of the two groups of respondents regarding educational Philosophy. 5). Progressivism appeared as the Educational Philosophy integrated by most of the pre-service and professional teachers in their daily teaching. 6). An Educational Philosophy Model was duly and appropriately designed to strengthen the integration of Educational Philosophy in the teaching performance of professional teachers and pre-service teachers.

DISCUSSIONS

The results show the need for strengthening the knowledge and understanding of professional and pre-service teachers regarding educational Philosophy in order for them to facilitate effectively the teaching strategies and methods for improving the academic performance of the pupils. Strengthening the understanding of the integration of Educational Philosophy was a key factor for the success of the teaching performance.

KEYWORDS: educational Philosophy, essentialism, perennialism, progressivism, constructivism, existentialism

SUBMISSION ID: R04A-BATANP-1387

Integrating Kinesthetic Motivation in Teaching Values Education

Federico Lachica & Maria Greta Guinto, Gen. Emilio Aguinaldo National High School

Abstract

INTRODUCTION

Millennial learners have peculiar characteristics that are associated with the fidgeting and phubbing generation. Some studies have shown that there is a growing population of learners who are kinesthetic in nature. Classroom management, delivery of instruction, and performance expectations are often affected by student behaviors that are usually associated with kinesthetic learners. This action research would like to find answers on the effectiveness of integrating kinesthetic activities as instructional motivation for enhanced students' engagement and improved level of performance in Edukasyon sa Pagpapakatao (EsP).

METHODS

The study followed a quantitative experimental design with a total sample size of 166 learners, 91 in the control and 75 in the experimental groups. The experimental group was subjected to kinesthetic motivation while conventional instruction was used in the control group. Demographic profile and learning style preferences were collected using the Multiple Intelligences Survey Form. Summative test scores were recorded as indicators of performance at the end of the 2 modules. The data were analyzed using the computed t-scores as evaluated against the t-distribution critical value table.

RESULTS

The kinesthetic activities integrated as motivation in teaching EsP in Grade 7 had a significant effect on the performance of learners ($p=0.007876$). The study revealed that kinesthetic motivational activities were significantly effective among male learners particularly those who were 12-13 years of age ($p = 0.000438$); learners who were identified to have kinesthetic learning style preference ($p = 0.004191$); and those who are multimodal learners ($p = 0.000496$). On the contrary, the following variables have shown acceptance of the null hypothesis: all female learners ($p=0.337749$); male students who were older than 13 years old ($p=0.414246$); and all learners identified with other unimodal learning style preferences (logical, spatial, linguistic, musical, intrapersonal, interpersonal, naturalist and existentialist.)

DISCUSSIONS

This study has strengthened the idea that diversity in learners' age, gender and learning style preference also requires diversified motivational activities that would best fit their nature, capability, and interest. It supplies information that can alter educators' traditional view on implementing motivational activities as part of the Management of Learning (MOL) either in classroom instruction setting or in any educational forum.

KEYWORDS: kinesthetic, motivation, learning style, classroom strategy, values education

SUBMISSION ID: R04A-IMUSC1-0033

Integrating Multimedia: A Reading intervention

Marilou Briñes, Department of Education

Abstract

INTRODUCTION

This action research focused on Integrating Multimedia as Reading Intervention in Sagurong Elementary School. A user-friendly presentation and video were created and designed by the researcher using Marungko Approach. The main goal of the intervention is to lessen, if not totally eradicate pupils-at-risk in this school. This was funded by the Department of Education through the Basic Education Research Fund (BERF).

METHODS

Before the intervention, there was a total of 76 pupils at risk distributed in 6 grade levels. The PHIL-IRI result during enrolment served as bases for reading interventions. A pre-test in Mother Tongue, Filipino and English were given to the identified children-at-risk to evaluate their prior learning and to determine their reading level.

The alarming number of children at risk in Sagurong Elementary School and the existing facilities made the researcher decide to propose a reading intervention with multimedia integration to address the reading difficulties of pupils.

RESULTS

Based on the post-test administered after the intervention, the number of pupils at risk dropped by 11%. The results showed an 89% decrease in the percentage of pupils-at-risk compared to the baseline data. It revealed that multimedia integration was effective in teaching reading especially to pupils-at-risk. They are more engaged and motivated in reading activity as compared to the traditional way of using chalk and board. There is a significant difference between the pre-test and post-test assessment results. Thus, the integration of Multimedia as Reading Intervention unveiled a substantial difference in the number of pupils-at-risk.

DISCUSSIONS

The researcher created a user-friendly reading material for a beginner in two dialects namely: Mother Tongue and Filipino using Marungko Approach where letters presented were not alphabetically arranged but with a different sequence. A video on how to write each letter was also incorporated in this reading material. For English reading intervention, the researcher provided video/presentations using Fuller Approach. After the program implementation, analysis and comparison of data collected, the researcher determined the significance of the interventions. The results of the research provided a positive outcome in the number of pupils at risk. In the light of these findings, the multimedia integrated reading material is recommended for implementation in the school in both primary and intermediate level to attain zero pupils-at-risk.

KEYWORDS: user-friendly, multimedia, pupils-at-risk

SUBMISSION ID: R005-TABACO-0007

Integrating Project ARTS in Grade Three Mt. Taal Pupils

Shirley Nadal, Department of Education

Abstract

INTRODUCTION

Road Safety Curriculum Integration through Awareness on Road and Traffic Safety (Project ARTS) aims to contribute to the reduction of injuries and fatalities by providing coherent, sequential, and effective road safety education, a fun learning experience to prepare pupils to be safe road users thereby lessening road-related accidents involving children, inculcate traffic safety awareness and the importance of observing traffic rules and regulations and to develop street smart pupils, disciplined pedestrians and road users.

METHODS

This study was a classroom-based action research, the focus of the study were the 40 pupils from Grade Three Mt. Taal of Don Enrique Bautista Elementary School. The data of the pupils' awareness were collected through a teacher-made pre-test and post-test questionnaire. Interview with the parents were also conducted to gather observation regarding their child's behavior in using the street. Collaborative learning and differentiated activities were applied throughout the lesson integration. Data gathered was analyzed using the mean and standard deviation. T-test of difference was used to find out if there is a significant difference between the pre-test and post-test scores of the pupils under the said study.

RESULTS

Based on the result of the pre-test, it shows that the pupils have limited awareness of road and traffic safety. Post-test was given to assess the effectiveness of the study. From the mean score of 21.50, it goes up to 28.10 which implies a favorable result. A paired sample t-test was conducted to compare if there is a significant difference between the scores of the pupils before and after the integration of Project ARTS. Since the $t(39) = -13.275$ $p < 0.05$. There is a significant difference in the scores for the pre-test and post-test. Then this makes it safe to conclude that the project ARTS is effective in increasing the awareness of the pupils on road and traffic safety.

DISCUSSIONS

The positive result of the study showed the effectiveness of Project ARTS in increasing the level of awareness of the pupils on road and traffic safety. It is highly recommended to use the Project ARTS as an integration tool to augment the awareness of the pupils in Road and Traffic Safety at all levels.

KEYWORDS: integration, level of awareness, road, and traffic safety

SUBMISSION ID: R04A-SANPAB-0106

**Integration of Contemporary Issues to Address the Low Level of
Comprehension towards Economics among Grade 9 Students of Bayorbor
National High School: A Basis for a Proposed Action Plan**

Dexter Japlos, Gellie Bautista, & Sonny Mendoza, Department of Education -
MOLDER

Abstract

INTRODUCTION

Economics as a social science offers analytical tools, context, and content which enable young students to make a valuable decision. However, some students have a difficult time understanding economic concepts, thus having a low level of comprehension. Because of this, teachers should devise a new technique to make Economics be easily understood by students. One of the effective techniques utilized in teaching Economics is the integration of contemporary issues to increase the level of comprehension among students.

METHODS

Experimental and Quantitative methods were used in the conduct of the study. The respondents of the study were two heterogeneous sections of Grade 9 students from Bayorbor National High School. A pre-test and a post-test were administered to these two sections. One section became the control group while the other became the experimental one. The experimental group was taught with the integration of contemporary issues while the other one was taught using mere economic concepts only. The statistical tools that were used in the study include mean, percentage, and t-test.

RESULTS

The results of the pre-test showed that the comprehension level towards Economics of the control group and the experimental group both fall into the below average category with 42.78% and 43.52% comprehension level respectively. After the integration of contemporary issues, the result differs; the control group still falls in the below average category with 47.67% comprehension level while the experimental group falls into the average category with comprehension level of 57.04%. Furthermore, the result of the t-test implies that there is a significant difference that took place between the group where contemporary issues were integrated and to the group where the teacher merely used economic concepts.

DISCUSSIONS

Students who were taught with mere economic concepts from the textbook seem to have a low level of comprehension towards Economics compared to those who were taught with the integration of contemporary issues. They were having difficulty in dealing with economic concepts because their previous social studies happened to tackle the history of Asia and of the world; thus, most of the economic concepts appeared new to them. But, with contemporary issues, students were able to relate the economic concepts to their daily lives. Thus, integrating contemporary issues in teaching economics seemed to be an effective way for students to better understand economic concepts.

KEYWORDS: Contemporary Issues, Integration, Economics, Comprehension Level

SUBMISSION ID: R04A-BATANP-0144

Integration of E-Library Time: Basis for Increasing Science Vocabulary in the Performance of Grade 5 Pupils at Rosa G. AcuNa Memorial Elementary School

Ofelia Mojica

Abstract

INTRODUCTION

Science is indeed a very interesting subject, however to some pupils learning science is difficult for them because they cannot fully understand the lessons especially if there are words that are unfamiliar to them. Traditional science lessons have often begun with teachers presenting pupils with science vocabulary words and asking them to write the words, find the definitions in a dictionary or the glossary of the textbook, match the words to definitions, or use the words in a sentence without application to concepts. Since we are already in the 21st century it is high time to include in our teaching methodology the integration of E-Library where pupils will be using ICT during Science aside from their laboratory period where they will increase their vocabulary in Science.

METHODS

The respondents of the study were selected through simple random sampling. Thirty (30) pupils or 68% of Grade 5 pupils were the respondents of this research. Through the teachers' efforts, E-library lessons were conducted among 30 pupils who were sent to the ICT class during their Science period, thrice a week where they explore Science lessons and are exposed to Science e-modules and other references using the internet.

RESULTS

Based on the observations, interviews, and academic performance of 30 pupils in Science V after the study, their Science vocabulary has dramatically increased. The poor Science vocabulary had been remedied through the use of E-Library. Reading difficulties and learners' previous academic background was the main cause of poor academic performance in Science V among pupils in RGAMES. Teaching methods were also another strong contributor to poor Science vocabulary and lack of interest among pupils. The presence of teachers experiencing problems in teaching Science with poor vocabulary in Science affecting reading comprehension was an indication that this was an area that required a lot of efforts. These findings concurred with the studies conducted by Chege (1999), Kirigia (1999) and Njoroge (2000) which indicated that learners with problems in English vocabulary have problems in school-performance in general-particularly in Science.

DISCUSSIONS

The pupils' vocabulary in Science V and exposure of pupils in the library have a significant relationship to their academic performance. The school administration ensured that E-library resources were available, and they should produce the strategies of supplementing government efforts such as providing an E-Library. The researcher made the following recommendations for further research: the study only covered one school; therefore, a similar study should be carried out in other schools to further prove its importance and effectiveness in the Municipality of Alfonso.

KEYWORDS: Integration Performance

SUBMISSION ID: R04A-CAVTP-1502

Integration of Entrepreneurial Concepts in Technology and Livelihood Education in Public Secondary Schools in Nasugbu District: Basis for Preparing Students for Technopreneurship

Adelia Pacia, Department of Education - Batangas Province

Abstract

INTRODUCTION

The school is an especially important institution which can provide career pathways for students. Offering Technology and Livelihood Education is a response to the needs of the community considering that the nature of the course would provide practical knowledge and skills of vocational and technological efficiency and problem-solving in daily life. The schools are encouraged to localize the curriculum to respond to these needs; likewise, enrich the curriculum without sacrificing the established content and performance standards and competencies to make the curriculum responsive to the needs of students. The entrepreneur-related programs should be incorporated at the primary, secondary and tertiary school levels, and should promote creativity and innovation among students at an early stage.

METHODS

The researcher preferred this descriptive method of research for it is widely used in doing scientific research such that, only a few limitations are observed on its use. The respondents of the study were limited to 42 TLE teachers and 152 students for a total of 194 from 12 secondary schools in the District of Nasugbu. These national high schools include the following: Banilad (with 15 respondents), Bilaran (17), Bunducan (16), Catanduan Yabut (16), Dr. Crisogono B. Ermita Sr. Memorial (17), Kaylaway (17), Looc (17), Lumbangan (16), Malapad na Bato (17), Sen. Gil Puyat (15), Tala (16) and Tumulim (15). The students selected were class officers and they represent their respective classes.

RESULTS

Efficient and effective management of TLE activities necessitates the application of management practices that include planning, organizing, leading, controlling, implementing and evaluating. The activities require a systematic utilization of teaching strategies, instructional tools, materials, and school facilities. The planning stage requires the setting of measurable and attainable goals within specified time limits, aligning these goals with the vision and mission of K to 12 curriculum programs, identifying available resources for the activities, scheduling the activities for both short and long-range goals, and evaluating the feasibility of the set plan.

DISCUSSIONS

The teachers utilize varied teaching strategies, instructional tools, conduct cooperative learning, and other types of activities aimed at developing students' personal competencies, awareness on the market environment and knowledge on the proper ways of delivering products and services, all towards technopreneurship.

KEYWORDS: technopreneurship, k to 12 curricula, entrepreneur, integration

SUBMISSION ID: R04A-BATANP-2150

**Integration of Environmental Protection Concepts in the Teaching of
Science and Araling Panlipunan in Public Elementary Schools of Talisay
District Division of Batangas**

Josephine Panganiban, Department of Education - Batangas Province

Abstract

INTRODUCTION

We people are the stewards of our planet Earth. We are here not as masters but as protectors of it. We have the responsibility of preserving it not only for ourselves but most especially for the next generations that will come. Lapus (2010) said that our children will inherit the Earth from us. We must make sure that this inheritance is in great condition for them to cherish. Our mother earth, no matter what the reasons are, has to be protected. As a teacher of a hundred students whose life is at stake, the researcher finds it important to save them as a future steward of our mother Earth.

METHODS

The descriptive method was used in this study. The subjects are 42 teachers from elementary schools of the Talisay District. Data gathering was done through a survey-ranking questionnaire, rating it as 5 for highest integration and 1 as non-integration, to determine the integration of 6 Environmental Protection factors in Science and AP which are: energy conservation, water resource conservation, waste management, biodiversity and forest protection, land resource conservation, and air pollution control.

RESULTS

Generally, the findings of this study showed that there was a high integration protection concept in the teaching of Science and AP. Still, there were concepts integrated to a moderate extent. Furthermore, there were problems encountered by teachers in integrating such concepts and the assistance extended by the school heads was at a satisfactory level.

DISCUSSIONS

Results show that there is a need to propose an action plan to enhance the integration of environmental protection concepts such as applying formal integration of concepts in every lesson, teachers should be able to adopt strategies like using multi-media, coordination of school heads and teachers to discuss solutions with the problem encountered, frequent class observation, and lastly the school should establish linkages among the Local Government Organization (LGO), Non-Government Organization (NGO) and the community as well for proper implementation

KEYWORDS: Environmental Concepts

SUBMISSION ID: NCR1-MAKATI-0011

**Integration of Gender Sensitive Activity in Teaching Nail Care Services in
Lucsuhin National High School**

Geaneen M. Gomez, Lucsuhin National High School & Gerame G. Alano,
Navotas Elementary School

Abstract

INTRODUCTION

Gender equality in education strengthens the quality and provides an appropriate learning environment for both sexes and ensures that students leaving secondary school have an awareness of gender equality. Women and men's interest may be different due to their different gender roles and needs. The gender perspective should be an integral part of teaching. Grade 8 students especially boys have difficulty in coping up the lesson in TLE about nail care. They find it hard to do hands-on activities like manicure and pedicure. Male students find it discriminating for this odd to do things such as nail art for it is stereotyped to be done by female students only. For this particular reason, they lose interest in the lesson which results in a low level of mastery and performance. The researcher motivated to integrate gender-sensitive activity in teaching nail care services that will enhance the level of performances of Grade 8 students.

METHODS

This study employed the descriptive design as a research method. The subjects of this paper involved 46 Grade 8 students who had undergone the subject during the academic year 2018-2019. The statistical tools utilized were frequency/percentage distribution, rank, weighted mean and composite mean.

RESULTS

The findings revealed that encouraging the class to participate regardless of gender is the distinct feature of gender-sensitive activity as an effective strategy used in teaching TLE lessons. Integration of gender-sensitive activities is effective to student's level of performance regardless of their gender based on the result of Test I, Test II, Test III, and Test IV.

DISCUSSIONS

The results of the study imply that teachers should integrate gender-sensitive activities in TLE lesson as it is an effective strategy in teaching. The teachers should acquire additional training to gain more knowledge about the gender-sensitive activity. Moreover, dress me up, it is a girl thing or boy thing, gender lightbulb moment, and themed nail art design make up the list of gender-sensitive activities.

KEYWORDS: Gender-Sensitive Activity, TLE Nail Care

SUBMISSION ID: R04A-BATANP-1841

Integration of Merit-Demerit Point System (Mdps) in Science and Technology Classes to Uplift the Motivational Level of Grade 7 Learners at Dagatan National High School

Karlo Claridades, Dagatan National High School

Abstract

INTRODUCTION

Motivation is one of the fundamental elements of the teaching and learning process. Unfortunately, the lack of motivation among learners was evident, and such insufficiency was detrimental to their performance particularly in Science. To uplift the motivational level of learners, a group-based strategy known as Merit-Demerit Point System (MDPS) was integrated into Science classes of Grade 7 learners at Dagatan National High School. The study provides additional knowledge in the effectiveness of teaching strategies to promote the increase in learners' motivational level.

METHODS

The study followed a descriptive-evaluative research design to assess the motivational level of learners before and after MDPS was employed. Seventy-five Grade 7 learners of Dagatan National High School who have undergone MDPS were purposely selected to answer a survey questionnaire to evaluate their motivational level during Science classes in terms of enjoyment, competence, effort, and value. The survey was administered before and after the implementation of MDPS to evaluate its effectiveness. A t-test was used to statistically determine the presence of a significant difference between the motivational level of learners before and after MDPS was conducted.

RESULTS

Based on the findings, all the factors which constitute learners' motivational level improved after the integration of MDPS during Science classes. The Grade 7 learners elevated their enjoyment during their Science classes. They also agreed that they feel more competent in Science after MDPS was implemented. Next, they exerted more effort during their Science classes. Lastly, learners strongly agreed that they offer more value in Science during their classes. Overall, learners' motivational level was uplifted after MDPS was integrated during Science classes, and the result of the t-test shows that there is a significant difference between the level of motivation among Grade 7 learners during their Science classes before and after MDPS was integrated.

DISCUSSIONS

Integrating MDPS in Science classes is an effective strategy to uplift learners' motivation, thus proving that innovative and engaging strategies may be implemented to elevate their motivational level. In spite of the results, the study failed to determine the effectiveness of MDPS in uplifting the motivational level of learners if administered individually. Further researches may test MDPS' effectivity among learners if it is employed by learner rather than by group.

KEYWORDS: motivation, point system, merit, Science education

SUBMISSION ID: R04A-QUEZON-0010

Integration of Philosophy for Children in Philippine Kinder Garten

Merry Esguerra

Abstract

INTRODUCTION

This paper aims to promote the integration of Philosophy for Children in Philippine Kinder Education. Philosophy in the Philippines is viewed to be an abstract field of discipline, given the least importance in basic education and even in higher education. Compared to other countries like Europe and America, Philosophy for Children has been integrated into the pre-school curriculum. With regards to the Philippines Education, the role of philosophy has been disregarded. This paper explores the local stories in the municipality and how philosophy can be integrated into the discussion. At the same time, the local stories will be making students aware of such stories as well and not just the foreign stories will be highlighted. The paper explores the ethics of the local stories among students.

METHODS

Multiple methods were used in this paper, grounded by Philosophy for children by Lipmann. Data are gathered through class observation and integration of P4C in teaching literacy among kinder.

RESULTS

Through Philosophy for children, students will be exposed in various situations that will test their ethics. In this way, they will be equipped and be prepared to face the dilemma of society in the future.

As mentioned above, the researcher would like to exemplify the integration of Philosophy for Children through the use of local folklore in Batangas. Wherein students' ethics will be tested, and their knowledge of the local literature will be enhanced as well. Furthermore, this research wants to pave the way for Philosophy for Children to be included in the curriculum of the Philippine education system from basic education to higher education. In doing so, the researcher would like to explore the integration of Philosophy for Children in Kindergarten through the lens of ethics and morals of local folklore, guided by the following points: 1. Ethics 2. Local Folklore 3. P4C 4. Philosophy for Children to promote ethics through folklore.

DISCUSSIONS

The paper would hence recommend that in order to integrate Philosophy for Children in the kinder, the education system must inculcate P4C in promoting ethics. The educational system can make teaching P4C relevant to students through localization. Even though philosophy in the Philippines is greatly influenced by western philosophers, the teacher can contextualize it by using local stories. Making it more relevant to students and easier to relate to.

KEYWORDS: Philosophy for Children

SUBMISSION ID: R04A-BATANC-0244

Integration of Positive Discipline in Managing the Behavior of the Students in Lumbang na Matanda National High School

Jay-R Mercado, Department of Education

Abstract

INTRODUCTION

Management of students' behavior has always been one of the main problems among teachers nowadays. Controlling them with one quick signal, keeping them silent and engaging them on task for a long period of time are some of the difficulties encountered every day. Positive Discipline is an effective way for parents, teachers, and students to learn life skills and build a sense of community and connectedness based on mutually respectful relationship.

METHODS

This study used a descriptive method. Questionnaires and survey were used to gather the necessary data and information. Responses from the entire 300 students of Lumbang na Matanda National High School were analyzed and validated using the applicable statistical methods and treatment.

RESULTS

After careful data analysis, it is manifested that based on the profile of the respondents, there is a higher number of male students among each section and students who are in the lower grades are more likely engaged with misbehavior like playing, chatting, and talking. It was found that teacher has a great significant role in managing the behavior of students particularly his approaches in teaching and his way of dealing with them. The results of the study showed that the respondents affirmed with Positive Discipline because it guides them with proper behavior and develops supportive, non-violent relationships, and effective communication with them.

DISCUSSIONS

The results prove the need for the integration of Positive Discipline in the management of students' behavior as well as their maximum discipline. School administration and classroom manager must work hand-and-hand towards the full implementation of this plan. Parents and community also provide support as this can be extended in learners' respective homes.

KEYWORDS: Keywords: Positive Discipline, life-skills, non-violent relationships

SUBMISSION ID: R04A-BATANP-2032

Integration of Project Tess (Teaching Using Short Stories) in Teaching Science and Mathematics IV-V.

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& Pablo F. Urgena, Department of Education - San Pablo City

Abstract

INTRODUCTION

The paper focuses on the status of the use of short stories in the teaching of Math and Science in the Intermediate Level and offers the researcher's perspective about the use of short stories in the Achievement of pupils in Science and Math.

METHODS

The purpose is to assess the effectiveness of Project TESS in teaching both Science and Math to obtain progress in the achievement of Grades IV-V pupils using the mixed method. Researchers designed questionnaires and conducted observations on pupils, secured permissions for a copy of Grades of the pupils (Diagnostic test results) in both Science and Math, compiled and compared results on the major examinations and treated the given data with high-level confidentiality. To study the achievement level of pupils towards the use of Project TESS, pupils were given questionnaires to find out their initial opinions in learning Science and Math and by Quarterly test results. Then we proceeded to the analysis.

RESULTS

This study proves that short stories can play an especially important role in arousing love and liking for the subject matters Math and Science. From the Diagnostic result, Math has an average of 65.5% while Science has 66.9% after the piloting of Project TESS, the following results were obtained in the 1st Quarterly Test: Math has 75.1% and Science has 77.1 % a difference of 9.6% in Math and 10.2 % in Science and on the 2nd Periodical Test, Math has 78% and Science has 79.3%, the MPS is much higher by 2.9% in Math and 2.2% in Science. Significance in progress is visible through the application of Project TESS.

DISCUSSIONS

The use of short stories in teaching Math and Science offers infinite linguistic and personal, socio-cultural, cognitive, and emotional benefits for the pupils. With the use of short stories, the researchers, not only developed comprehension skills but learning for pupils were all motivated. Therefore, this is one of the best tools for teaching Math and Science. And, if selected and taught appropriately, understanding the levels and feelings of the pupils, this can help not only in Science and Math and developing language skill but in developing socio-cultural, moral, and other personal traits of the pupils.

KEYWORDS: integration, achievement, cognitive and effectiveness

SUBMISSION ID: R04A-SANPAB-0004

Integrative and Collaborative Learning Plusc (ICL+): A Proposed Program to Improve Literacy Level of the Students in Balas Buco Sta. Maria National High School

Mary Ann Landicho, Department of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION

Poor academic performance is a widespread problem among students in the major subject areas namely, English, Filipino, Science, and Mathematics. In view of this, it was realized that the direct relationship of reading skills to the academic performance of students is real. Even though the Department of Education had been using Integrative and Collaborative Learning (ICL) class periods to aid the remediation for students' further literacy, we, the group of researchers, proposed to implement an Action Plan with regards to the Enhanced Integrative and Collaborative Learning or the ICL Plus to partly solve the problem of students' literacy.

METHODS

The descriptive method is used in this study. All the respondents were given the Individual Reading Inventory and Comprehension Test. The required data were tallied, tabulated, computed, analyzed, and interpreted in the context of the problem.

RESULTS

The data were analyzed and tabulated in terms of the result of the Division Reading Individual Comprehension Test (DRICT) which composed of word recognition and reading comprehension together with students monthly reading and comprehension. Upon the result of the given assessment, the researchers produced a proposed program to improve the literacy level of students.

DISCUSSIONS

The results demonstrate the need for implementing the proposed Integrative and Collaborative Learning Plus (ICL+) for there are so many activities involved designed for the remediation of classes to aid its purpose. The program is to serve the purpose of increasing the literacy rate of students especially on the said basics of learning.

KEYWORDS: ICL (Integrative Collaborative Learning), literacy, academic performance, comprehension

SUBMISSION ID: R04A-BATANP-1301

Integrative and Constructivist Approaches and the Performance of Grade 10 Students in Mathematics at San Vicente National High School

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Abstract

INTRODUCTION

This research aimed to determine if there was a significant difference in the level of performance of Grade 10 students in mathematics before and after implementing the integrative approach and constructivism and to know students' perceptions about these two pedagogical approaches.

METHODS

This was a descriptive experimental research which used purposive sampling with a total of 50 Grade 10 student-respondents. Pre-test and post-test were administered; T-test was used to find the significant difference between the two mean scores. The researcher made interviews, surveys, and field notes. The average score was calculated to summarize the responses that described their assessment of the approaches. The data analysis incorporated both qualitative and quantitative methods which triangulated the research findings to address the key research questions in a trustworthy manner.

RESULTS

The pre-test mean score was 7.38 and the post-test mean score was 21.38. It was found that t-value was 18.99 and the p-value was less than 0.00001 at 5% level of significance. Thus, there was a significant difference in the level of performance of students in mathematics.

The self-assessment tools about students' perceptions on the implementation of the constructivist approach and integrative approach revealed that over-all result of the responses was 4.085 (SA) and 4.176 (SA), respectively, which implied positive effects in students' mathematical performance. In the constructivist approach, students were able to connect their prior knowledge to the present lesson and they liked most the KWLH (Knowledge, What, Learn and How) Chart; next was Mapping. They also liked the POE (Prediction, Observation & Explanation) Method. On the other hand, integrative approach encouraged students more to do better in mathematics; the practical application made them aware of the significance of mathematics in the other subjects.

DISCUSSIONS

The results of this study implied that there was a significant difference in the performance of students with the use of integrative and constructivist approaches and revealed students' positive perceptions on these which encouraged inquiry and collaboration. Further research was warranted to evaluate the long-term effects of these on student's mathematical achievement.

KEYWORDS: Integrative Approach, Constructivist Approach, KWLH Chart, Mapping, POE Method

SUBMISSION ID: R04A-SANPAB-0012

**Integrative and Innovation intervention in Vocabulary Building for Grade 7
Learners at Mabini National High School**

Marilou A. Villaruel, Rufina G. Defeo, & Zandra Minerva Mendoza, Mabini NHS

Abstract

INTRODUCTION

Vocabulary development is the key to success in acquiring comprehension skills. But knowing a word involves more than knowing a word's definition (Johnson & Pearson, 1984; Nagy & Scott, 2000). Word knowledge is multifaceted and can be characterized in many ways. Sadly, a sizable percentage of students who graduated in elementary are handicapped in obtaining the needed skills in this area. A teacher in high school faces a great challenge to help these "at risk" learners resolve this dilemma as early as possible to establish firm ground for higher challenges in the succeeding school years in high school.

Specifically, at Mabini National High School, based on the conduct of an assessment utilizing the Vocabulary Knowledge Scale (VKS), there were identified 52 Grade Seven students who were struggling in vocabulary words recognition.

METHODS

The researchers utilized purposive sampling and the research focused mainly on identifying the common difficulties encountered by the respondents in vocabulary building and thus, propose an innovative and integrative vocabulary intervention in the aim of helping these struggling students develop their vocabulary skills to augment their comprehension power, thus improving their performance in all subject areas. To precisely identify students' vocabulary level and track their vocabulary growth across the curriculum the researchers administered the Vocabulary Knowledge Scale (VKS) assessment.

RESULTS

Based on the results of the assessment tool, the Vocabulary Knowledge Scale (VKS) is validated to be highly beneficial to the whole population of Grade 7 in MNHS.

DISCUSSIONS

The utilization of VKS as an assessment tool to identify the vocabulary level of 52 Grade 7 students in National High School had been a success. When the respondents accomplished the VKS, the assessment sheets were collected and scored. The results revealed the respondents' low vocabulary level because of almost all the words presented to them, they identified themselves to belong to the categories where they had not seen those words or either had seen them but had no knowledge of their meanings.

KEYWORDS: vocabulary skills, comprehension, word recognition, intervention

SUBMISSION ID: R04A-BATANP-1668

**Integrative Teaching Strategies in Teaching Literature Relative to the
Affective Learning of the Fourth Year Students in the Division of Calamba
City: Basis for an Enhancement Program**

Gerry Romero

Abstract

INTRODUCTION

Academic performance is on the verge of deterioration as evidenced by the result of national achievement tests. Along with the deterioration of the academic performance are the weakening moral values of students. Significant levels of improvement in the literature relative to affective learning were manifested during the implementation of the different approaches under integrative teaching strategies. In this study, we assessed the observance of Integrative Strategies in teaching Literature relative to affective learning.

METHODS

This study utilized the descriptive method with a researcher-made questionnaire for the data gathering. Respondents were 10 fourth year public school teachers of English and 300 selected Fourth-year students from the four biggest public schools of Calamba City. With regard to the important statistical treatments, the study employed the Likert Scale, simple mean, two 2-way ANOVA test, t-test, and Pearson r Correlation.

RESULTS

The following were drawn based on the findings of the study: that in the integrative strategies values formation are deepened and utilized; that in incorporating affective learning in teaching literature teacher can ensure holistic development; finally, that the enhancement program presented in this study could be a vital guide in the enrichment of the present teaching and learning process. With integrative teaching strategies, learning literature is profitable likewise resulting in the holistic development of fourth-year students.

DISCUSSIONS

The results demonstrate the need for more proactive implementation of integrative teaching strategies. The need to integrate values formation is mandatory through other subjects. Holistic development of the learner will continue to dwindle if integrative teaching strategy (ITS) is less appreciated. Adherence to the program is an earnest guarantee to the success of ITS.

KEYWORDS: Integrative, Affective, Literature, Strategy

SUBMISSION ID: R04A-CALAMB-0005

INTEGReading Program: integrating Reading into the Senior High School Curriculum

Nolan Jusayan, Gov. Juanito Reyes Remulla Senior High School

Abstract

INTRODUCTION

This paper, which is theoretically underpinned by the fundamental processes of integration in the curriculum, presents a research-based design of a reading integration program across the disciplines to be implemented in the senior high school.

METHODS

The designing of the program has undergone a series of experts' validation to ensure effective integrations. The senior high school strands include Humanities and Social Sciences of the Academic Track to Home Economics of the Technical-Vocational Track are currently offered in the Gov. Juanito Reyes Remulla Senior High School.

The participants of the study are two (2) teachers, 10 students from the Academic Track, and ten (10) students from the Technical-Vocational Track. Moreover, the study underwent three phases of implementation.

RESULTS

Findings revealed that the participants gained a positive impact on the pilot implementation of the program. Majority of the participants perceived the invaluable importance of reading in their academic and personal life.

DISCUSSIONS

In view of the findings of this study, the study recommends the development of modules and other related materials that are in the context of the disciplines. Furthermore, a subsequent study is recommended for comparative purposes for continued improvement.

KEYWORDS: Integration, Threaded Model of integration, Reading, Reading Program, Curriculum

SUBMISSION ID: R04A-IMUSC1-0061

Intelligence and Academic Performance of Grade V Pupils in Silang Central School, District of Silang I: An Assessment for the Enhancement of the Curriculum

Verna Ambat, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the relationship of intelligence and academic performance of Grade V pupils in Silang Central School, District of Silang I, Division of Cavite as the basis for proposed teaching strategies and activities to enhance the existing curriculum.

METHODS

The descriptive analysis was employed in the study using a standardized Multiple Intelligences survey questionnaire and personal data sheet as a tool for gathering data. The study utilized one hundred fifteen (115) grade five pupils. The gathered data were tabulated, classified, and organized. Statistical treatments used were mean, percentage, standard deviation, and F-test or one-way ANOVA.

RESULTS

The study revealed that most of the respondents are in the right age to be in Grade V, there are more females than males and most of the respondents belong to the low-income bracket.

Most of the respondents are comfortable with verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, and natural and moderately comfortable with intrapersonal and existential intelligence.

Majority of the pupils had a poor academic performance in the basic tool subjects.

As to ages, gender, and family income, pupils varied in terms of the nine intelligences and academic performance in all subject areas.

Those pupils who excelled in some of the nine intelligences also performed well in their different subject areas. However, other intelligences did not influence pupils' academic performances.

DISCUSSIONS

The study recommends that educators should broaden their scope of teaching, assess their students, and learn to apply the knowledge of multiple intelligences in developing students to their full potential. School administrators should motivate teachers to pursue graduate studies, provide seminar/ workshops to improve their assessment as to the application of multiple intelligences to their pupils. The teachers must have open communication and dialogue with parents, and the parents should be oriented on the Multiple Intelligences as a new concept on the individual intelligences. The proposed activities on curriculum enhancement in relation to multiple intelligences of the pupils should be applied.

KEYWORDS: Intelligences, academic performance, teaching strategies, curriculum

SUBMISSION ID: R04A-CAVTP-0783

**Intensified Child Protection Policy at Sto. tomas Senior High School
through the Development of a School-Based Anti-Bullying Program**

Arlene Bondad, Sto. Tomas Senior High School Division of Batangas

Abstract

INTRODUCTION

In order for students to maximize their full potential, feel safe at school, and excel both academically and socially, the school must cultivate a positive learning environment. Habitual bullying episodes and the presence of violent, aggressive peers can significantly divert from the positive learning environment. Given that educators are constantly seeking ways to maintain a classroom environment where students feel safe and learning is valued, it is vital to minimize the factors that detract from the ideal learning environment. The researcher aims to develop a program that will help students be at ease coming to school and focus more on learning rather than contemplate how to keep himself from bullies who mean harm rather than camaraderie.

METHODS

Students were asked to participate in answering questionnaires and teacher-made-tests that will determine their perceptions regarding bullying acts in school and the characteristics of the usual victims of bullying acts in school. The results gathered will become the basis of the researchers in designing practical approaches to address such acts thru a school-based bullying-prevention program. This data gathering was presented utilizing the Input-Process-Output model wherein, Input stage includes the questionnaires and teacher-made tests, Process stage includes students' perception of bullying acts and students' perception of the usual targets of bullying while the Output stage includes the practical approaches for school-based bullying prevention program

RESULTS

Study shows that students perceived that bullying occurs when violence is involved and when a student who was frequently asked by his/her to lend or have his/her assignment be copied is not a serious act and may not be a form of bullying.

The kinds of bullying reported are verbal bullying, physical bullying, cyberbullying, social exclusion, indirect bullying, and extortion.

It also shows the common reasons for students in bullying their classmates. The researchers proposed an anti-bullying program that involves practical approaches to address the acts of aggression in school and to intensify the discipline program among senior high school students.

DISCUSSIONS

The results suggest the empowerment of the anti-bullying program through the combined effort of students, teachers, and stakeholders, in transforming the school into a violence-free environment.

KEYWORDS: Positive learning environment, bullying acts, aggressive behaviors, practical approaches

SUBMISSION ID: R04A-BATANC-0197

Intensified L2 Oral Reading Performance through School and Home Literacy Partnership of Grade III Pupils at Bawi Elementary School

Mary Grace Rosit, Bawi Elementary School

Abstract

INTRODUCTION

The researchers were motivated to conduct this study due to the alarming results of the District Oral Reading Assessment which was conducted last School Year 2016-2017. Based on the results, out of 92 pupils from Grade III of Bawi Elementary School there were 27 or 29% of pupils who are categorized as a slow reader, 16 or 17% as very slow, and 8 or 9% as non-readers, with a total of 51 or 55% pupils belonging to the lowest level in reading performance of pupils in the third grade. In this study, it focused largely on determining the hindrances that affect the pupils to develop fluency in reading.

METHODS

The researcher used data gathering procedure namely: deep and focus group discussion among parents and teachers of selected Grade 3 pupils, survey method and interview, the Oral Reading Assessment conducted by the District. Furthermore, it is the intent of the present research to propose a program/project that enhances the oral reading fluency of Grade III pupils of Bawi Elementary School. Based on the result, the researcher will implement a program/project that can enhance the oral reading fluency of the respondents.

RESULTS

Based on the data gathered and collected through the surveys, different problems have been perceived and identified when it comes to the reading readiness of the pupils. Some of these were (1) lack of enjoyment in reading (2) have poor knowledge in phonemic awareness and word recognition (3) lack of guidance among parents. These were the reasons why some pupils usually encountered difficulties when it comes to reading fluency.

DISCUSSIONS

The results determine the need for an effective reading intervention program that will help pupils to develop their fluency in reading. Project ENGLISH (Enhancing Grade III Learners in Independent reading at School and Home) had been created to address the growing number of pupils belonging to frustration level. The school involved and informed the parents about the reading ability of their child and made them as partners in developing the reading skills of the pupils.

KEYWORDS: Intensified, Reading Performance, School and Home Literacy Partnership

SUBMISSION ID: R04A-BATANP-0395

**Intensified Scheme on Parental Involvement on Parent Teacher Conference
at Domingo M. Zuno Elementary School**

Shirley Glorey, Department of Education Batangas

Abstract

INTRODUCTION

The purpose of this research is to gather more information on what the strategies are to increase parental involvement in school and what factors the school needs to consider. In doing so, the researcher hopes to learn and grow from the information gathered by this study. Information concerning teachers, school heads, school and their own practices in the school will be obtained. Encouraging parents to get more involved by attending Parent-Teacher Conferences will benefit the larger school community.

METHODS

The study applied documentary analysis about the intensified scheme on parents' involvement on Parent-Teacher Conference. It is a social research method which is used as a tool for obtaining relevant documentary evidence to support and validate facts stated in research. The level of parents' participation in Parent-Teacher Conference was taken from the school records of attendance.

RESULTS

Effective communication with parents is an important skill for teachers. This communication can be through face-to-face conversations, phone calls, newsletter, weekly folders, written notes, and many other avenues. One communication strategy is for teachers to make positive contact with each parent at the beginning of the school year. This positive comment creates an environment in which parents are more receptive to talking about potential concerns later in the school year. Beyond fostering relations with parents, effective communication can also help improve student achievement.

DISCUSSIONS

To raise the attendance of parents' involvement in conferences the intensified scheme or strategies are effective communication or one communication strategy, letter of invitation to the parents, giving rewards to parents with perfect attendance on parent-teacher conference and certificate of recognition on graduation day, early bird award and a raffle draw of the parents' attendance.

KEYWORDS: PARENTAL INVOLVEMENT, INTENSIFIED SCHEME, STRATEGIES

SUBMISSION ID: R04A-BATANP-2261

Intensifying Community Literacy: A Summer Reading Program at Namunga Rosario Batangas

Jovie Palma, Department of Education Rosario West

Abstract

INTRODUCTION

The extension program during summer is a great opportunity for the school children and even for the out of school youth to learn how to read. This continues the learning progress of a child resulting in a sharpened reading ability.

METHODS

The descriptive-qualitative method was employed by the researcher. To formally conduct the study, the researcher asked permission from the school head and the Sangguniang Barangay. A formal letter of request was handed to officially conduct the study. Random sampling was used to identify the respondents to conduct interview among the parents and clienteles of the summer reading program was conducted to assess the summer reading program which started in the year 2010 up to 2017. The data were gathered and analyzed to produce authentic and reliable results of the study.

RESULTS

The respondents of the summer reading program were benefited and their literacy skills were upgraded. The time spent during the summer reading program contributed to the continuous learning progress of the children in the community. The result of the study reflected the impact of the program in promoting literacy in the community specifically in Barangay Namunga. This fact lessens the burden of the catering school, Rosario West Central School in eliminating illiteracy in the public.

DISCUSSIONS

The study is a result of a community partnership. The Summer Reading Program was found to be an avenue to help in eliminating illiteracy in the community. The school and the Barangay made a strong link to help one another for one purpose, and that is to extend quality education. The parents of beneficiaries found themselves fortunate as their children were taught how to read. For them, reading is vital in the holistic progress of their children. This kind of program would intensify community literacy.

KEYWORDS: Intensified, Community, Literacy, Summer Reading Program

SUBMISSION ID: R04A-BATANP-1844

Intensifying Disaster Risk and Reduction Management in Alitagtag Senior High School through an Innovation Media Strategy

Wilhem Siscar, Alitagtag Senior High School

Abstract

INTRODUCTION

In this study, the researcher, being a teacher in Disaster Readiness and Risk Reduction and DRRM coordinator, explored the ways of educating students in disaster preparedness through innovation in spite of the big challenge that only a small portion of students in Alitagtag Senior High School are taking up the subject in disaster management.

METHODS

This study employed a descriptive method of research. It was done through a survey questionnaire constructed for the purpose of determining the status of implementation of Disaster Risk and Reduction Management including its three pillars as well as the challenges encountered. All thirteen teachers and Grade eleven students belonging to the STEM strand of Alitagtag Senior High School became the respondents. They were chosen because they are expected to have sufficient knowledge as educators and the only section taking up Disaster Readiness and Risk Reduction as a subject.

RESULTS

The data revealed that identification of hazardous areas was not given much attention as assessed by the two groups of respondents. On the second pillar, the conduct of multi-hazard drills was very evident and performing very well. However, intensifying community and other stakeholder's participation in disaster preparedness was rated as good. From the focus group discussion of teachers and students, it can be inferred that unavailability of DRRM handbook and insufficient DRRM equipment and materials and lack of engagement of stakeholders were revealed to be the top leading challenges encountered in the implementation of DRRM.

DISCUSSIONS

The results demonstrated the need to promote awareness and active involvement among stakeholders through an innovative strategy using technological tools and social media. This was congruent with the study of Cabungcal wherein she emphasized the potential power and appeal of advocacy campaign with an integration of modern technology. With all these efforts, the school can intensify its disaster program, safe and resilient learning environment will be guaranteed and secured.

KEYWORDS: disaster risk and reduction management, innovative media strategy

SUBMISSION ID: R04A-BATANP-0891

Intensifying inclusive Classroom Education in Alitagtag Senior High School: Basis for Plan of Action

Jaypee Pedrigal & Wilhem Siscar, Alitagtag Senior High School

Abstract

INTRODUCTION

The education of special students requires greater commitment because of the existence of distinct circumstances. However, there is great debate over including students with disabilities, in particular students with learning disabilities, in inclusive classrooms. As observed in many schools in the Division of Batangas Province, the goals of education for all, particularly with special needs are not yet fully realized. With an innovative response to this particular situation in the learning of students with special needs, the researchers endeavor to provide the basic yet, effective guidelines for the implementation of an intensified inclusive education in Alitagtag Senior High School.

METHODS

This study employs the qualitative research design, specifically a phenomenological study. It is done through an interview in determining the challenges encountered by teachers in teaching learners with special needs. The roles of parents and teachers were also identified. Focus group discussion was also utilized to further validate the participants' assessment in their interview. No sampling is used in the study.

RESULTS

The data gathered revealed that the inclusive classroom education promotes equal opportunity for all, provides strong leadership for school administrators, and teachers must have different ways of teaching. This includes the lack of training, tedious tasks for differentiated instruction, inadequate resources, and lack of experience in dealing with students' disabilities. The roles of parents and teachers were also deemed by the participants as an essential part in forming inclusive education. Plan of action was then designed to offer better solutions in a concrete way and in a systematic manner to employ quality instruction and education for learners with special needs.

DISCUSSIONS

It was even capsulized in a project, also known as "Project CARE", which stands for C-ommunicate to learners by the heart and closely monitor their school's progress, A-ddress the various expectations and needs of learners, R-ecognize learners' effort even they do simple task/activities, E-mpower them by showing practical support in schools and classrooms and through the engagement of families and communities. With this approach, the researchers foresee that learners will not only receive quality education, but will also gain their self-confidence, reach their optimum ability, and develop their personal values despite their prevailing disabilities.

KEYWORDS: inclusive classroom education, plan of action, special needs

SUBMISSION ID: R04A-BATANP-0892

Intensifying Parental Involvement in School Conferences of Balas Buco Sta. Maria National High School: A Basis for an Action Plan

Jayvian Kenna Garcia, Department of Education, Balas Buco Sta. Maria NHS

Abstract

INTRODUCTION

The teachers have observed the very few attendees during school conferences which affect parent-teacher communication. While the school provides structured education for the holistic development of a child, parent involvement still contributes largely to their growth. When parents are involved, children do better in school. This research is valuable as it can be an instrument to increase the level of parents' attendance and involvement in school conferences and other activities.

METHODS

The attendance sheets were utilized as data for the study. A checklist was used in this study. All respondents were given the checklist from which the data were tallied, tabulated, computed, analyzed, and interpreted in the context of the problem. In analyzing the data of this research, the proponents utilized frequency, percentage, and ranking.

RESULTS

The outcomes of the study revealed that majority of the parents could not attend school meetings due to their work or job. In relation to this, some issues remain unclear or worse, misunderstood. Important matters about a child's academic performance and behavior are not reported personally to parents.

DISCUSSIONS

The school must create a warm and welcoming environment for the parents. They should always see the function of General PTA officers as a bridge towards the rest of the parents in the community. The school must maintain consistency in implementing the programs.

KEYWORDS: school conferences, parental involvement

SUBMISSION ID: R04A-BATANP-1552

Intensifying Savings Consciousness Level of Grade 12-ABM Students in Talipan National High School through Make Your Money Grow (MYMG) Program

Sherwin Diala, Researchers' Association of Department of Education Quezon

Abstract

INTRODUCTION

The proponent was challenged to research about TNHS Grade 12 students' level of savings consciousness by adopting the Make Your Money Grow (MYMG) Program. The program was patterned from the content of the article in the Educator's Magazine dated March-April 2013.

METHODS

The study was descriptive-evaluative in nature because it described the respondents' savings consciousness level before and after the implementation of MYMG program in terms of the value of savings and frugality, PDIC's role in the banking system, and basic rights and responsibilities of young depositors. It used a survey method and was conducted on the second semester of the school year 2017-2018.

RESULTS

Before the implementation of the MYMG program, the respondents' savings consciousness level is conscious to a moderate extent (CME) while after the implementation of the program, students' savings consciousness level had been recognized as conscious to a great extent (CGE). The result in finding the significant difference in students' responses before and after the MYMG program revealed that under the value of savings and frugality the absolute computed t-value was 5.78 and critical t-value of 2.145. Whereas, under the PDIC's role in the banking system the absolute computed t-value was 9.16 and a critical t-value of 2. Lastly, under the basic rights and responsibilities of young depositors the absolute computed t-value was 2.97 and a critical t-value of 2.145. The researcher rejected the null hypothesis.

DISCUSSIONS

The study was conducted in Talipan National High School-Senior High School Program. The researcher decided to have this study for the reason that he was challenged about the active participation of his students in opening their respective bank accounts. MYMG program is an effective approach in intensifying savings consciousness level among Grade 12-ABM students at Talipan National High School.

KEYWORDS: savings consciousness level, make your money grow

SUBMISSION ID: R04A-QUEZON-0113

**Intensifying the Multimedia-Based Literature Teaching Strategies of
English Language Teachers in Bauan National Agricultural and Vocational
High School**

Adrian Austria, Maribel Asi, & Wlifredo Dakila, Department of Education

Abstract

INTRODUCTION

This study specifically aims to achieve the following objectives: identify the multi-media based creative strategies in the teaching of literature employed in the said school; identify the proofs of effectiveness of these strategies in teaching literature and know ways to enhance the utilization of multi-media based creative strategies used in teaching literature.

METHODS

The study is qualitative in nature. The researcher used two data gathering procedures: focus group discussion and guided interview. A guided interview was used to identify the multi-media based creative strategies employed in teaching literature, determine the proofs of the effectiveness of these strategies in teaching literature and recognize ways to enhance the utilization of multi-media based creative strategies in teaching literature. Meanwhile, the Focus Group Discussion employed to gather input about the proposed plan of action. In addition, the researchers gathered related literature and studies to support the results of the study.

RESULTS

Multimedia has an integral role in the field of education. It is an effective tool for teachers for they will use the mechanism of informational technology to deliver educational materials. With that, teachers should be periodically trained in the successful use of technology, so they can integrate technology efficiently. The proposed ways to enhance the utilization of multi-media based creative strategies employed in teaching literature center on the vital role of teachers in choosing the appropriate instructional materials in teaching Literature.

DISCUSSIONS

The results demonstrate that BNAVHS may impart multi-media based creative strategies as tools to uplift and enhance the learning in the content area, specifically Literature. Moreover, the proposed ways to enhance the cultivation and utilization of multi-media based creative strategies employed in teaching literature may be refined through an evaluation. In conclusion, a similar study may be conducted to monitor and affirm the effectiveness of multi-media based creative strategies in teaching and learning literature.

KEYWORDS: Multimedia, Literature, Strategies, Teaching, Intensifying

SUBMISSION ID: R04A-BINANC-0015

Intensifying the Reading Ability of Grade Two Pupils through English Reading Module

Marites Magsino, Department of Education

Abstract

INTRODUCTION

Reading is the foundation of all learning. A good reader simply performs better in all learning areas than those with reading problems. These macro skills are the most prioritized program of the Department of Education believing that with reading. Children in both elementary and secondary schools will likely develop better academic performance and better socialization skills.

The education motivated the writer to conduct this study to identify the factors affecting the reading ability of Grade Two pupils in R. Venturanza Central School. More importantly, it is the primary objective of this paper to determine the extent of the factors that affect the reading performance of the group of pupils under study.

METHODS

The participants of the study were the 50 Grade II pupils enrolled in R. Venturanza Central School, Lemery, Batangas. The survey through the questionnaire was the data gathering tool needed to gather important data and information from the pupil-respondent. The three Grade 2 teachers were interviewed to supplement the responses of the pupils.

RESULTS

The results of the study only implied that teachers can effectively transform poor reading ability to better reading skills.

DISCUSSIONS

1. As to the factors affecting the reading ability of the pupils, the respondents responded that the following were the causal factors which include but not limited to (1) lack of pupil's interest, (2) lack of proper reading guidance of teachers, (3) insufficient reading materials and (4) poor reading program. 2. The level of the reading ability is on the moderated extent. This could only mean that there is really a dire need to improve the reading ability of the pupils through the conduct of various reading intervention programs designed to promote the ability of the pupils. 3. Relative to the different reading activities aimed at promoting the reading ability of the pupils, the pupil-respondents responded the following: (1) holding of reading activities such as reading sessions and reading camps, (2) holding of reading contests to entice and encourage the pupils to read and (3) develop genuine love for reading.

KEYWORDS: DEPARTMENT OF EDUCATION, TEACHERS, ACTION RESEARCH, READING ABILITY, PUPILS, LEARNING, SCHOOL, MODULE

SUBMISSION ID: R04A-BATANP-1193

Intensive Home Visitation with Parents Involvement: An intervention to Address Pupils at Risk of Dropping Out of Grade-L

Jocelyn B. Casil

Abstract

INTRODUCTION

Keeping learners in school is one of the tasks of teachers. In this connection, the researcher implemented an intervention to save her six (6) pupils who were at risk of dropping out through intensive home visitation and active parental involvement.

It is concluded that intensive home visitation and active parental involvement have a significant improvement in the attendance of the recipients.

METHODS

Data were taken based on the records of School form 2. Pre-implementation data were based from July to September while post-implementation data were taken from November to January 2019.

In analyzing the data gathered in the study, the researcher will make use of two statistical tools: Mean and Paired T-test. The mean was used to analyze the data from school form 2, and Pared T-test was employed to determine whether the significant increase in the attendance rate of the recipients before and after.

RESULTS

This investigation aims to reduce the incidence of absenteeism among the recipients who were observed to have a severe absenteeism problem. Based on the results, the 6 recipients incurred an average of 10.33 days absent per month based on 3-month data before the intervention was implemented. This degree of absenteeism suggests that these pupils reported to school a few times only every month. Not only that it could result in dropping out of school, learning on the part of these pupils could severely suffer. But after the intervention through an intensive home visit and parental involvement, the incidence of absenteeism dropped to a monthly average of 1.61 days. Conversely, the attendance rates of the recipients improved.

DISCUSSIONS

Based on the results, it was found that the intervention contributed to the decrease of absenteeism and improved their academic performance.

KEYWORDS: Intervention, absenteeism, decrease

SUBMISSION ID: R013-SURSUR-0189

Intensive Reading Program Using Ladderized Technique

Rowena Doctora

Abstract

INTRODUCTION

Reading is a complex process that requires a great deal of active participation on the part of the reader. It is also a basic life skill. It is a cornerstone of a child's success in school and throughout life. Without the ability to read well, opportunities for personal fulfillment and eventually the assurance of job success will inevitably be lost. Reading is a means of language acquisition, of communication, and sharing information and ideas. Moreover, the Reading Association of the Philippines conducted a survey last January 2015 and it was found that most students nowadays have a problem in terms of comprehending what are they reading. It is evidently manifested with the result of the National Achievement Test administered by the Department of Education last 2015. Based on the results, most students are not good readers in terms of the materials they have.

METHODS

The descriptive method was utilized in this study since the main purpose of the study was to describe the reading comprehension of the respondents chosen purposively by the researcher. To observe the principles of confidentiality, the names of the respondents were not reflected in the questionnaire administered. The researcher used the scores obtained by students in the Phil-IRI. The score in the reading inventory served as the pre and post assessment. Data obtained were statistically interpreted using the frequency and percentage, and T-test.

RESULTS

The study shows the profile of the respondents in term of reading levels. There were 26 or 68.42% belonged to the Frustration level, 12 or 31.58% were Instructional and 0 or 0% were from independent. It means that the majority of students belonged to the frustration level which needs to be prioritized by the reading teacher. On the other hand, pre-test result of the experimental group gained a mean value of 13.72 and improved to 31.44 mean value as the result of the post-test. Also, the computation revealed that the value 0.000 is lower than the t-ratio value of 15.51 which shows a significant difference between the two tests given to the student respondents.

DISCUSSIONS

The results imply that through the use of the ladderized technique, performance of students improved. The results of the reading inventory also illustrated that through this technique, students were able to grasp the real intention/meaning of the text being read and presented.

KEYWORDS: reading, reading program, ladderized technique

SUBMISSION ID: R04A-CALAMB-0264

Interactive Activities in Teaching English in the Primary Grades in District V, Division of Batangas City

Lea Espeleta, Teacher III

Abstract

INTRODUCTION

The teaching of English in primary grades is a challenging task. Primary school teachers must be flexible, creative, and knowledgeable to different approaches and varied interactive activities that will develop the four macro skills of learners such as listening, reading, speaking and writing. These will unleash the multiple intelligence of the pupils and gateways to a collaborative style of learning.

METHODS

The descriptive method of research was used in the study with the questionnaire as the main data gathering instrument. There were 50 primary grades teachers handling English in District V of School Year 2017-2018 which became the respondents of the study. The statistical tools used were weighted mean and ranking.

RESULTS

The learning competencies in English for primary grades were often attained in teaching the subject. Interactive activities were described as the engagement of school children in the classroom with the interaction of teachers and pupils. Reading activities were most often used by teachers while speaking, listening, and writing were often used as interactive activities. Writing activities were preferred by primary grades teachers in teaching English. The proposed activities and supplementary materials to strengthen the teaching of English focused in writing (My English Contract: An Agreement) in speaking-"It's English Showtime" (My Little Book of English Drills), in listening-Interactive Storytelling (Puppet), and in reading (My English Contract: An Agreement).

DISCUSSIONS

To enhance the teaching of English, the proposed activities and supplementary materials may be shown to supervisors, school heads and teachers for their suggestions before using them. Primary grades teachers should have more voice recording especially of short stories and used double or triple entry to develop more the listening, writing, speaking, and reading skills of pupils. A similar study may be conducted using an experimental method in using the materials constructed.

KEYWORDS: Interactive activities, learning competencies, supplementary materials

SUBMISSION ID: R04A-BATANC-0427

**Interactive and Communicative Skills of Grade 9 Students of a Public
Secondary School: Basis for Proposed Teaching Strategies**

Jett Majay Hernandez, Teacher II

Abstract

INTRODUCTION

Being communicative and interactive in the use of language especially in the 21st century is indeed an achievement. In the Philippines where English is the second language, someone who speaks the language fluently and confidently somehow has an edge, among others. As a language teacher, the primary goal is to aid students for them to develop language competence. However, this could never be achieved if the interaction between and among students is very minimal so as if the communicative skills are beyond poor. The study aimed to determine the interactive and communicative skills of Grade 9 students of Wenceslao Trinidad National High School.

METHODS

The study utilized the descriptive and quantitative methods of research. The respondents of the study were 200 grade 9 students who were randomly chosen through stratified random sampling. The instrument used was lifted from a queendom.com and goalminds.com, both electronic references. Data were gathered through a survey personally conducted by the researcher. The statistical measures used included the weighted mean, Pearson R, T-Test, and Chi-Square.

RESULTS

Findings revealed that most of the respondents were female. More so, it revealed that the communicative skill of grade nine student respondents is satisfactory, while their interactive skills are very satisfactory. In addition, there was a significant relationship that exists between the respondents' profile and their interactive skills. However, there was no significant relationship that exists between the respondents' communicative skills and their profile. More so, there was a significant relationship between the communicative and interactive skills of students.

DISCUSSIONS

The students must enhance their communicative skills even better so that they will not be left out in terms of communication, this 21st century. More so, they must be both interactive and communicative competent regardless of their gender. Furthermore, they must know the dos and don'ts of interaction so as communication. Both are essential and could be used every day, much even in the future. Some teaching strategies are suggested to address students' need for the development of their communicative and interactive skills. This intervention program focuses on the activities anchored on the use of the Constructivism, Collaborative (2C), Integrative, Inquiry-Based (2I), Reflective (1R) Approaches in teaching English effectively.

KEYWORDS: communicative skills, interactive skills, teaching strategies

SUBMISSION ID: R04A-BATANP-0687

Interactive Learning Materials in Science

Michael Yee, Department of Education Cavite

Abstract

INTRODUCTION

The primary purpose of this research was to determine the performance level of science students in the Pre-test and Post-test; to find out if there is any significant difference on the performance level of students based on the results of Pre-test and Post-test. The respondents of the study are the science teachers; and selected two sections from Grade Nine students of Bulihan National High School-Bulihan, Silang, Cavite.

METHODS

The study is guided by a Two Group Control Group Design (Shuttleworth, 2009). This design allows the comparison of the Post-test results between the two groups to determine the effectiveness of the intervention. Also, it identifies the changes of both groups from Pre-test to Post-test. Moreover, the Pre-test results enable to find out the effectiveness of the selection of students and their preparedness before the treatment. Likewise, the assessment helped to know the low-achieving or at-risk students in science. The Post-test was one of the criteria used to measure the performance of students and most predicted consistent achievement test.

RESULTS

The Pre-test results of the two groups were highly significant different ($p < 0.000$) on the First quarter while on the Fourth quarter Pre-test results showed that there is no significant difference ($p > 0.05$). When the intervention was applied, the result implied that the performance of the treated group was Highly Significant Different ($p < 0.000$) from the control group. The utilization of Interactive Learning Materials (ILM) in teaching science has increased the understanding and skills of students. The innovation in teaching science helped students to increase their achievement. It was concluded that the least learned competencies of Grade 9 students are on Heredity and Variation which verbally interpreted as poor.

DISCUSSIONS

The interactive learning material was developed based on the test results. It was concluded that there is a significant difference in the performance level of Grade 9 students based on the results of the pre-test and post-test. The proponent recommends encouraging teachers to develop ILM by providing them seminars and training using application software. Implement the developed Interactive Learning Materials in teaching science with the recommendation and endorsement of the Schools' principal.

KEYWORDS: Interactive, Learning, Materials, Science, Tests

SUBMISSION ID: R04A-CAVITP-0143

**Interactive Learning Materials Utilized By the Teachers of Tinga Itaas
Elementary School, Division of Batangas City**

Ebella Bagui, Department of Education

Abstract

INTRODUCTION

This action research is undertaken to determine the extent which the interactive learning materials was utilized by classroom teachers in Tinga Itaas Elementary School in the Division of Batangas City. Specifically, it sought answers to the following questions: What is the profile of the respondents in terms of age and educational attainment? To what extent do the respondents utilize the interactive learning materials in teaching the pupils in the different learning areas? What suggestions may be offered toward improving interactive learning materials?

METHODS

The study employed the descriptive method of research using a checklist questionnaire. This study aimed to find out present conditions about the interactive learning materials employed and utilized in teaching the elementary grade pupils.

RESULTS

Based on the data presented, the following findings were drawn:

In terms of age of the respondents, the majority belongs to 25 to 35 age range, and in terms of educational attainment, all teachers graduated from Bachelor of Elementary Education and only three have units in master's degree.

The teachers of Tinga Itaas Elementary School were utilizing the interactive materials to a large extent. There is a need to continue the utilization of interactive learning materials.

DISCUSSIONS

The classroom teachers utilized the interactive learning materials to a great extent and the strategies they suggested is to encourage mentally challenged learners. The study was limited to 11 teachers and 48 grade III pupils of Tinga Labac Elementary School. The findings of this study would serve as a basis to improve the employment of interactive learning materials. This study offered suggestions toward improving the learning materials.

KEYWORDS: interactive learning materials, teachers

SUBMISSION ID: R04A-BATANC-0080

Interactive Learning Program for Teaching World History Using Social Media Platforms

Jheny Villacruz, Department of Education

Abstract

INTRODUCTION

Our students are deeply hooked on social media and teaching Social Studies has become even more challenging with its advancement. Social Media can give promising contributions to teaching and learning, however, it can be very taxing on the part of the teacher. As trends change from time to time, so must the teaching strategies of teachers in order to adapt and keep on attaining learning goals. Indeed, we can turn social media as an effective learning tool for our students. This study aimed to evaluate the developed interactive learning program for teaching World History using social media platforms.

METHODS

This study used descriptive-evaluative research. It employed purposive techniques and involved eight (8) Senior World History Teachers and five (5) Trainers of K to 12 World History as evaluators, and thirty (30) Grade 9 Section Pearl students of Moreno Integrated School as participants. It utilized analytic rubric, formative and summative teacher-made tests and interview guide.

RESULTS

The findings revealed that the program used the following features which contributed for its effectiveness: Design Down, Deliver Up Approach, Eclectic Teaching Approach, Interactive Teaching Style, and the Use of Social Media in Teaching. It had a special feature of on-line quiz via Google Forms with Flubaroo Application for automatic checking and test item analysis. It also utilized a Facebook Close Group to ensure work integrity of students. The evaluation revealed that the content and objective, features and strategies, activities and mechanics, and assessment of the learning program that was developed for teaching World History using social media platforms were all highly effective.

The study recommended that to make this developed program more effective: a. the learning program must attach CD of the videos, photos, and other materials for reference purposes; b. paper and pen tests in the classroom must be administered aside from online quizzes; and c. references must be cited in the outputs and be verified by the teacher if students are the ones who made them.

DISCUSSIONS

This interactive learning program using Social Media Platforms in teaching World History has potential to promote effective approaches, effective assessment procedures and additional reference for teachers in teaching through the competencies set by the K to 12 Curriculum.

KEYWORDS: Interactive Learning, Learning Program, Social Media Platforms

SUBMISSION ID: R005-CAMNOR-0023

Interactive Lecture Technique in Improving the Mathematics Competency of the Students of Lis

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Looc Integrated School

Abstract

INTRODUCTION

In Looc Integrated school, more than 50% of students find math a burden subject. As a result, teachers handling math have to work double time to help these students cope with the problem. This study offered Interactive Lecturing to increase the learning competency of students in Mathematics.

METHODS

This study made use of the mixed method design under the quasi-experimental scheme and qualitative approach. Using t-test, the researcher may gauge the effectiveness of the proposed instructional technique. In addition, thematic analysis was utilized to treat qualitative data.

RESULTS

The researchers compared the results of the pre-test and post-test administered among the respondents. The researchers found that interactive lecture is effective to be utilized in Mathematics subject. Moreover, the researchers discovered that the most common glitch is the lack of space for other activities that the technique requires. The solicited solution is the use of a covered court owned by the LGU located 100 meters away from the school. Safety and security are at stake in the implementation of the said technique but proper coordination with the LGU made the activities successful.

DISCUSSIONS

Adopting the Regional Memorandum 233 s. 2016, otherwise known as Implementation of the pedagogical approaches mandated by the RA 10533, this research found the effectiveness of the interactive lecture techniques, particularly in Mathematics discipline. As the findings of this study manifested that the said technique really helped students and teachers engaged themselves positively in mathematics. This encompassed students' and teachers' ability to explore more. Moreover, the authors highly recommend the adaption of this technique across disciplines which call for further study and experimentation.

KEYWORDS: Interactive lecture, engagement, technique,

SUBMISSION ID: R04A-CALAMB-0381

**Interactive Multimedia Module with Pedagogical Agent and Students
Achievement in Geometry: Enhancing Student's Views in Learning
Mathematics**

Mary Joy M. Ho, Department of Education San Pablo

Abstract

INTRODUCTION

The results of the National Achievement Test (Department of Education, 2008) administered by NETRC showed that Mathematics Achievement rate from 2003-2008 is not satisfactory. It does not exceed the expectation of the Department of Education which is to achieve an MPS of 80% and above. The results are pertaining to mathematics education as a whole, nationally and locally. With this, teachers nowadays are becoming innovative in their teaching styles like the integration of technology in the teaching-learning process. Thus, a study was conducted to determine the possible effect of using Interactive Multimedia Module with Pedagogical Agent in Academic Achievement in Geometry and to know whether it can be a help in improving the rate of achievement in Mathematics.

METHODS

A quasi-experimental nonequivalent pre-test-post-test design was used in the study. One hundred sixty Grade 9 students of A.Y. 2017-2018 were selected to be the respondents of the study. Descriptive statistics using relative frequency and relative percentage were used to determine the level of achievement of students in the test. Paired sample t-test was used to evaluate the effectiveness of the IMMPA on students' scores in the diagnostic and achievement test.

RESULTS

The study measured the degree of change that occurred as a result of the integration of IMPPA in teaching Quadrilaterals. The students conceptual, reasoning, and computational skills were improved using the IMMPA. Also, it was found that students' level of achievement in all mathematical skills increased significantly after the implementation of the module. Based on the significant findings gathered in the study, it was concluded that the hypothesis stating that "There are no significant differences in pre-test and post-test scores of students in terms of three mathematical skills" is not supported.

DISCUSSIONS

The results demonstrate the positive effect of incorporating an Interactive Multimedia Module in teaching Mathematics. The module works best in the development of students' conceptual skills. The number of students who failed the tests decreased and the number of students who passed increased. These results can be further supported by the study conducted by Thompson, K. V (2010). He worked on the effect of incorporating online interactive multimedia module in enhancing quantitative proficiency in Biology. In light with the findings, it is further recommended that the content of the module and the manner of presenting it should be taken into consideration.

KEYWORDS: Interactive Multimedia Module with Pedagogical Agent

SUBMISSION ID: R04A-SANPAB-0062

Interactive Reading Approach in Teaching the English Language to the non-speakers in the 21st Century as a basis for the intervention Program in English

Katherine C. Pelojero, Constancio E. Aure Sr NHS

Abstract

INTRODUCTION

It has been a great challenge for all of us in the field of education to mold and to hone students to be globally competitive and really competent in their chosen specialization. Now, that there is a shift towards the Outcome-based Education, how possible is it if learners in the junior high school level are considered to be non-readers? What intervention or program could help them fit into the world so they can be as productive as the world expects them to be?

There are different approaches to teach Language or reading specifically. Reading is at once a perceptual and a cognitive process. It is a process which bridges and blurs these two traditional distinctions. Moreover, a skilled reader must be able to make use of sensory, syntactic, semantic, and pragmatic information to accomplish the task. These various sources of information appear to interact in many complex ways during the process of reading (Rumelhart, D. 1985).

METHODS

The authors used the purposive sampling which is defined as a non-probability sampling method. Out of the 204 Grade 7 students, the researcher chose the 27 non-readers and slow readers in English 7 which is 13% of the total population.

RESULTS

After the study was conducted, it was found that most of the respondents need supervision in decoding. It was also observed that most of them can read. Though reading is limited to reading itself, comprehension and giving meaning to what is read is even more limited.

There is a problem when it comes to understanding. With this premise, the interactive reading approach can be applied. The interactive reading model, as developed by David E. Rumelhart in 1977, describes a reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems to build meaning and memory for all learners.

DISCUSSIONS

Readers use both knowledge of word structure and background knowledge to interpret the texts they read. For example, a student who encounters an unknown word might use surface structure systems like graphophonic, or letter-sound, knowledge to decode the word. A different student might find it easier to use deep structure systems like semantic knowledge, such as meaning and vocabulary, to decode the same unknown word. Each student makes connections in different ways. This process validates and supports both methods of understanding, realizing that individuals process information in very different ways

KEYWORDS: interactive reading, linguistic elements, decoding, graphophonic, surface structures

SUBMISSION ID: R04A-CAVTP-1550

**Interactive Reading Approach: tool for Reading intervention of Grade IV
Pupils of Paaralang Elementarya Ng Bulsa, Bulsa, San Juan Batangas**

Geraldine Gonzales & Sheryl Marasigan

Abstract

INTRODUCTION

The study assessed the Interactive Reading Approach for Grade IV Pupils of Paaralang Elementarya Ng Bulsa. It specifically determined the age and educational attainment of the respondents who are teachers of the pupils in the said school. The study focused on the assessment of teachers on the extent of the interactive reading approach for grade school students as per objectives, contents, and methods. This also delves on the issues and concerns on developing the reading skills of their students. This study provided various information and concept on how teachers would develop a better reading approach for students.

METHODS

It deals with the methods and procedures utilized by the researcher to achieve the objectives of the study. This includes the research design, subject of the study, data gathering instrument, data gathering procedures and statistical measures of interpreting the data.

The descriptive method of research was used. A researcher-constructed questionnaire as the main tool to gather sufficient data. A total of 11 respondents who are teachers served as the respondents of the study. The researchers used purposive sampling. The statistical tools used in treating the data were a percentage, ranking, and weighted mean.

RESULTS

The finding revealed that the 1) majority of the respondents are bachelor's degree or college graduate. 2) The objective: "follow left to right eye movement" is the kind of objective that teachers should teach students who are easily learning by them and to a very great extent by the respondents. 3) The content "courteous expressions" found by teachers can help students easily catch their attention. 4) The method "whole language method/guided reading" which relies more heavily on the child's experience with the language and aims to make reading instruction enjoyable interpreted as a great extent.

DISCUSSIONS

This presents the data gathered, as well as their analysis and interpretation based on the specific problems stated in the study.

1) Profile of the teacher in which the study considers the profile variable to gain information and gather data from the respondents. 2) Educational attainment of the respondents, 3) the level of achievement in the reading of Grade School students in terms of objective, content, and methodology in teaching. The various approaches for Grade School students utilized and the reading interactive plan that may be proposed to maintain and sustain their interest to read of Grade School students.

KEYWORDS: Interactive, Reading, Approach, Reading Comprehension

SUBMISSION ID: R04A-BATANP-1765

**Interactive Reading Techniques in Teaching English among Grade Two
Pupils of Sta. Rita Elementary School**

Anastacia Capio, Sta. Rita Elementary School

Abstract

INTRODUCTION

The researcher chooses interactive reading techniques as the core of the study for pupils to sustain higher comprehension skills and to avoid misunderstanding and the wrong overall picture of what they are reading. It will also help teachers and future teachers to design and develop quality reading instruction for students.

METHODS

The descriptive method of research was used in this study. This method is vital and appropriate in as much as a descriptive investigation with the lesson plan as the main gathering instrument used in gathering data.

RESULTS

It implied a dominant number of the respondents have used these interactive learning techniques which helped them in improving students reading skills. There are only 5 teachers in Sta. Rita Elementary School who disagreed that the interactive reading techniques are effective. It implied that only a few teachers are still using traditional techniques.

DISCUSSIONS

The teachers utilized varied activities involving IRT in comprehension, reading skills and vocabulary in teaching English II. It was found that students' reading comprehension activities improved in four areas, i.e. test results, meaning construction, motivation, and word definition. The difference could be seen through the result of students' pre-test and post-test. Majority of the pupils had remarkably high performance with the use of varied interactive reading techniques.

KEYWORDS: INTERACTIVE READING TECHNIQUES IN TEACHING ENGLISH

SUBMISSION ID: R04A-BATANC-0393

Interactive Storytelling in Social Situations and the Performance of Grade 12 Students in 21st Century Literature from the Philippines and the World

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Abstract

INTRODUCTION

In most English classes, students tend to endure the dilemma of reading lengthy texts and uncovering deeper meanings out of them with the expectation of acing the comprehension questions given to cap off the reading process. This has become a routine that triggers boredom, confusion, and lack of comprehension as they often suffer from a relatively difficult reading experience as dummies of a traditional reading strategy.

In this study, we explored the power of a strategy called Interactive Storytelling in Social Situations which promotes active engagement, enjoyment, interaction, higher order thinking skills development and student's performance enhancement.

METHODS

This study utilized a mixed method design to gather essential information among the Sixty (60) Grade 12 students of San Pablo City Science High School who served as the respondents of the study. Moreover, pre-test and post-test were administered to measure the degree of change that occurred in their performances.

A researcher-made survey questionnaire was also utilized to gather respondent's perceptions of the implementation of the strategy. The statistical tools used in the research were the mean, standard deviation, and a Z-test.

RESULTS

The findings revealed that the mean scores increased from 11.06 to 16.60 respectively garnering a p-value of 1.07×10^{-13} . It can be concluded that there is a significant difference between the pre-test and post-test scores of the respondents in the implementation of Interactive Storytelling in Social Situations.

As perceived by the student respondents, they agreed that it eases boredom (4.10) and makes understanding text easier (3.93). Meanwhile, they strongly concurred on the idea that it cultivates creativity (4.63), poses interaction between peers (4.37), encourages active reading (4.30), provides an engaging learning experience (4.60), makes the subject interesting to explore (4.43), enhances higher order thinking skills (4.23), improves skills in crafting questions (4.37) and boost performance and comprehension (4.37).

DISCUSSIONS

The results implied that Interactive Storytelling in Social Situations, as validated by the significant difference of the scores and students' positive perceptions, remarkably improves students' performance in 21st Century Literature from the Philippines and the World.

The study also implied that its utilization can also enhance the teacher's capability to transform traditional teaching strategies into current trends in the field of education.

KEYWORDS: Keywords: Interactive Storytelling, current trends, traditional teaching, innovation

SUBMISSION ID: R04A-SANPAB-0082

**Interest and Approval Rate of CNSHS Students SY 2017-2018 on the
inclusion of Korean Language in the K-12 Curriculum**

Elenor Alcantara, Jhenalyn Carabata, & Josiephine Silva, Cavite National Science
High School

Abstract

INTRODUCTION

The inclusion of the Korean language in the Special Program in Foreign Language (SPFL) was formalized in June 2017 under the memorandum of agreement (MOA) between the Philippines and South Korea. Before and amid its implementation, controversies and dichotomies emerged among Filipinos especially in the broad spectrum of learners and educators. In response, this study sought to determine the interest and approval rate of Cavite National Science High School students on the inclusion of Korean language in the K-12 curriculum through survey method in order to aid future researchers in conducting thorough related studies.

METHODS

This study utilized survey method. Group-administered questionnaire (pencil and paper type) was employed among CNSHS students. The researchers used the SPFL Korean Interest Survey Form provided by the Korean Cultural Center in partnership with the Department of Education to specify the least and the most feasible interests that fueled students' approval with the inclusion of Korean language in the K-12 curriculum. It also scrutinized their approval rating on the program's implementation. The results were derived through cross-tabulation and percentage ranking method.

RESULTS

The approval rate of CNSHS students in this program was 96.08% or 825 students. Grade 7 reached the highest approval rating of 97.79% out of 136 students while Grade 11 achieved the lowest with 91% out of 146 students. In terms of interest rate, Statement A and I attained the highest which were selected by 97.90% or 841 students. The succeeding rank of interest rate from highest to lowest with the equivalent total number of students were as follows: C (97.56%), J (96.97%), B (96.62%), E (96.51%), H (95.58%), D (95.34%), G (95.23%), and F (90.69%).

DISCUSSIONS

The Grade 7 students of CNSHS highly accepted the program while Grade 11 students showed the least approval. Appreciation of other culture and friendly relationship and good camaraderie to other race were the topmost interests of students in the program implementation. These were succeeded by interests about global competitiveness, future employment abroad, deeper respect and understanding of other nation, helping tourism and business opportunities, social connection, bright future of their families, self-confidence and communication skill building, scholarship grants in the future, and promoting a culture of peace. The results of this study strived to shed light in the assessment tool preparation of the future researchers of related studies.

KEYWORDS: Interest and Approval Rate, SPFL Korean Survey Form

SUBMISSION ID: R04A-CAVITP-1304

Interest Pattern of Grade Six Pupils: Basis in Selecting Areas in Program Power It Up

Nancy Cabuntog, Department of Education

Abstract

INTRODUCTION

Exploration, planning and actual decision-making play important roles in every individual to have a better life. However, due to their inherent psychological and development task that they have to handle it is difficult for them to choose. This research was designed in order to understand the needs of Grade six pupils according to their interest. Many of them do not adequately explore on their own, often times they were influenced by the decision of their friends, who will take a certain course without consideration of their interest, abilities, and capabilities both as a student and as a person. This interest pattern helps the young child who has considered several factors: Individual differences, abilities, interest, and the individual's total personality.

METHODS

This chapter presents and discusses the methods, technique and instrument used in gathering data. The descriptive method of research was employed by the researcher to analyze and determine the interest pattern of Grade six pupils of Amadeo Elementary School during the school year 2018-2019.

The researcher availed different materials necessary and relevant to the study. The researcher found vital materials that may enrich and optimize the investigation. The data were obtained through the use of various instrument and techniques. Percentage and mean are used to understand this study easily.

RESULTS

The majority of respondents' fathers' occupation falls under the non-skilled category followed by self-employed, then skilled, then professional, and last, unemployed. The mothers of respondents are mostly housewives. Next category is self-employed, then non-skilled, and last, skilled and/or professional. Respondent's interests are in the line of Reading, Science, Sports, Performing Arts, and Visual Arts.

DISCUSSIONS

The parent should be made to understand not to interfere in children's choices of interest but should provide enough motivation for them to choose properly based on numerous factors both personal and environmental.

The school should require the participation and involvement of the parents to develop their interest.

KEYWORDS: Interest pattern basis in selecting areas program power it up

SUBMISSION ID: R04A-CAVTP-0465

Interfaculty Differences in Classroom Teaching Behaviors and their Relationship to Teachers' Teaching Performance

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Abstract

INTRODUCTION

Teachers are considered as the greatest assets of any educational system. They stand in the interface of the transmission of knowledge, skills, and values. Therefore, a teacher's quality is crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcome in particular.

METHODS

The descriptive method of research was applied in the study utilizing a questionnaire in gathering data to determine the interfaculty differences in classroom teaching behaviors and their relationship to teachers' teaching performance. The questionnaire was constructed by the researcher and revised after validation. A total of 112 respondents were used, comprised of all 16 teachers and 96 Grade 10 students who were enrolled in the school. After retrieval of questionnaires, the results were tallied categorized and analyzed statistically. Weighted mean, ranking, Pearson r , and t-test were the statistical tools used for the analysis and interpretation of the data gathered.

RESULTS

Both teacher and student respondents perceived that the interfaculty differences in classroom teaching behavior such as rapport, interests, disclosure, interaction, speech clarity, and enthusiasm were manifested by the teacher to a great extent while mannerism was manifested only to a moderate extent. On the other hand, teachers were revealed to have performed the teacher's teaching tasks to a great extent in teaching knowledge, the setting of learning environment, role modeling, mentoring, assessing pupil's learning, managing students' behavior and community linkages. It was noted that there was a significant relationship between the interfaculty differences in classroom teaching behaviors and teachers' teaching performance as supported by a coefficient of correlation of 0.770. Meanwhile, there was no significant difference noted in the assessment of the two groups of respondents on the interfaculty differences in classroom teaching behavior and the teacher's task performance.

DISCUSSIONS

The results demonstrated the need for intervention activities to enhance the positive teaching behavior and the teaching performance of teachers. Since teachers' manifested behavior influenced students' academic performance, they must be encouraged to sustain such behaviors for the welfare of learners. Frequent classroom observation and utilization of enhanced positive teaching behavior should be strengthened to make the teaching-learning process successful

KEYWORDS: Interfaculty, teaching behavior, teaching performance

SUBMISSION ID: R04A-BATANP-1207

Interlingual Error Analysis in the Persuasive/Argumentative Essay of Grade 10 Students of Talipan National High School: Basis for Argumentative Writing Enhancement Program (AWEP)

Lirio Parale, Teacher-Researchers Association of Quezon (TRAQ)

Abstract

INTRODUCTION

Writing is one of the most difficult language skills to master as it requires various rules and conventions that lead to the commission of errors especially to the non-native speakers of the language.

The commission of errors is one of the basic problems faced by the researcher as a Grade 10 Language teacher. As part of the writing process, learners have committed errors in terms of various features of the interlingual error taxonomy. The frequency of errors committed are addition, omission, disordering and substitution.

METHODS

The study employed a descriptive survey using the documentary analysis using textual analysis method of research. The researcher used the writing task to gather significant data in terms of written errors committed by Grade-10 students.

The quantitative method of descriptive design used to describe a number of occurrences of errors committed among students' output focusing on the argumentative essay.

The study was conducted in Talipan National High School, Brgy. Talipan, Pagbilao, Quezon. There were 90 students from 9 sections of G-

Each represented by 10 respondents with the theme of the essay "Earth Conservation". Written works were assessed considering the linguistic components.

RESULTS

The percentage distribution of frequency of occurrences of students' error in the essay was used. Among the errors, substitution topped the list with 735 times or 34.65% followed by addition with 721 times or 33.99%. Next was omission with 468 occurrences or 22.07% while disordering placed at the fourth rank with only 197 times or 9.29%.

DISCUSSIONS

The common writing errors such as substitution, addition, omission, and even disordering is caused by first language interference and inadequate target language learning. Writing teachers may not only detect and describe the errors from linguistic aspect but also to understand the psychological reasons for the occurrences. Supplementary grammar instruction maybe organized through the inductive method and remedial exercises through reading passages which contains the existing structure students are acquiring. Learners maybe trained to work on their error through peer and self-editing activities to provide opportunities to track errors by themselves or collaboratively. Thus, the propose argumentative writing enhancement program may be used by the school to improve writing skills.

KEYWORDS: interlingual error, writing enhancement

SUBMISSION ID: R04A-QUEZON-0306