

Table of Contents

<b>EDUCATION</b>	<b>52</b>
<b>Interpersonal Attitude of Family, Teachers and Peers as Related to the Academic Performance of Intermediate Pupils of Sanja Mayor Elementary School; Basis for Pupil Development Program</b>	<b>53</b>
Eva Morana, Department of Education SUBMISSION ID: R04A-CAVITP-1588	
<b>Interpersonal Relation Skills and Academic Performance of Grade Six Pupils of Tamayo Elementary School (SY 2017-2018) an Assessment</b>	<b>54</b>
Yolanda Alilio, Tamayo Elementary School SUBMISSION ID: R04A-BATANP-0352	
<b>Interrelationships of Science Achievement and Multiple Intelligences of Grade 11 Students of Gulod Senior High School</b>	<b>55</b>
Lorna Alvarez, Department of Education - Batangas City Division SUBMISSION ID: R04A-BATANC-0345	
<b>Intervention Activities in Science Subject of Grade Six-Mapagbigay Pupils of Pook Elementary School</b>	<b>56</b>
Rhea Bathan SUBMISSION ID: R04A-BATANP-1468	
<b>Intervention in Improving Cursive Handwriting towards Effective Composition of Selected Students in Grade 8 at Dagatan National High School</b>	<b>57</b>
Elcie Lontoc, Dagatan National High School SUBMISSION ID: R04A-BATANP-1271	
<b>Intervention Lessons to Reduce Anxiety and Improve Performance in Mathematics</b>	<b>58</b>
Harlen Brioso, Department of Education SUBMISSION ID: R005-TABACO-0060	
<b>Intervention Materials in Biology (Learning Package): A Tool in Grade 9 Students Better Understanding of the Human Cardiovascular System</b>	<b>59</b>
Aileen Mendoza SUBMISSION ID: R04A-BATANP-1785	
<b>Intervention Scheme and its Impact on the Performance of Grade 10 Students in Technology and Livelihood Education-Electronics Basis for Intervention Program</b>	<b>60</b>
Shera Constante, Department of Education SUBMISSION ID: R04A-CAVITP-1463S	
<b>Intervention Scheme to Address the inadequacy in Home Economics Facilities and Equipment</b>	<b>61</b>
Neda Oliva, Department of Education SUBMISSION ID: R005-CAMSUR-0133	
<b>Intervention Strategies in Improving the Holding Power of the Elementary Schools in Buhi District, Division of Camarines Sur</b>	<b>62</b>
Gilbert Sedilla SUBMISSION ID: R005-CAMSUR-0092	
<b>Intervention Technique to Improve Study Habits of Grade VI pupils in Gulod Elementary School</b>	<b>63</b>
Emely Abanilla, Department of Education SUBMISSION ID: R04A-BATANC-0087	



<b>Interventions to Address Students' Misbehavior in Puro National High School</b> Jonie Oliver, Department of Education SUBMISSION ID: R005-MASBAP-0015	64
<b>Intrinsic and Extrinsic: Motivating Students as Basis for Action Plan of Teachers in Filipino</b> Karen Clarissa Perez, Department of Education SUBMISSION ID: R04A-TANAU-0058	65
<b>Intrmusic-Integrated Lessons for Enhanced Academic Performance in Mathematics of Grade 1 Pupils: Its Effectiveness</b> Sherly Capada, Department of Education - Cavite Region IV-A, Lumil Elementary School Silang, Cavite SUBMISSION ID: R04A-CAVITP-1499	66
<b>Inverted Classroom: An Innovation Strategy to Improve the Academic Performance in Science of Grade Ten Students of Rosario National High School</b> Preacy Ann Llantos SUBMISSION ID: R04A-CAVITP-0977	67
<b>Investigating Epistemological Beliefs on Science of Male and Female Students From Grade 7 and Grade 11 of Emiliano Tria Tirona Memorial National High School Sy. 2016-2017</b> Eric Laurence Gandia, Emiliano Tria Tirona Memorial National High School SUBMISSION ID: R04A-CAVITP-0165	68
<b>Investigation of the Common Reading Comprehension Difficulties of Grade Five Pupils at Leon M. Manigbas Elementary School</b> Aurea Gajon & Ma Aubrey De Joya, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0453	69
<b>Investigation of the Common Reading Comprehension Difficulties of Grade Five Pupils at Leon M. Manigbas Elementary School</b> Aurea M. Gajon & Ma. Aubrey De Joya, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0440	70
<b>Investigation of the Factors Affecting Teachers' Commitment to their Profession</b> Alma Marquez, Lipa City NHS SUBMISSION ID: R04A-LIPAC1-0023	71
<b>Invigorate the Academic Performance of Male and Female Students of Paaralang Elementarya ng Bubuyan with Parents Working Abroad</b> Madona Lescano, Kinalaglagan Elementary School SUBMISSION ID: R04A-BATANP-0154	72
<b>Involvement of Parents in Different School Activities at Ticalan Elementary School</b> Emeline Noguerra, Department of Education SUBMISSION ID: R04A-BATANP-1569	73
<b>Involvement of Parents in the Education of Grade Six Pupils in Bambang Elementary School and its Implication on Pupils Academic Performance</b> Cristina Papa, Bambang Elementary School SUBMISSION ID: R04A-BATANP-0351	74
<b>Iparisnak and Recognizing Ilokano Words in Mother tongue of Grade I Pupils of Rizal Elementary School</b> Mauree Pascual, Rizal Elementary School SUBMISSION ID: R002-QUIRIN-0067	75



- Isang Pag-Aaral Ukol Sa Karaniwang Uri Ng Pamumuno Sa Iba't Ibang Yunit Ng Lipunan Ayon Sa Persepsyon Ng Mga Piling Mag-Aaral Ng Mataas Na Paaralang Teknikal Ng General Mariano Alvarez** 76  
Dan Moises Dave Cuesta, GMATHS  
SUBMISSION ID: R04A-CAVITP-1535
- Isang Pagsusuri Ng Mga Salita Sa Lenggwahe Ng Mga Beki** 77  
Jackelyn Joan Clarete, Dr. Juan A. Pastor Memorial National High School  
SUBMISSION ID: R04A-BATANP-2216
- Isang Pagtatasa Sa Kaugalian at Kasanayan Ng Mga Guro Sa Pagtuturo Batay Sa Pagkakapantay Pantay Na Karapatan Ng Bawat Mag-Aaral** 78  
Mercedita Villanueva, Department of Education  
SUBMISSION ID: R04A-CAVITP-0570
- Isolation Program to Increase the Number of Finished Tracing Outputs** 79  
Sarah Mae Manliguis, SPET 1  
SUBMISSION ID: R013-SURSUR-0322
- Issues and Concerns Encountered by Elementary Teachers in Teaching Information Communication Technology in Schools in Zone 2 of infanta District: Basis for an Intervention** 80  
Hazel Sollano, Department of Education  
SUBMISSION ID: R04A-QUEZON-0163
- Issues and Problems in Teaching Reading of Grade I Pupils of Alitagtag Central School** 81  
Elizabeth Macalincag, Department of Education  
SUBMISSION ID: R04A-BATANP-1579
- It's All About Noises From Children and Environment that Matter on the Pupils' Learning** 82  
Grace Regil, Elmira P. Chin, & Olivia A. Guinto, Department of Education, Cavite City Action Research Group  
SUBMISSION ID: R04A-CAVITC-0137
- It's So EC!** 83  
Anabelle Loquias, Bilaran National High School  
SUBMISSION ID: R04A-BATANP-1174
- JCO (Jigsaw-Based Cooperative Learning) for Grade 8 Students' Better Understanding of Mitosis** 84  
Marie Eugenie Soriano, Dipintin High School  
SUBMISSION ID: R002-QUIRIN-0008
- Job Satisfaction and its Correlation to Work Values among Mapeh Teachers of Emiliano Tirona Memorial National High School** 85  
Mary Ann Assong, Ed. D. & Eric Laurence Gandia, Emiliano Tirona Memorial National High School  
SUBMISSION ID: R04A-CAVITP-0034
- Job Satisfaction and Organizational Commitment of Junior High School Teachers in General Emilio Aguinaldo National High School: A Baseline Study** 86  
Rosita Gerona, General Emilio Aguinaldo National High School  
SUBMISSION ID: R04A-IMUSC1-0031
- Job Satisfaction of Faculty Members and Utility of Dona Maria Laurel Platon Memorial School** 87  
Jocelyn Ilagan, Department of Education  
SUBMISSION ID: R04A-BATANP-2047
- Job Satisfaction of Mapeh Teachers of Batangas National High School** 88  
Russel Mauhay, Master Teacher 1  
SUBMISSION ID: R04A-BATANC-0012



<b>Junior High School Stressors and Coping Mechanisms: Basis for Orientation and Development Plan</b>	89
Orven Francis De Pedro, Dana Joy D. Ferma, & Josephine V. Mojica, Lumil National High School SUBMISSION ID: R04A-CAVITP-0418	
<b>Junior High School Students Perception of their Parents Roles and its Effect on their Academic Achievement in Sta.Anastacia-San Rafael National High School</b>	90
April Derecho SUBMISSION ID: R04A-BATANP-2119	
<b>K to 12 Basic Education Program: Its Degree of Acceptability to Public Secondary Schools</b>	91
Decimo Espiritu, San Juan National High School SUBMISSION ID: R005-CAMSUR-0135	
<b>K to 12 Learning Stimulation: Assimilating Landscapes of Educational Casino in Science Teaching</b>	92
Lito Jr Panya, Royal Institution Singapore-Senior Member SUBMISSION ID: R04A-QUEZON-0222	
<b>Kabataan on the Go: Coping Strategies of Grade 12 Local Guiding Students toward stress in ET*TMNHS C.Y 2018-2019</b>	93
Marileth C. Bagas & Rubelyn M. Nalliw, Department of Education, ET*TMNHS SUBMISSION ID: R04A-CAVITP-1148	
<b>Kabisaan Ng Tatlong Estratehiya Sa Pagtuturo Ng Filipino-VIII</b>	94
Razel C. Pajarillo SUBMISSION ID: R013-SURSUR-0271	
<b>Kahoot Application as Used in Health Teaching: Basis for Enhancement</b>	95
Elizabeth De Guzman, Department of Education -Batangas SUBMISSION ID: R04A-BATANP-2264	
<b>Kape Jell-O</b>	96
Val Salapate , Looc Integrated School SUBMISSION ID: R04A-CALAMB-0314	
<b>Kaputol Y' Kapatid: A Cradle to Learning towards Effective School to School Partnership for Reading Program</b>	97
Lailani Arroyo SUBMISSION ID: NCR1-MAKATI-0007	
<b>Kasanayan Sa Gramatika Sa Pagsulat Ng Konseptong Papel Ng Mga Mag-Aaral Na Nasa Grade 11 Sa Upland Integrated National High School</b>	98
Lionell Aniciete, Department of Education - Laguna, Nagcarlan District Upland INHS SUBMISSION ID: R04A-LAGUNA-0286	
<b>Kaya Na, Kaya Ba: The Importance of College Education Based on Grade 12 Students' Perception</b>	99
Noralyn Prieto, Pinagtongulan Integrated National High School SUBMISSION ID: R04A-LIPAC1-0010	
<b>Keys: Improved Oral Proficiency Skills of Grade 11 Gas Students of Sangbay Integrated School</b>	100
Venus C. Sagun, Sangbay Integrated School SUBMISSION ID: R002-QUIRIN-0031	
<b>Kindergarten Pupils' Reading Preferences: Basis in Developing a Reading Program</b>	101
Clarisse Bantog SUBMISSION ID: R04A-CAVITP-0942	



<b>Kindergarten Reading Readiness: An Intervention Plan in Palsara Elementary School</b> Elsie Ortega SUBMISSION ID: R04A-BATANP-2320	102
<b>Knacks on Knock-ons: Effects of Reading Comprehension on Academic Performance of Grade 11 Students in Balele Integrated High School</b> Ereca Castillo (Adviser: Imelda Marquez) SUBMISSION ID: R04A-TANAUA-0023	103
<b>Knowledge and Money: Readiness and inclination of Senior High School Graduates</b> Sabio, Nikka Avegail Marquez, Department of Education - Calamba City (Adviser: Larra Marie Bernardo) SUBMISSION ID: R04A-CALAMB-0099	104
<b>Knowledge and Perception of Anabu II Elementary School Regular Education Teachers on Special Education and Inclusion</b> Jan Miguel Salazar, Anabu II Elementary School SUBMISSION ID: R04A-IMUSC1-0049	105
<b>Knowledge, Attitudes and Practices on Rabies Prevention and Treatment in Brgy. Gulang-Gulang, Lucena City</b> Adoracion B. Remo, Azenith G. Mercado, Ermalyn B. Advincula, Jennifer M. Oblefias, Jennylyn M. Culla, Lotus D. Rolle, Mari Rose S. Ladera, Rodolfo A. Sena Jr., & Sheila Lainjel V. Mayor, Department of Education - Lucena City SUBMISSION ID: R04A-LUCENA-0006	106
<b>Kritikal na Pagsusuri Tungo sa Pagbasa at Pagsulat ng Senior High School sa Naic National High School</b> Romeo Aquino, NAIC NHS SUBMISSION ID: R04A-CAVITP-0905	107
<b>L.D.ES. Receiving Teachers on SPED and their Views in the Implementation Practices of Inclusive Education</b> Normita Datinggaling, Division of Cavite City SUBMISSION ID: R04A-CAVITC-0003	108
<b>Laboratory Teacher's Competence in Caraga State University: Its Contribution to the Science Literacy Skills of the Students</b> Joanna Acila Buniel, Department of Education SUBMISSION ID: R013-SURSUR-0043	109
<b>Lacing at Leisure: An Intervention in Developing the Level of Handwriting Skills of the Kindergarten Pupils</b> Rose-Ann Lozada, Teacher, Sumo-sumo Central Elementary School, Department of Education SUBMISSION ID: R013-SURSUR-0184	110
<b>Lack of Canteens to Support the Needs of Food for Senior High School Students of General Mariano Alvarez Technical Integrated Senior High School</b> Trixia May V. Beato, GMATHS (Adviser: Charisma Gredona) SUBMISSION ID: R04A-CAVITP-0950	111
<b>Lack of Confidence of the Humss Students to their Mathematical Proficiency and its Effect to their Daily School Performance</b> Edryan Laserna SUBMISSION ID: R04A-BATANP-0865	112



<b>Lack of Parental Involvement in Homeroom Parent-Teachers association (HRPTA) Meeting in Nasugbu East Central School: An Analysis</b>	113
Michelle Salangit, Department of Education, Division of Batangas Nasugbu East District SUBMISSION ID: R04A-BATANP-2272	
<b>Lack of Sleep and its Effect on the Classroom Behavior of Senior High School Students in ETTMNHS</b>	114
Calvin Jerard S. Saet, John Paul R. Meamo, & Jovan D. Sabanal, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1642	
<b>Ladderized Module in Developing Reading Ability: input to Enhanced Reading Comprehension</b>	115
Angelle Rueda , Department of Education - Tanauan SUBMISSION ID: R04A-TANAUUA-0122	
<b>Language Anxiety and Coping Mechanisms in Learning English of Grade 8 Students of Camp Vicente Lim National High School</b>	116
Fernando Odin, Jr., Divina Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0201	
<b>Language Connection to Mathematical Test of Grade 10 Students</b>	117
Marian Arsolacia, Sta. Catalina NHS Ext. SUBMISSION ID: R04A-LAGUNA-0300	
<b>Language Learning Situation of Secondary Students in a Flexible Classroom: Basis for Literacy Learning Plan</b>	118
Marissa Bernal, Department of Education (Adviser: Marissa Bernal) SUBMISSION ID: R04A-BATANP-2192	
<b>Language Proficiency Level in the Filipino Language of Grade 12 Senior High School Students of Dagatan National High School S.Y. 2018-2019</b>	119
Bryan O. Bataller, Donna Marie I. Roxas, Mykaela A. Samodio, & Michael Arian C. Velasco,Dagatan National High School (Adviser: Crizel Ventocilla) SUBMISSION ID: R04A-QUEZON-0033	
<b>Language Proficiency of Senior High School Students</b>	120
Allan Andes, Department of Education SUBMISSION ID: R005-SORSOP-0024	
<b>Language Switching in Solving Mathematical Problems among Second Year High School Students</b>	121
Delon Ching SUBMISSION ID: R04A-CALAMB-0374	
<b>Lantana Calyptus Natural Cockroach Killer an investigatory Project</b>	122
Jennifer Estores, Mayor Calixto D. Enriquez Elementary School SUBMISSION ID: R04A-CAVITP-1240	
<b>Laro-ng-Lahi-Modified Instructional Activities and Students' Performance in Mathematics</b>	123
Michael Luna, La Paz National High School SUBMISSION ID: R006-ILOILC-0000	
<b>Late Night Sleeping Habit and the Academic Performance of Grade 12 Gates: A Basis for Classroom Intervention</b>	124
Ana Mae Burlas, Castroy Lua, Ervin Jhon Lopera, Kyle Rafael Pillas, & Moscoso Honeylen, Sto Tomas IHS (Adviser: Marvin Umali) SUBMISSION ID: R04A-LAGUNA-0129	



<b>Laurelian Going Mandarin: Special Program in Foreign Language-Chinese Mandarin at Wenceslao Trinidad Memorial National High School</b>	125
Eladia Rodriguez, Maria Celita De Leon, & Marissa Garcia, Department of Education SUBMISSION ID: R04A-BATANP-0691	
<b>LEAD Program (Leadership Engagement Activity Development): Strategic Intervention to Reduce Pupil's Behavioral Problems</b>	126
Cristin Macatangay & Nina Dorathy A. Samson, San Benito Elementary School SUBMISSION ID: R04A-LAGUNA-0324	
<b>Leadership Competence of School Heads of Senior High Schools in Sdo-Quirino: Basis for Improvement in School Governance</b>	127
Elenita B. Ugot, Fely L. Manuel, Ph.D., & Whilmar Villanueva, Ed.D, Department of Education-Quirino SUBMISSION ID: R002-QUIRIN-0145	
<b>Leadership Competencies and Leadership Qualities of Supreme Student Government Officers of Talipan National High School, School Year 2015-2016: A Basis for Developing a Training Program</b>	128
Rodante De Castro, Organization Of Social Studies Teachers In The Philippines SUBMISSION ID: R04A-QUEZON-0303	
<b>Leadership for Sustainable Quality Improvement among Oblates of St. Joseph Schools in the Philippine Province: A Basis for Quality Improvement Program</b>	129
Sherill Villanueva SUBMISSION ID: R04A-LIPAC1-0195	
<b>Leadership Landscape of Public Elementary School Heads of infantia District Division of Quezon</b>	130
Mary Ann Sarmiento, Department of Education - Quezon, Alitas Elementary School SUBMISSION ID: R04A-QUEZON-0201	
<b>Leadership Objectivity of Principals in Public Elementary in Victoria District Division of Laguna as Related to Teachers Discipline and Teaching Performance</b>	131
Rhona Lyn Anonuevo SUBMISSION ID: R04A-LAGUNA-0134	
<b>Leadership Practices, Teachers' Morale, and Students' Performance in the Secondary Schools of Area III Division of Batangas</b>	132
Rachael Antonio & Atena A. Rivera, Department of Education, Sta. Teresita National High School SUBMISSION ID: R04A-BATANP-1399	
<b>Leadership Skills of Supreme Pupil Government of Padre Garcia Central School: An Assessment</b>	133
Adrian Kasilag, Department of Education - Padre Garcia SUBMISSION ID: R04A-BATANP-0161	
<b>Leadership Style of MAPEH Administrators at General Mariano Alvarez Technical High School</b>	134
Lorelie Abrea, General Mariano Alvarez Technical High School SUBMISSION ID: R04A-CAVITP-1592	
<b>Leadership Style, Ethical Behavior and Job Satisfaction of Public Secondary School Principals: Basis for School Development Plan</b>	135
Delon Ching SUBMISSION ID: R04A-CALAMB-0376	



<b>Leadership Styles for Empowering Supreme Student Organization at Senior High School in Tuy</b>	<b>136</b>
Rafael Pedro Bautista (Adviser: Lucky Ivy Viaro) SUBMISSION ID: R04A-BATANP-0667	
<b>Leadership Styles of School Heads in Relation to the Job Satisfaction of Teachers</b>	<b>137</b>
Junem Pasardoza, Department of Education SUBMISSION ID: R005-CAMSUR-0094	
<b>LEAP as an Intervention in Enhancing Reading Skills of Grade 3 and Grade 4 Pupils</b>	<b>138</b>
Marilyn Principe, Department of Education - Santa Rosa SUBMISSION ID: R04A-STAROS-0053	
<b>Learner Information System (LIS) in the District of Rosario, Cavite: An Assessment</b>	<b>139</b>
Kathleen Casipit, Department of Education SUBMISSION ID: R04A-CAVITP-0374	
<b>Learner Reference Number Quick Response Identification Cards (LRN-QR IDs): Low-cost Innovation to Improving Student attendance and Monitoring</b>	<b>140</b>
Laurence Mercado, Banca-Banca Integrated National High School SUBMISSION ID: R04A-LAGUNA-0202	
<b>Learners' Addiction in Cyber Games and their Academic Performance: Basis for the Guidance Intervention Development and Sustainability Program</b>	<b>141</b>
Bernadita Vilbar Banaria & Nelia Cuenca, Department of Education SUBMISSION ID: R012-SOUCOT-0048	
<b>Learners attitude towards individual Task and Group Task as Perceived by Grade 4 Pupils</b>	<b>142</b>
Dhina Cascante & Imelda Villanueva, Alfonso Municipal Association Of Research Educators SUBMISSION ID: R04A-CAVITP-1032	
<b>Learners Engagement in Strengthening Subtraction</b>	<b>143</b>
Marilyn Baral, Department of Education SUBMISSION ID: R04A-LIPAC1-0216	
<b>Learner's Perceived Factors of Dropping-Out at Taysan National High School</b>	<b>144</b>
Diosa Lumbera, Phamela Bon Matanguihan, & Salome Flavier, Department of Education, Taysan National High School SUBMISSION ID: R04A-BATANP-1045	
<b>Learners' Reading Strategies: inputs to Reading Proficiency Intervention Project</b>	<b>145</b>
Cendy G. Hernandez, LPT, Buhaynasapa National High School SUBMISSION ID: R04A-BATANP-1354	
<b>Learner's Religious Activities and Classroom Behavior: Basis for Values Enhancement Program</b>	<b>146</b>
Janice Egoc, Department of Education SUBMISSION ID: R012-SOUCOT-0045	
<b>Learning Action Cell (LAC) in Reading: Its Influence on Academic Performance of Grade 2 Pupils in Pagatpat Elementary School</b>	<b>147</b>
Maria Paz Gacutno, Teacher SUBMISSION ID: R010-CAGDOC-0004	
<b>Learning Action Cells (LAC) Sessions:</b>	<b>148</b>
Judith Fortuna SUBMISSION ID: R04A-QUEZON-0199	



<b>Learning Aid Module for "Did Not Meet Expectations" and "Fairly Satisfactory" Grade 8 Science Students</b>	<b>149</b>
Aris Bantoc	
SUBMISSION ID: R04A-QUEZON-0000	
<b>Learning Approaches Employed by the Elementary School Mathematics Teachers: Basis for a Training Design</b>	<b>150</b>
Chona Landayan, Teacher 3	
SUBMISSION ID: R04A-TANAUA-0056	
<b>Learning Approaches in Grade Three Mathematics instructions: Its Implications to Administration and Supervision in the District of Tanauan City East Division of Tanauan Sy 2016-2017</b>	<b>151</b>
Kristine Joy Perez, Teacher 3	
SUBMISSION ID: R04A-TANAUA-0051	
<b>Learning Barriers in Developing Mathematical Skills of Grade Seven Students: Direction for Appropriate Instructional Remediation</b>	<b>152</b>
Armelyn Viernes, MAED	
SUBMISSION ID: R04A-QUEZON-0037	
<b>Learning Cycle Technique in improving the Writing Competency of students of LNHS</b>	<b>153</b>
Alejandro Tatlonghari, Looc Integrated School	
SUBMISSION ID: R04A-CALAMB-0373	
<b>Learning Empowerment through Activities to Rescue Slow Readers (LEARS)</b>	<b>154</b>
Teresa Martinez, San Juan Elementary School	
SUBMISSION ID: R04A-CAVITP-0865	
<b>Learning Environment and Grade Iii Pupils Academic Achievement</b>	<b>155</b>
Evangeline Hernandez	
SUBMISSION ID: R04A-CAVITP-1367	
<b>Learning Experiences of Foreign Students in ESL Classes</b>	<b>156</b>
Guillermo Alvarez, TMCSHS	
SUBMISSION ID: R04A-CAVITP-0162	
<b>Learning Factors Related to the Performance of Secondary Students in Social Studies in Batangas City Division</b>	<b>157</b>
Eptacio Abela, Batangas State University	
SUBMISSION ID: Education	
<b>Learning Modalities and Pupils Academic Performance: Bases for National Achievement Test Remediation Program</b>	<b>158</b>
Gene Jr. Labadia, Department of Education - Sarangani	
SUBMISSION ID: R012-SARANG-0042	
<b>Learning Module in Improving the Oral Language Fluency of Grade 7 students in Coral na Munti National High School</b>	<b>159</b>
Arlene Cristino- Teacher III	
SUBMISSION ID: R04A-BATANP-0170	
<b>Learning Outcomes in Mathematics through the Implementation of E-Games Learning among Grade Six Pupils of Bagong Pook Elementary School</b>	<b>160</b>
Aldine Panganiban, Department of Education Rosario East Bagong Pook Elementary School	
SUBMISSION ID: R04A-BATANP-0900	
<b>Learning Outcomes of Cooperative Teaching Strategies in Solving Triangle Trigonometry among Selected Grade 9 Students at Francisco Osorio National High School S. Y. 2018-2019</b>	<b>161</b>
Genevieve Carrillo	
SUBMISSION ID: R04A-CAVITP-1391	



<b>Learning Outcomes of HUMSS Learners through the 21st Century Advanced tools in Senior High School in Tuy</b>	<b>162</b>
Rhealyn Lizardo (Adviser: Lucky Ivy Viaro) SUBMISSION ID: R04A-BATANP-0675	
<b>Learning Practices and Difficulties Encountered in Practical Research by the Students in Kasiglahan Village Senior High School</b>	<b>163</b>
Raul B. Chua Jr., Luvie C. Buquel, & Daniel A. Dapitan, Kasiglahan Village Senior High School SUBMISSION ID: R04A-RIZALP-0317	
<b>Learning Reading through the CVC Pattern</b>	<b>164</b>
Merlinda Rebong, Department of Education Juvielyn Maloles SUBMISSION ID: R04A-LAGUNA-0109	
<b>Learning Skills Power Up: Improving Pupils Study Habits at Mabini Central School</b>	<b>165</b>
Lenie Bautista, Mabini Central School SUBMISSION ID: R04A-BATANP-1121	
<b>Learning Strategies of Information and Communications Technology (ICT) Senior High Students and its Impact to the Academic Performance</b>	<b>166</b>
Cristine A. Salazar & Jean V. Villanueva, Tinga Sorosoro Integrated School (Adviser: Ma. Queencita Realingo) SUBMISSION ID: R04A-BATANC-0075	
<b>Learning Strategies Used by Learners in Accomplishing Esl Tasks</b>	<b>167</b>
Jan Michael De Asis, Majada In Integrated School SUBMISSION ID: R04A-CALAMB-0002	
<b>Learning Strategy in Text Comprehension</b>	<b>168</b>
Melchora Bolambao, Department of Education SUBMISSION ID: R001-URDANE-0027	
<b>Learning Style-Based Enrichment Activities for Grade 9 Technical Drafting in the Division of Batangas</b>	<b>169</b>
Nina Grace Aquino, Department of Education SUBMISSION ID: R04A-BATANP-2149	
<b>Learning Style-Based Module and Grade Seven Students' Performance in Statistics</b>	<b>170</b>
Rico Herrero, Punta Integrated School SUBMISSION ID: R04A-CALAMB-0164	
<b>Learning Style of Grade Six Pupils in Bukal Elementary School in Padre Garcia District: Implications to Effective English Teaching</b>	<b>171</b>
Julietta Morales, Department of Education SUBMISSION ID: R04A-BATANP-0279	
<b>Learning Style of intermediate Pupils in Mainit Elementary School</b>	<b>172</b>
Raymark Brucal, Mainit Elementary School SUBMISSION ID: R04A-BATANC-0233	
<b>Learning Style Preferences of Grade 7 Students in Aglipay High School</b>	<b>173</b>
Angelika Bernabe (Adviser: Janette Tomas) SUBMISSION ID: R002-QUIRIN-0041	
<b>Learning Style Preferences of Senior High School Students of Aglipay High School S. Y. 2018-2019</b>	<b>174</b>
Jonathan Bagaoisan, SHS Student (Adviser: Jaydee Plaida) SUBMISSION ID: R002-QUIRIN-0036	



<b>Learning Style, Multiple Intelligence and Academic Performance in Oral Communication of the Grade 11 Students of Tanza National Comprehensive High School</b>	<b>175</b>
Raul Almonia, Department of Education SUBMISSION ID: R04A-CAVITP-1555	
<b>Learning Style-Based Approach (Lsba) in Teaching Difficult topics in Grade 9 Science</b>	<b>176</b>
Florissa De Jesus, Looc Integrated School SUBMISSION ID: R04A-CALAMB-0253	
<b>Learning Styles among Grade 5 Learners and their Academic Performance in Selected Elementary Schools of Polomolok East District</b>	<b>177</b>
Lolit Corbes, Department of Education SUBMISSION ID: R012-SOUCOT-0046	
<b>Learning Styles and Academic Performance of Grade Ten Students at Natalia V. Ramos Memorial Integrated School, Concepcion, Batangas City: Basis for Learning Activities</b>	<b>178</b>
Rebecca R. Pagcaliwagan, Natalia V. Ramos Memorial Integrated School SUBMISSION ID: R04A-BATANC-0373	
<b>Learning Styles and Guided inquiry-Based Teaching Strategy in Filipino as a Subject towards the Developed Critical Thinking Skills of Grade 11 Students</b>	<b>179</b>
Francis Ann Sotto, Teacher III Delon Ching-Instructor SUBMISSION ID: R04A-CALAMB-0383	
<b>Learning Styles and Learning Beliefs of Grade 8-Kulasisi, Batubato and Mynah at Gov. Feliciano Leviste Memorial National High School</b>	<b>180</b>
Noemi Galanta, Department of Education SUBMISSION ID: R04A-BATANP-2081	
<b>Learning Styles and the Class Participation Rate of Grade 11 Students in General Mathematics</b>	<b>181</b>
Ian Patrick Guardaquiber, Buhaynasapa National High School (Adviser: Anamae S. Evangelista) SUBMISSION ID: R04A-BATANP-1098	
<b>Learning Styles of Grade 10 Students in Mathematics: A Basis for the Development of Instructional Activities and Programs</b>	<b>182</b>
Jeffrey Abad, Lucsuhin National High School SUBMISSION ID: R04A-BATANP-1694	
<b>Learning Styles of Grade 10 Students of San Nicolas District: Basis for Enhancement Activities</b>	<b>183</b>
April Rhose Masikat, Maabud National High School SUBMISSION ID: R04A-BATANP-0711	
<b>Learning Styles of Grade Five Pupils: Basis for Enhancing Teaching Strategies</b>	<b>184</b>
Sheilaver Mangune, Master Teacher II SUBMISSION ID: R04A-CAVITP-1547	
<b>Learning Styles of Grade Two Pupils in Tabaco North District</b>	<b>185</b>
Melisa Brutas, Department of Education SUBMISSION ID: R005-TABACO-0041	
<b>Learning Styles Preferences of Grade 10 Students in the District of Maragondon: input for Differentiated instruction</b>	<b>186</b>
Lovelyn Mendoza, Department of Education SUBMISSION ID: R04A-CAVITP-0090	
<b>Learning Styles: Strategy in Enhancing K to 12 Curriculum of Grade Six-Apitong of Aplaya Elementary School</b>	<b>187</b>
Nancilita Lopez, Department of Education SUBMISSION ID: R04A-BATANP-0785	



<b>Learning to Read, Loving to Read (L2r2): A Reading Program towards Poor Reading Comprehension among Grade 7 Students of Banaba West National High School</b>	<b>188</b>
Lea Carla Campos, Banaba West Integrated School	
SUBMISSION ID: R04A-BATANC-0325	
<b>Learning Views of Humss Students in San Juan Senior High School on Philippine Literature</b>	<b>189</b>
Stephen Sabile, San Juan Senior High School	
SUBMISSION ID: R04A-BATANP-0760	
<b>Lebel ng Kasanayan sa Pagbasa ng Mga Mag-Aaral sa Ikatlong Baitang: Batayan sa Pagbuo ng Kagamitang Pagsasanay sa Pag-Unawa sa Binasa</b>	<b>190</b>
Celeste Q. De Guzman, Francisco De Castro Elementary School	
SUBMISSION ID: R04A-CAVITC-0092	
<b>Lebel ng Kasanayan sa Pagbasa ng mga Mag-Aaral sa Ikatlong Baitang: Batayan sa Pagbuo ng Kagamitang Pagsasanay sa Pag-Unawa sa Binasa</b>	<b>191</b>
Celeste Q. De Guzman, Francisco De Castro Elementary School	
SUBMISSION ID: R04A-CAVITP-1729	
<b>Lebel ng Kasanayan sa Pagbasa sa mga Mag-Aaral sa Unang Baitang Pangkat Apolinario Dela Cruz Gamit ang Pinadaling Paraan Ng Pagbasa ni Tysel</b>	<b>192</b>
Julie Ann Sarte	
SUBMISSION ID: R04A-QUEZON-0242	
<b>LED to LEARN: Enhancing Pupils Academic Performance in Grade V Pupils of Lower Daan Elementary School</b>	<b>193</b>
April Rose B. Polinar	
SUBMISSION ID: R013-SURSUR-0148	
<b>Lessening Habitual Tardiness among Selected Senior High School Students through Reward System</b>	<b>194</b>
Perry Piano, Department of Education	
SUBMISSION ID: R005-CAMSUR-0022	
<b>Lesser Yam "Tugi" Flour by Products</b>	<b>195</b>
Rina Vitaliz, Department of Education, Camp Vicente Lim Integrated School	
SUBMISSION ID: R04A-CALAMB-0364	
<b>Lesson Exemplars in Viewing for Teaching 21st Century Literature</b>	<b>196</b>
Gracely Flor Dalagan	
SUBMISSION ID: R013-SURSUR-0106	
<b>Lets Up in Math (Learning Experiences through Teaching Strategies in Uplifting Pupils Performance in Mathematics)</b>	<b>197</b>
Ana Micaila Matanguihan, Arsenia T. Gloriani, & Edcel P. Race, Banlic Elementary School	
SUBMISSION ID: R04A-CALAMB-0170	
<b>Level of Absenteeism of Grade Iv Pupils of Josol Elementary School and its Effect to their Academic Performance</b>	<b>198</b>
Jennifer Leysa	
SUBMISSION ID: R012-SOUCOT-0004	
<b>Level of Acceptability of Grades 5 and 6 Teachers on Rubrics Design as Performance Basis of Pupils in English</b>	<b>199</b>
Rebecca Tibay, Department of Education	
SUBMISSION ID: R04A-RIZALP-0062	



<b>Level of Acceptability of Qr Code-Integrated Identification (Id) Card for Monitoring Students' attendance</b>	<b>200</b>
Dan Robin D Santos, Student (Adviser: Van Russel Robles) SUBMISSION ID: R04A-RIZALP-0010	
<b>Level of Acceptability to Sinugbuanong Binisaya as the Medium of instruction in Elementary Schools in General Santos North District, General Santos City Division School Year 2017-2018</b>	<b>201</b>
Rowena Pombo, Department of Education - General Santos City SUBMISSION ID: R012-GENSAN-0009	
<b>Level of Acceptance of interpersonal Values among Grade Ix Students: Basis for a Proposed Values Intervention Program</b>	<b>202</b>
Chen Daryl Berdos, Teacher 1 SUBMISSION ID: R012-SOUCOT-0049	
<b>Level of ALS Students Computer Literacy: Basis for Computer Modules and Worksheets instruction</b>	<b>203</b>
Ronnie Gado, ALS SUBMISSION ID: R04A-BATANP-1011	
<b>Level of Application Skills in Bread and Pastry Production of TVL Grade 11 of Kapayapaan Integrated School</b>	<b>204</b>
Catherine Capistrano, Department of Education - Calamba City SUBMISSION ID: R04A-CALAMB-0146	
<b>Level of Awareness and attitude of Selected Elementary Pupils towards Children with Special Needs at Subic Elementary School</b>	<b>205</b>
Nellie Jane Alcazar, Department of Education SUBMISSION ID: R04A-BATANP-1756	
<b>Level of Awareness and Extent of Integration of Gender and Development for Effective Classroom Management</b>	<b>206</b>
Abegail Bacquian, Prenza Elementary School, Lian, Batangas SUBMISSION ID: R04A-BATANP-0600	
<b>Level of Awareness and Practices on Climate Change by Stakeholders in Angelita Zobel Elementary School, Calatagan District</b>	<b>207</b>
Prima Rapas SUBMISSION ID: R04A-BATANP-0100	
<b>Level of Awareness in Waste Management of Students of San Vicente Manalupang National High School: A Basis for Effective Proper Waste Management Implementation Program</b>	<b>208</b>
Jovita Landicho, Lecería B. Ilao, & Jennifer C. Rosales SUBMISSION ID: R04A-BATANP-2256	
<b>Level of Awareness of Teachers in the Implementation of Child Protection Policy in Tayabas West Central School II</b>	<b>209</b>
Maria Lyka Gollena, Department of Education, Tayabas City SUBMISSION ID: R04A-TAYABA-0002	
<b>Level of Basic Computer Literacy: A Basis for Action Plan</b>	<b>210</b>
Mary Grace Dumanig, Department of Education - Calamba SUBMISSION ID: R04A-CALAMB-0138	
<b>Level of Competence and Challenges Experienced by Grade 12 Students in Conducting Research at Callejon National High School</b>	<b>211</b>
Jamaica Denise S. Ramos, Callejon NHS (Adviser: Morlan Pasia) SUBMISSION ID: R04A-QUEZON-0050	



<b>Level of Competence of School Heads in Basic Computer Skills: input for Division Ict Training Program</b>	212
Cheryll Bermudo, Department of Education Masbate Province Division SUBMISSION ID: R005-MASBAP-0004	
<b>Level of Competency among Teachers of Palahanan Elementary School on the Utilization of Computer</b>	213
Jovy Atienza, Department of Education SUBMISSION ID: R04A-BATANP-1147	
<b>Level of Competency of Senior High School Teachers and its Impact on the Self-Motivation of Grade 11 Students</b>	214
Rose Ann Bagunas, Edvic V. Ocampo, Ralph Vincent De Mesa, & Joemar Guerra, Maximo T. Hernandez Memorial National High School SUBMISSION ID: R04A-BATANP-1089	
<b>Level of Compliance and Preparedness in Drrm of Select Schools in Mabini District</b>	215
Roberto Manalo SUBMISSION ID: R04A-BATANP-1119	
<b>Level of Compliance of Senior High Schools Relative to School Facilities: A Basis for Capability-Building Seminar for School Heads</b>	216
Racquel Austria, Department of Education - Cabuyao SUBMISSION ID: R04A-CABUYA-0011	
<b>Level of Compliance with the Ten Principles of Organizational Justice in Bendita National High School</b>	217
Marionne Joy Galvez, Bendita National High School, Department of Education SUBMISSION ID: R04A-CAVITP-0270	
<b>Level of Confidence of K to 3 Teachers in the Execution of Developmentally Appropriate Practices in the Early Language Literary and Numeracy (DAP in ELLN)</b>	218
Mildred Gabuat, Department of Education Imus City SUBMISSION ID: R04A-IMUSC1-0041	
<b>Level of Disaster Preparedness of Learners and Educators: Basis for a Proposed Disaster Preparedness Plan</b>	219
Gretchen Sua, Teacher 1 SUBMISSION ID: R012-SOUCOT-0050	
<b>Level of Earthquake Preparedness of Selected Families in Don Juan Vercelos, San Francisco, Quezon</b>	220
Mary Joy Puyo (Adviser: Rael Peredo) SUBMISSION ID: R04A-QUEZON-0209	
<b>Level of Emotionality and Motivation of Selected Secondary School Teachers in San Pablo City: Basis for Enhancing Teachers Performance and Work Values</b>	221
Aldrin Hernandez, Teacher III SUBMISSION ID: R04A-SANPAB-0028	
<b>Level of English Proficiency of Grade 7 Students in the National High Schools of San Juan District: Basis of Enhancement Program</b>	222
Mark Jayson Cueto SUBMISSION ID: R04A-BATANP-1796	
<b>Level of Formal Writing Skills among Grade 8 Students: Basis in Producing Skill Book on Improved Writing</b>	223
Febbie Lyn Meliton, Department of Education, Quezon National High School SUBMISSION ID: R04A-QUEZON-0290	



<b>Level of Implementation of Child Protection Policy and Preferred Disciplinary Interventions and Strategies in San Juan District</b>	<b>224</b>
Mabel Campang, Teacher SUBMISSION ID: R04A-BATANP-1681	
<b>Level of Implementation of Tri-Dimension Approach and Strategies in Teaching among Teachers of Maddela South Central School: Basis for Management interview Program</b>	<b>225</b>
Alma Del Rio Manuzon, San Pedro Elementary School SUBMISSION ID: R002-QUIRIN-0143	
<b>Level of Instructional Leadership Approaches among Selected Public Elementary Schools</b>	<b>226</b>
Ma. Alodia Mendoza SUBMISSION ID: R04A-BATANP-1674	
<b>Level of Integration and Practice of the Core Values of Maka-Diyos, Makakalikasan, Makatao at Makabansa among the Grade 10 Students of Emilia Ambalada Poblete National High School</b>	<b>227</b>
Margaret Musa, Teacher, Department of Education SUBMISSION ID: R04A-CAVITP-0706	
<b>Level of Interest in Mathematics of Grade 6 Pupils as Correlates to their Performance in Dao Elementary School, Tuy, Batangas</b>	<b>228</b>
Ma. Elena De Castro, Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc. SUBMISSION ID: R04A-BATANP-0339	
<b>Level of Interest of Grade Six-Rose in Mathematics at Subic Elementary School: Basis for Plan of Action</b>	<b>229</b>
Joan Arche Del Mundo, Department of Education SUBMISSION ID: R04A-BATANP-1511	
<b>Level of Interest of Senior High School Working Students of Ettmnhs-Ishs in Pursuing College Courses Academic Year 2018-2019</b>	<b>230</b>
Rodalyn M. Hingada, Marie Tonie M. Yayong, Jonabell Florita, Jonard Platilla, Department of Education, ET'TMNHS SUBMISSION ID: R04A-CAVITP-1092	
<b>Level of MAPEH Instruction at Batangas National High School</b>	<b>231</b>
Crisette Baliwag SUBMISSION ID: R04A-BATANC-0409	
<b>Level of Motivation of Grade-6 Pupils in English Language Learning Perceived by Teachers</b>	<b>232</b>
Avegail G. Pascual, Maddela North Central School SUBMISSION ID: R002-QUIRIN-0147	
<b>Level of Motivation towards Sports and Academics among TMCSHS Student-athletes Enrolled in Various Strands</b>	<b>233</b>
Yolanda Dilig, Trece Martires City Senior High School SUBMISSION ID: R04A-CAVITP-0459	
<b>Level of Multiple Intelligences of Grade V Pupils in Cogonan Elementary School, Nasugbu, Batangas: Basis for an Action Plan</b>	<b>234</b>
Marcela Ramos, Batangas Researchers Association For Value-Driven Education SUBMISSION ID: R04A-BATANP-0399	
<b>Level of Numeracy Skills of Grade 11 Students: Basis for Proposed Numeracy tools</b>	<b>235</b>
Analie Atienza, Ma. Joy Barradas, & Jayson Hernandez, Department of Education, Lemery Senior HS SUBMISSION ID: R04A-BATANP-1348	
<b>Level of Occupational Stress and Stress Management in School</b>	<b>236</b>
Aira Araguas, Ma. Ruzzel Ingal, & Nina Mae De Chavez, San Roque Elementary School SUBMISSION ID: R04A-SANPAB-0113	



<b>Level of Parental Involvement of Grade I Pupils of Pacita Madrigal Warns Mababang Paaralan Ng Bagong Silang, Calatagan, Batangas</b>	<b>237</b>
Rina Joy Dulongbinte SUBMISSION ID: R04A-BATANP-0443	
<b>Level of Parental Participation in the Promotion of School-Home Partnership in Lipa City South District: Basis for an Enhancement Program</b>	<b>238</b>
Beato Florentino Jr., Department of Education, Lipa City SUBMISSION ID: R04A-LIPAC1-0196	
<b>Level of Participation of 4p's Beneficiaries towards the Success of School Programs and Projects in Pook Elementary School</b>	<b>239</b>
Marcelina Hernandez & Clarissa Catam SUBMISSION ID: R04A-BATANP-1428	
<b>Level of Partnership between Bulacnin Integrated National High School and its Stakeholders: A Proposed Plan to Enhance Partnership</b>	<b>240</b>
Richard Roxas, Department of Education Division Of Lipa City SUBMISSION ID: R04A-LIPAC1-0105	
<b>Level of Performance of Public Secondary English Teachers in Area III, Division of Batangas: Basis for Proposed Training Program</b>	<b>241</b>
Annaliza Maglangit, Department of Education SUBMISSION ID: R04A-BATANP-2227	
<b>Level of Performance of Teachers Handling Both Homogeneous and Heterogeneous Classes</b>	<b>242</b>
Maria Roberta Cartano, Cabuyao Integrated NHS SUBMISSION ID: R04A-CABUYA-0028	
<b>Level of Preparedness of Teachers in Ict Utilization on the Teaching-Learning Process in Science at Sta. Teresita District</b>	<b>243</b>
Emelda Reyes, Mylene B. Bathan, & Merlyn T. Malaluan, Department of Education, Batangas Sta. Teresita District SUBMISSION ID: R04A-BATANP-1126	
<b>Level of Preparedness of Teachers in Ict Utilization on the Teaching-Learning Process in Science at Sta. Teresita District</b>	<b>244</b>
Mylene Bathan, Emelda Reyes, & Merlyn Malaluan, Department of Education, Sta. Teresita District SUBMISSION ID: R04A-BATANP-1438 / R04A-BATANP-1534	
<b>Level of Problem-Solving Skills and Problems Encountered by Grade 11 Students in General Mathematics: Basis for Developing Intervention Materials</b>	<b>245</b>
Ronald Balita, FABINHS SUBMISSION ID: R04A-LIPAC1-0254	
<b>Level of Proficiency in Using Microsoft Office Applications of Grade 12 Students in Baybay in National High School (Grade 7-12)</b>	<b>246</b>
Siefred Guino, John Raymond Levita, Edd Vincent Penaflorida, &Anthony Andal, Baybayin National High School (Grade 7-12) (Adviser: Vanessa Ilao) SUBMISSION ID: R04A-BATANP-1109	
<b>Level of Readiness in Acquiring NCII on Food and Beverage Services of Home Economics Students of Pinagtongulan Integrated National High School During S. Y. 2018-2019</b>	<b>247</b>
Cristianne Shayne Macasaet, Pinagtongulan Integrated National High School (Adviser: Eloisa R. Avila) SUBMISSION ID: R04A-LIPAC1-0090	



<b>Level of Readiness of the Teachers in Sarangani on the Implementation of inclusive Education: Basis for Teachers' Development Plan</b>	248
Garelene Agnes Dona-Al, Department of Education SUBMISSION ID: R012-SARANG-0058	
<b>Level of Reading and Understanding Skills at Wenceslao Trinidad Memorial National High School: Basis of Reading Program</b>	249
Analyn Madog, Vida Magboo, & Ellen Toldanes SUBMISSION ID: R04A-BATANP-2229	
<b>Level of Reading Comprehension and Mathematical Problem-Solving Skills of Grade 5 Pupils in Salaban Elementary School, S. Y. 2018-2019</b>	250
Shane Sheika Sigue, Salaban Elementary School SUBMISSION ID: R04A-CAVITP-0993	
<b>Level of Reading Comprehension and Mathematical Problem Solving Skills of Grade 7 Students of Alfonso National High School</b>	251
Charlene Quiambao, Alfonso National High School SUBMISSION ID: R04A-CAVITP-0261	
<b>Level of School-Based Management Practices and the National Achievement Test Performance of Calamba Bayside National High School Sy 2012-2015.</b>	252
Maria Geceryl Balaresia, Department of Education SUBMISSION ID: R04A-CALAMB-0047	
<b>Level of Social Media Dependence to the Academic Performance of Learners</b>	253
Maribel Marasigan (Adviser: Lucky Ivy Viaro) SUBMISSION ID: R04A-BATANP-0677	
<b>Level of Stakeholders Participation and its Implication on School-Based Management</b>	254
Melani Higuít, Principal SUBMISSION ID: R04A-BATANP-0155	
<b>Level of Understanding of Students in Proper Usage of Preferred Punctuation Marks From Kwf: A Guide to a Prudent Writing</b>	255
Luigi Espiritu & Marjorie Laguardor, Looc Integrated School SUBMISSION ID: R04A-CALAMB-0312	
<b>Leveling Up Spelling Proficiency Using Group Activities and Games</b>	256
Judith Carayap & Ligaya Martir, Department of Education Calamba City SUBMISSION ID: R04A-CALAMB-0326	
<b>Levels of Assessment on Consciousness Quotient (Cq) and Emotional Interests of Selected High School Students of Daughters of Mary Immaculate-St John Evangelist Circle, inc.</b>	257
Analyn Vergara-City Schools, Division Of Tanauan-Janopol Oriental NHS SUBMISSION ID: R04A-TANAUA-0176	
<b>Levels of Bullying as Related to Personal and Family Characteristics of Junior High School Students of Pedro A. Paterno Nhs: Basis for Support Program</b>	258
Harlene Riz Bautista & Luisa L. De Leon SUBMISSION ID: R04A-BATANP-0298	
<b>Levels of Job Satisfaction and Adaptive Coping Mechanisms of Teacher: Basis for a Faculty Development Program</b>	259
Chedy Shane G. Lopez SUBMISSION ID: R04A-TANAUA-0040	



<b>Levels of Participation of School Stakeholders to Different School initiated Activities and the Implementation of School-Based Management</b>	260
Ma. Luisa J. Rosales, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0368	
<b>Lexical inquest of Genzer's Phenomenal Lingo and Language Deportment in Facebook</b>	261
Kristiane Mae Zabala, Quezon National High School SUBMISSION ID: R04A-QUEZON-0099	
<b>LGBTQ Teachers Teaching Styles: Impression of Selected Grade 6 Learners in Ladislao Diwa Elementary School</b>	262
Richie Vasquez, Department of Education - Division Of Cavite City SUBMISSION ID: R04A-CAVITC-0001	
<b>Life After Graduation of Senior High School-Technical Vocational and Livelihood Track Graduates of Tanza National Trade School</b>	263
Edison Feranil, Tanza National Trade School SUBMISSION ID: R04A-CAVITP-0061	
<b>Life Values inventory of Grade 9 Students: An Effective tool toward School Guidance initiatives</b>	264
Merry Joy Ching & Delon Ching SUBMISSION ID: R04A-CALAMB-0388	
<b>Lihok Ko, Litok Mo: A Strategy in Developing Kindergarteners' Sound Production and Letter Recognition</b>	265
Raquel Babay, Department of Education - Hinatuan South SUBMISSION ID: R013-SURSUR-0101	
<b>Lingo Bingo: A Tool for Enhancing Grade VI Science Vocabulary at Kaylaway Elementary School</b>	266
Randy Acal, Batangas Research Association For Value-Driven Education SUBMISSION ID: R04A-BATANP-0225	
<b>Linguistic Landscape: Strategy to Improve Vocabulary Development and Reading Comprehension</b>	267
Ma. Eloisa Barbosa & Necitas A. Bagawisan SUBMISSION ID: R04A-CABUYA-0061	
<b>Linking Professional Development and Students' Academic Performance</b>	268
Noel Sequito, City Schools Division Of Cabuyao SUBMISSION ID: R04A-CAVITP-1678	
<b>Linking Reading and Numeracy Using Mathematics-Based Reading Materials for Grade 7</b>	269
Loyd Botor, Palsong National High School SUBMISSION ID: R005-CAMSUR-0010	
<b>Linking Teaching Competencies and Mathematics Beliefs among Secondary Mathematics Teachers in Area I, Batangas</b>	270
Maricel Mercado, Department of Education, Division Of Batangas, Tumulim NHS SUBMISSION ID: R04A-BATANP-2014	
<b>Listening Comprehension Skills in English of intermediate Pupils of Tagaytay City Central School</b>	271
Joel Rolle, Department of Education, Cavite Tagaytay City Central School SUBMISSION ID: R04A-CAVITP-0279	
<b>Listening Exercises Using Dictogloss Approach</b>	272
Joenalyn Garcia, Teacher SUBMISSION ID: R04A-BATANP-1048	



<b>Literacy Matters: Intervention on Reading Skills in English of Grade Six Pupils of San Miguel Elementary School</b>	273
Marieta Bolanos, San Miguel Elementary School SUBMISSION ID: R04A-BATANP-0136	
<b>Literary Appreciation of High School Students and its Effects to their Communication Skills</b>	274
Camille Alcaraz, Ananias C. Hernandez Memorial National High School SUBMISSION ID: R04A-BATANP-1951	
<b>Literary Comprehension through Mother tongue and the Achievement of Grade 3 Pupils in Bugtongnapulo Elementary School</b>	275
Lea E. Morales, Rowena G. Bolado, LCBER SUBMISSION ID: R04A-LIPAC1-0058	
<b>Literary tools in the Analysis of Characters' Behaviors in Contemporary Fiction: A Psychoanalytic Approach</b>	276
Maria Cathyrine Ambat, Tagaytay City National High School SUBMISSION ID: R04A-CAVITP-0588	
<b>Literature Connect: Bridging Language Learning Gaps among 21st Century Learners</b>	277
Celeste Cortez, Bolbok INHS, Department of Education - Lipa SUBMISSION ID: R04A-LIPAC1-0122	
<b>Literature-Based instruction Strategies for English Language Proficiency of Grade 8 Public School Students (Cluster A-2) in Calamba City</b>	278
Valarie Naval, Teacher III SUBMISSION ID: R04A-CALAMB-0128	
<b>Lived Experience of Public Elementary School Teachers with Oversized Classes</b>	279
Jackie Lou Almira, City Schools Division Of Cabuyao SUBMISSION ID: R04A-CABUYA-0067	
<b>Lived Experiences of Alternative Delivery Modes Students (Modified Off-School)</b>	280
Rechel A. Rivera-Santisimo, Lorelie C. Mission, & Cherry May D. Serida, Santisimo Rosario NHS SUBMISSION ID: R04A-SANPAB-0114	
<b>Lived Experiences of Elementary English Teachers in Conducting Intervention Programs to Struggling Readers</b>	281
Aj Milleine M. Bringas & Jenina S. Rodriguez SUBMISSION ID: R04A-CAVITP-1051	
<b>Lived Experiences of Higher Education instructors in Senior High School: Challenges and Impact on Professional Development</b>	282
Mark Airon P. Creus, Department of Education, Division Of General Trias City SUBMISSION ID: R04A-GENTRI-0007	
<b>Lived Experiences of School Paper Advisers in Secondary Campus Journalism: A Phenomenological Approach</b>	283
Edilberto, Jr. Hinay, Department of Education, Danao City Division SUBMISSION ID: R007-DANAO1-0001	
<b>Lived Experiences of the Pupils on the Utilization of Game-Based Learning (GBL) in Mathematics</b>	284
Lexelyn Riva, Department of Education SUBMISSION ID: R04A-BATANP-0268	
<b>Living Things and their Environment: Pupils' Perspective in Valuing Biotic Factors in their Surrounding</b>	285
Jean Portus, Department of Education SUBMISSION ID: R04A-BATANC-0538	



<b>Local Media and Parental Influence on the Reading Comprehension Development of Grade Three Pupils at Balanga Elementary School</b>	286
Amelia Villanueva, Principal 1	
SUBMISSION ID: R04A-BATANP-2269	
<b>Localization and Contextualization in Teaching Biology for Grade 7 Students of Paliparan National High School for School Year 2018-2019</b>	287
Isagani Jr. Dioneda, Paliparan National High School	
SUBMISSION ID: R04A-DASMAR-0033	
<b>Localized and Contextualized Module in Teaching Contemporary Issues</b>	288
Charlton Pepano, Baras NHS	
SUBMISSION ID: R04A-RIZALP-0323	
<b>Localized and Contextualized Skills Progression: tool in Improving the Academic Performance in Araling Panlipunan of Grade Seven Students of Bagbag National High School</b>	289
Divina Laylo, Bagbag National High School	
SUBMISSION ID: R04A-CAVITP-0834	
<b>Localized Instructional Materials in Teaching Mathematics for Grade 1 Learners: Its Acceptability</b>	290
Norlita Pino, Department of Education- Cavite	
SUBMISSION ID: R04A-CAVITP-1712	
<b>Localized Instructional Strategies Used in Teaching Simple and Compound Interest and its Impact on the Mastery Level of Grade 11 Housekeeping Students</b>	291
Jennalyn Fragat, Department of Education Cavite	
SUBMISSION ID: R04A-CAVITP-0057	
<b>Localized Learning Materials as tools for an Intervention to attain Learning Competencies of Patterns and Algebra</b>	292
Julieta Montano, Looc Integrated School	
SUBMISSION ID: R04A-CALAMB-0324	
<b>Localized Learning Resource Material for Selected Grade 8 Afro-asian Literature</b>	293
Era Limongco, Department of Education	
SUBMISSION ID: R04A-LAGUNA-0281	
<b>Locally-Produced Short Films: A Catalyst for indigenization and Profiling of the Senior High School Learners of Camp Vicente Lim Integrated School</b>	294
Ronan Vergara, Camp Vicente Lim Integrated School	
SUBMISSION ID: R04A-CALAMB-0234	
<b>Logical Reasoning Ability in Relation to Aggression of Eleventh Grade Stem Students of Balayan Senior High School: An Assessment</b>	295
John Angelo Cajudo	
SUBMISSION ID: R04A-BATANP-0744	
<b>Low Oral Participation Rate of Grade 9 Celsius in the English Subject as Basis for Intervention Program</b>	296
Philip Adrian Tenorio, Balayan National High School	
SUBMISSION ID: R04A-BATANP-0201	
<b>Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis</b>	297
Cristine Magracia, Tagaytay City Science National High School	
SUBMISSION ID: R04A-CAVITP-0846	



<b>Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis</b>	298
Ruth Quiambao, Tagaytay City Science National High School SUBMISSION ID: R04A-CAVITP-0856	
<b>Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis</b>	299
Maily Javier, Tagaytay City Science National High School SUBMISSION ID: R04A-CAVITP-0870	
<b>Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis</b>	300
Rosalyn Ann Genovisa, Angela U. Gohel, Elsie O. Dinawanao, Melissa G. Aquino, Maria Ines P. Mercado, & Cristine C. Magracia, Tagaytay City Science National Highschool SUBMISSION ID: R04A-CAVITC-0057	
<b>Lunch Break Ng Teacher Ko, Kinabukasan Ko. a Strategy to Develop Word Recognition Skills among Grade I Pupils</b>	301
Jermalyn Neri, Department of Education SUBMISSION ID: R013-SURSUR-0299	
<b>Mabalik Kita (Let's Go Back): An Effective Intervention for Non-Readers</b>	302
Leonora V. Balingan, Department of Education SUBMISSION ID: R013-SURSUR-0231	
<b>Macroscopic Analysis and Environmental Monitoring of Water Wells From Four Barangays in Tanauan City Using Allium Cepa Variety Aggregatum assay</b>	303
Loraine Oruga, Student SUBMISSION ID: R04A-TANAUA-0045	
<b>Magic Ash</b>	304
Catalina Escoses, Agnes Villanueva, & Myrna Angat SUBMISSION ID: R04A-CAVITP-0500	
<b>Major Sources of Stress among Elected Sangguniang Barangay Officials in Kawit, Cavite: Basis for Stress Management</b>	305
Mary Joy D. Segovia, Janna Marie H. Dalimocon, & Shania J. Cruz, Department of Education, ET'TMNHS SUBMISSION ID: R04A-CAVITP-1083	
<b>Making Non-Readers Read: The Case of Grade Three Pupils of Matabungkay Elementary</b>	306
Teresa Garcia, Department of Education SUBMISSION ID: R04A-BATANP-0867	
<b>Making Sense of integer Operations through Peer Tutoring</b>	307
Michael Domanais, BERF Funded - Department of Education SUBMISSION ID: R005-SORSOC-0001	
<b>Making the Match: Matching the Targets to Assessments Methods of Elementary School Teachers of a Public School</b>	308
Marian Jocson SUBMISSION ID: R04A-CAVITP-1255	
<b>Makleap: Makilings' L. E. A. P. (Leading for Enhanced Academic Performance) Utilizing Double instruction Scheme for Large Classes for Grade 10 Students for School Year 2016-2017</b>	309
Emelita Manangkil & Elenita Villanueva, Department of Education SUBMISSION ID: R04A-CALAMB-0190	
<b>Malunggay Tea</b>	310
Eloisa Apolonia, Genelyn Nefiel, Kwinapple Rico, Department of Education SUBMISSION ID: R04A-CAVITP-1608	



<b>Management and Leadership Skills of Department Heads and its Relationship with Teachers' Instructional Competence at Wenceslao Trinidad Memorial National High School</b>	<b>311</b>
Milagros Pangilinan, Jimmy Peñaflor, & Ellen Orlanes, Department of Education SUBMISSION ID: R04A-BATANP-0722	
<b>Management and Usefulness of the Programs and Projects in San Isidro Elementary School, Batangas City Division</b>	<b>312</b>
Maribel De Leon, San Isidro Elementary School SUBMISSION ID: R04A-BATANC-0428	
<b>Management Functions of the School Heads and School Performance of Public Elementary Schools in the Province of Laguna</b>	<b>313</b>
Grace Elec, Calamba (E. Barretto Sr. Elementary School) SUBMISSION ID: R04A-CALAMB-0021	
<b>Management of Challenges in Dissemination, Implementation and Outcomes of Deped Policies among Teachers in Public Secondary Schools in the Division of Lipa City</b>	<b>314</b>
Maribel Catipon & Jubelyn Batoto, Lipa City National High School SUBMISSION ID: R04A-LIPAC1-0071	
<b>Management of Fund Utilization among Public Secondary Schools</b>	<b>315</b>
Levi Cuenca SUBMISSION ID: R013-SURSUR-0061	
<b>Management of Instructional Technology in Public Secondary Schools</b>	<b>316</b>
Rechilina Quintos, GSP SUBMISSION ID: R013-SURSUR-0209	
<b>Management of Personal Finances of Teachers at Mainit Elementary School: Basis for Proposed Effective Ways to Manage Personal Finances</b>	<b>317</b>
Doris Panopio SUBMISSION ID: R04A-BATANP-1117	
<b>Management of Principal Succession as Correlates to School Improvement: A Sustainable Plan</b>	<b>318</b>
Marilyn Tiosan, Department of Education- Quezon, ICT Coordinators SUBMISSION ID: R04A-QUEZON-0338	
<b>Management of Public Elementary School Paper in Bauan District, Division of Batangas</b>	<b>319</b>
Belen Cabral SUBMISSION ID: R04A-BATANP-2072	
<b>Management Plan for Collaborative Use of Technological Resources in Industrial Arts</b>	<b>320</b>
Arnaldo Baril, Banaba West National High School SUBMISSION ID: R04A-BATANC-0315	
<b>Management Potentials of Master of Arts in Education Students in the Province of Batangas</b>	<b>321</b>
Marlene Baldrias, Department of Education SUBMISSION ID: R04A-LIPAC1-0115	
<b>Management Practices of Secondary School Principals on Teachers Professional Development</b>	<b>322</b>
Charlie Escarcha, Gubat National High School SUBMISSION ID: R005-SORSOC-0008	
<b>Management Styles and Academic Strategies of Performing Teachers in Public Secondary Schools in Cluster V, Division of Quezon: Basis in Designing Framework for Effective Teaching</b>	<b>323</b>
Irene Libit, Department of Education - Quezon SUBMISSION ID: R04A-QUEZON-0029	



<b>Management Styles of Selected Private School Administrators in Tagaytay City, Province of Cavite: Basis for Administrative Development Plan</b>	324
Lydia Cudiamat & Maricar F. Tizon, Dapdap Elementary SUBMISSION ID: R04A-CAVITC-0053	
<b>Management Styles of Selected Private School Administrators in Tagaytay City, Province of Cavite: Basis for Administrative Development Plan.</b>	325
Maricar Tizon & Lydia Cudiamat, Dapdap Elementary SUBMISSION ID: R04A-CAVITC-0050	
<b>Managerial Competencies and Leadership Potentials of Subject Coordinators in Public Elementary Schools</b>	326
Liwayway Quiniones, San Miguel Elementary School SUBMISSION ID: R04A-BATANP-0134	
<b>Managerial Competencies of Public Elementary School Administrators in Relation to Teachers' Morale: Basis for an Action Plan</b>	327
Maribel Richelle Bayot, Department of Education Cavite SUBMISSION ID: R04A-CAVITP-0495	
<b>Managerial Competencies of Public School Heads in the City Division of Albay</b>	328
William Bragais, Department of Education Tabaco SUBMISSION ID: R005-TABACO-0068	
<b>Managerial Competencies of the School Heads in the Division of Tanauan City: A Basis for Professional Enhancement Training Program</b>	329
Mildred Sofera, Department of Education - Tanauan City SUBMISSION ID: R04A-TANAUA-0012	
<b>Managerial Performance as Predictor of School Performance: Basis for a Proposed Action Plan</b>	330
Gladys Lovely R. Talag SUBMISSION ID: R04A-LIPAC1-0140	
<b>Managerial Performance of Public Elementary School Principals: Basis for Staff Development Program</b>	331
Brenda Alegre SUBMISSION ID: R04A-CAVITP-0076	
<b>Managerial Skills of Head Teachers and Satisfaction of Faculty Members and Students: Bases for Development Plan</b>	332
Remar Yu-Matiag SUBMISSION ID:	
<b>Managing Faculty Job Satisfaction in Private Higher institutions in the province of Batangas: Basis for a Proposed Human Resource Based Program</b>	333
Dyan Ferrer, FABINHS SUBMISSION ID: R04A-LIPAC1-0252	
<b>Managing Integration of Multiple Intelligences and Higher Order Thinking Skills in Classroom instruction: Basis for Proposed Action Plan at Balete Central School</b>	334
Liseo Vergara, San Roque Es SUBMISSION ID: R04A-BATANP-1884	
<b>Managing Mathematics instruction for Junior High School faculty in the Division of Batangas Province</b>	335
Emie Velasco, Padre Garcia National High School SUBMISSION ID: R04A-BATANP-0231	



<b>Managing Stress among Elementary Teachers in Sto. tomas South District and its Effect to their Academic Performance</b>	336
Jennilyn D. Obis & Joan S. Valencia SUBMISSION ID: R04A-BATANP-1643	
<b>Managing the Implementation of Student assistance Grant initiative Program Under the Drop Out Reduction Program in Tayabas City Division Stand Alone Senior High School Division of Tayabas</b>	337
Virgilio Jao Jr, Tayabas City Division Stand Alone SHS SUBMISSION ID: R04A-TAYABA-0014	
<b>Managing the Special Education Program in Batangas Province</b>	338
Maria Fe Bautista, Division Of Lipa City SUBMISSION ID: R04A-LIPAC1-0145	
<b>Manifested Difficulties in Word Problem Solving in Mathematics by Grade Six Pupils of Jose K. Obando Memorial Elementary School: Basis for Designing an Intervention Strategy</b>	339
Nolits De Luna SUBMISSION ID: R04A-LIPAC1-0063	
<b>Manifested Socialization and Leadership Competencies of Kindergarten Pupils in Laurel District: Basis for a Proposed Plan of Action</b>	340
Angela Lajara, Paaralang Sentral Ng Mataasnakahoy SUBMISSION ID: R04A-BATANP-0575	
<b>Manifested Socialization and Leadership Skills of Senior High School Students at Bolbok Integrated National High School: A Case Study</b>	341
Rowena Amper, LPT SUBMISSION ID: R04A-LIPAC1-010198	
<b>Manipulative Instructional Materials (MIMs) to Virtual Instructional Materials (VIMs) in Teaching Mathematics</b>	342
Jenelie Aguado SUBMISSION ID: R04A-LIPAC1-010198	
<b>Mapping Teachers' Competencies: Basis for the Development of Science Teachers Development Program</b>	343
Ma. Salome Manalo & Emmylou Holgado SUBMISSION ID: R04A-BATANP-2075	
<b>Mapping the Science Skills of Grade III Pupils at Leon M. Manigbas Elementary School</b>	344
Rhona Briones & Christine Dhenrose Caguimbal, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0430	
<b>Mapping the Science Skills of Grade III Pupils at Leon M. Manigbas Elementary School</b>	345
Rhona Briones & Christine Dhenrose Caguimbal, Department of Education - Batangas SUBMISSION ID: R04A-BATANP-0448	
<b>Marketing Strategies to Increase Enrolment Rate of Gjcshs: A Basis for Developing Marketing Guide</b>	346
Edgar Rivera & Michael B. Barias, Gen. Juan Castaneda Senior High School SUBMISSION ID: R04A-IMUSC1-0085	
<b>Master F4: An Evaluation on Remedial Program in Mathematics</b>	347
Wency Bello, Rosie Rogador, & Diosa Salazar SUBMISSION ID: R04A-CAVTP-0105	
<b>Master Teacher's Evaluating Services for Teachers I-III in Tulay Elementary School</b>	348
Dalisay M. Samson, Department of Education SUBMISSION ID: R04A-BATANP-2084	



<b>Mastery Level and Learning Styles of the Grade Six Non-Numerate Pupils: Basis for the Development of an Interactive Learning Module</b>	<b>349</b>
Maricon V. Estrellado, Department of Education SUBMISSION ID: R04A-QUEZON-0051	
<b>Mastery in Multiplication among Grade 4 pupils: Basis for Difficulty in Teaching Math</b>	<b>350</b>
Claris Ann Coliyat, Department of Education SUBMISSION ID: R04A-BATANC-0536	
<b>Mastery Learning Approach through the use of Worksheets and E-Games in teaching Divisibility Rules among Grade V pupils in inicbulan Elementary School</b>	<b>351</b>
Vedilyn Maranan, Department of Education - Bauan West District SUBMISSION ID: R04A-BATANP-1766	
<b>Multi-Sensory Instructional Materials: Effect on Mathematics Performance of Grade 10 Students</b>	<b>352</b>
Juan Jr. Cruz, Department of Education SUBMISSION ID: R005-CAMSUR-0001	
<b>Multisensory Strategies: Effective Vocabulary Enhancement to Grade Four Learners of Anangi Elementary School, Lipa City Division</b>	<b>353</b>
Liza Dalisay, Department of Education Lipa City Division SUBMISSION ID: R04A-LIPAC1-0248	
<b>Multitasking and Academic Performance of Students in Calamba Doctors' College</b>	<b>354</b>
Maila Claire Tejada SUBMISSION ID: R04A-CALAMB-0305	
<b>Music and its Efficacy to the Study Habits of Grade 10 Students of Spcnhs S.Y. 2018 -2019</b>	<b>355</b>
Sarah Grace Dorado & Debbie Khadmiel Lapuz Pontanoza, San Pablo City National High School (Adviser: Luningning Adarna) SUBMISSION ID: R04A-SANPAB-0053	
<b>My Buddy, My Mentor: A Strategy to Improve the Reading Comprehension Performance</b>	<b>356</b>
Maricar P. Ravelo, Teacher (Adviser: Jomel Montero) SUBMISSION ID: R013-SURSUR-0152	
<b>My Parent, My Teacher: An Intensive Parent - Teacher Partnership to Develop Word Recognition of the Grade 6 Pupils</b>	<b>357</b>
Grechille Llovit, Teacher SUBMISSION ID: R013-SURSUR-0294	
<b>Nanay Teacher Kaagapay sa Unang Pagbasa</b>	<b>358</b>
Jovilyn L. Gonzales, Alena Rita M. Briton, Justina T. Gonzales, & Janopol Or SUBMISSION ID: R04A-TANAUUA-0175	
<b>Narratives of Out of Field Teachers in the Province of Cavite, Philippines</b>	<b>359</b>
Riza Mae Sanchez & Lynette P. Rue, Luis Y Ferrer Jr. Senior High School SUBMISSION ID: R04A-CAVITP-0032	
<b>Nat 3 T's: Test Taking Techniques for Grade Six Acacia at San Pablo Elementary School Sy 2017-2018</b>	<b>360</b>
Myma Quiatchon, Celia Malizon, & Loida Maligaya, San Pablo Elementary School SUBMISSION ID: R04A-BATANP-1853	
<b>National Achievement Test Results of Grade Six Pupils Basis for a Five Year Instructional Strategic Plan</b>	<b>361</b>
Felipa Bernales, Villen P. Jimenez, & Sally M. Anciro, Department of Education SUBMISSION ID: R04A-CAVITP-1432	



<b>National Certificate Ii institutional Assessment for Electrical installation Maintenance: Basis for Intervention Program</b>	<b>362</b>
Arlene De Ungria, Gen. Juan Castaneda SUBMISSION ID: R04A-IMUSC1-0094	
<b>Natural Ink Out of Alugbati (Bassela Rubra., Linn) Berries Extract</b>	<b>363</b>
Aleli Demillo, Alfonso Municipal Association Of Research Educators SUBMISSION ID: R04A-CAVITP-1016	
<b>Natural Vs Commercial: A Comparative Analysis between Stain Remover</b>	<b>364</b>
Keith Joshua Legaspi, Ralph Ian S. Cajiles, & Erickson O. Wico, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1135	
<b>Navigating the Misbehaviours of Student and the Interventions, Suggestions, and Recommendations of Teachers</b>	<b>365</b>
Dyne Ann Herdiles, Department of Education SUBMISSION ID: R013-SURSUR-0228	
<b>NCII Assessment Impact: School Learning Vs institutional Review</b>	<b>366</b>
Jeneth J. Barba, Plaridel Integrated NHS SUBMISSION ID: R04A-LAGUNA-0240	
<b>Ncbts - Based Teaching Competence and Teaching assignment of Elementary School Teachers, District of atimonan, Division of Quezon: Its Implication to Review of Existing Policies on Teachers assignment</b>	<b>367</b>
Emelita Ricafort , Department of Education SUBMISSION ID: R04A-QUEZON-0193	
<b>Needs Assessment of Grade 9 and Grade 10 High School Students on Computer Technology</b>	<b>368</b>
Ronelia Santos SUBMISSION ID: R003-NUEECI-0000	
<b>Needs Assessment of Junior High School Students in Contact Center Services: Basis for Competency-Based Learning Materials</b>	<b>369</b>
Marycon Carmela G. Mella, Mary Ann N. Villareal, & Joanne V. Cura SUBMISSION ID: R04A-IMUSC1-0032	
<b>Needs Assessment of Selected Grade 9 Students in Writing Compositions in English: A Basis for Writing Enhancement Program</b>	<b>370</b>
Nanette Gluda , Teacher II At Gen. E. Aguinaldo National High School SUBMISSION ID: R04A-CAVITP-0453	
<b>Negative Effects of Watching Korean Dramas on Selected Grade -11 Humms Students</b>	<b>371</b>
Fanny C. Cuya, Gmaths (Adviser: Charisma Gredona) SUBMISSION ID: R04A-CAVITP-0669	
<b>Neologism in Reading and Writing Connections of Grade 11 Senior High School Students</b>	<b>372</b>
Catherine Joy B. Pornea, Department of Education, Sta. Teresita National High School (Adviser: Ma. Catherine Ratin) SUBMISSION ID: R04A-BATANP-1391	
<b>Nestle Wellness Dance Exercise: Its Effect in Cardio-Respiratory Endurance of Selected Grade 8 Students</b>	<b>373</b>
Celeste Peria, Department of Education - Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0239	



<b>Net Salary as Correlates to the Job Performance of Quirino General High School Faculty and Staff</b>	374
Kzela Celeste E. Buyucan, Uirino General High School (Adviser: Luther Marc Sarandi) SUBMISSION ID: R002-QUIRIN-0018	
<b>New Strategies in Teaching Mathematics Employed by the Public Elementary School Teachers and the Problems they Encounter: A Basis for Intervention Program</b>	375
Jenilyn Maiquez, Department of Education SUBMISSION ID: R04A-TANAUUA-0127	
<b>News Broadcasting Used in the Teaching of European Exploration among Grade Eight Students of Banaba West National High School</b>	376
Lanie Morante, Banaba West Integrated School SUBMISSION ID: R04A-BATANC-0478	
<b>Newscasting Approached Used in Teaching Pananakop ng Mga Espanyol in Araling Panlipunan among Grade 5 Pupils in Balagtasin Elementary School</b>	377
Mechiel Reyes, Alma Mae O. Husmillo, & Maribel R. Tapire, Department of Education SUBMISSION ID: R04A-BATANP-0817	
<b>NIT2L Intervention Materials: Groundwork for the Improvement of Mathematics Performance of Grade 8 - Jade at Talangan Integrated National High School, School Year 2016 - 2017</b>	378
Yhezyl Condino, Talangan INHS SUBMISSION ID: R04A-LAGUNA-0087	
<b>No Cellphone Policy: Impact to the Academic Performance of Grade 11 in Bolo Norte High School</b>	379
Zynnex Mendez & Dan Joseph Bagasbas (Adviser: Paterno Mapula, Jr.) SUBMISSION ID: R005-CAMSUR-0045	
<b>No Child Left Behind Act: and It's Impact to the Community of Coastal Areas in Batangas City</b>	380
Nicole Evora & Daerenne A. Limbo SUBMISSION ID: R04A-BATANC-0225	
<b>No Update on Civil Status: A Narrative inquiry of Two Female Calatagueno Teachers with Lifelong Love for Teaching</b>	381
Jemalyn P. Eguia & Aiza M. Caunceran, Calatagan National High School SUBMISSION ID: R04A-BATANP-1591	
<b>Nona Math Quad (Grade 9 Quadratic Lessons with Gci Rules, Gci Worksheets and Trans Parabola)</b>	382
Rochelle B. Bitantes, Flocepida B. Barias, Gemely C. Baldonado, ,Walter O. Murillo SUBMISSION ID: R005-TABACO-0082	
<b>Non-invasive Glucose Test as an Alternative Detector for Diabetes Mellitus: Basis for the Development of Laboratory Activity for Grade 10 Science</b>	383
Jacqueline Ureta, Department of Education SUBMISSION ID: R04A-CAVITP-0774	
<b>Non-Participation in Co-Curricular Activities of Blaan Students Basis for a Proposed Intervention Program: A Critical Ethnographic inquiry</b>	384
Daniel Avergonzado, 2nd Place Division Action Research, Regional Action Research Qualifier SUBMISSION ID: R012-SOUCOT-0003	



<b>Non-Physics Majors' Level of Confidence in Teaching Physics: Basis for a Teacher Enhancement Program</b>	385
Rochelle S. Balete & Rubie G. Tagle, General Emilio Aguinaldo NHS	
SUBMISSION ID: R04A-IMUSC1-0052	
<b>Nourishing the Grade I Pupils Reading Comprehension through Transactional Strategy instruction</b>	386
Elizabeth D. Legaspi & Kemmy Lara O. Dela Roca, JAPMES	
SUBMISSION ID: R04A-BATANC-0275	
<b>Number of Senior High School Who Frequently Go Out of School Premises at Pantay National High School</b>	387
Grace Ann Ocopio, Shaina Natanauan, & Eunice Nava, Pantay National High School	
(Adviser: Jerilee Villabeto)	
SUBMISSION ID: R04A-RIZALP-0021	
<b>Numeracy Level of Grade V Pupils in Jcpmes: Basis for a Mentoring Plan</b>	388
Rosalie Baja, Batangas City	
SUBMISSION ID: R04A-BATANC-0215	
<b>Numeracy Proficiency of Grade 5 Pupils in Bato District: Basis for a Training Design</b>	389
Judith B. Ebuenga , Department of Education	
(Adviser: Judith Ebuenga)	
SUBMISSION ID: R005-CAMSUR-0128	
<b>Numeracy tools with E-Games as an Efficacy Factor of the Grade Vi Learners in Barigon Elementary School</b>	390
April Joy Briva &Rizza C. Biscocho, Barigon Elementary School	
SUBMISSION ID: R04A-BATANP-1638	
<b>Numeracy tools: It's Impact on the Mathematics Performance of Grade VI Pupils in Payapa Elementary School</b>	391
Hannah Marie Jolongbayan, GSP	
SUBMISSION ID: R04A-BATANP-0627	
<b>Numerical Literacy and Students' attitudes towards Mathematics instruction: Basis for Proposed Innovation Teaching Strategies</b>	392
Rosemarie Perido, Department of Education	
SUBMISSION ID: R04A-CAVITP-0875	
<b>Nurturing Education Reward System: Strengthening Positive Behavior to Promote Child-Friendly School</b>	393
Teresa Magcalas, Department of Education	
SUBMISSION ID: R04A-BATANP-0220	
<b>Nutrition Check: Factors Affecting the Nutritional Status of Kinder to Grade Six Pupils of Natunuan North Elementary School</b>	394
Felicisima Cueto	
SUBMISSION ID: R04A-BATANP-1778	
<b>Nutritional Status and Academic Performance of Grade 7 Students</b>	395
Jonriel O. Curada	
SUBMISSION ID: R013-SURSUR-0082	
<b>Nutritional Status and the Academic Performance of the Grade 3 Pupils in Sinala Elementary School: Basis for Strengthened Feeding Program</b>	396
Ma. Amor Reyes, Rosan Manalo, & Sherrybeth Gatdula, Sinala Elementary School	
SUBMISSION ID: R04A-BATANP-1908	



- Nutritional Status of High School Students Under the Feeding Program and Recipients of the Non-Feeding Program in Relation to their Eating Style and Academic Performance: Basis for an Enhanced Wellness** 397  
Leilanie Catapang, Kaytitinga National High School  
SUBMISSION ID: R04A-CAVITP-1160
- O.M.G! (Oh, My Grammar!): A Continuous Improvement Project of Bugtongnapulo National High School 2017- 2018** 398  
Desiree B. & Ivy Nina L. Cipriano, Bugtongnapulo National High School  
SUBMISSION ID: R04A-LIPAC1-0050
- Observance of the Community in the Implementation of School Disaster Risk Reduction and Management in Calamba City** 399  
Armando Tolentino & Serafin B. Eduarte Jr., Department of Education - Camp Vicente Lim Integrated School  
SUBMISSION ID: R04A-CALAMB-0224
- Off- Campus Learning Experience of Social Studies Student Teachers: Basis for an Enrichment Program** 400  
Maureen C. De Claro, Ed.D, San Pascual Senior High School 1  
SUBMISSION ID: R04A-BATANP-2206
- Offensive Words No More: Perceptions of Senior High School Students on the Use of Expletive Words** 401  
Ysmael, Ren, Department of Education - Calamba City  
(Adviser: Larra Marie Bernardo)  
SUBMISSION ID: R04A-CALAMB-0100
- Office Productivity Skills of Lalaan Central School Teachers in Microsoft Word: Basis for an Action Training Program** 402  
Marites M. Anciro & Alma D. Abad, Department of Education  
SUBMISSION ID: R04A-CAVITP-1250
- Offshoot Intervention to Student's Tardiness and Absenteeism** 403  
Jel Fellize Datingaling & Cherrylyn Macuha, Tingloy National High School, Department of Education - Batangas  
SUBMISSION ID: R04A-BATANP-0056
- On Becoming a Gender Sensitive Campus Vis-A-Vis Addressing the Needs of the Students with Mothers Working Abroad** 404  
Mary Grace Satumbaga, Dr. Ginalyn U. Macaraig, & Dr. Zacarias G. Gonzales  
SUBMISSION ID: R04A-BATANP-1770 / R04A-BATANP-1779
- On Taking Technical Vocational and Livelihood (Tvl) Strand: A Coign of Vantage** 405  
John Karlo Rabe, Christopher Andales, Lhanze Jhaztyne Velasquez, & Ma. Kristina Ramos, Bauan Technical High School  
(Adviser: Ma. Leticia Jose Basilan)  
SUBMISSION ID: R04A-BATANP-2314
- On the Teacher Protection Policy, Why It Matters on the Teacher- Pupil/Parent Relationships?** 406  
Evangeline Cruz & Abigail M. Hamoy, Department of Education Cavite City  
SUBMISSION ID: R04A-CAVITC-0116
- On Transparency: The ineffectual Characteristics of Selected Teachers in Relation with Pet- a Gauge for Faculty Enhancement Program** 407  
Lisama Aying, Gigante Guerra Mary Ann, & Portuguese Perez Mary Jane, Department of Education- Cavite City  
SUBMISSION ID: R04A-CAVITC-0112



<b>One -on-one Interaction Addressing the Learning Gaps in Mathematics</b> Narcisa D. Ohao SUBMISSION ID: R013-SURSUR-0302	408
<b>One Short Story Per Week: An Intervention in Reducing Frustration Level in Reading Comprehension of Grade Five Pupils</b> Marycris M. Jubane & Arcelle P. Caybot, Department of Education SUBMISSION ID: R013-SURSUR-0169	409
<b>One-on-one Reading Intervention on Decoding Sinugbuanong Binisaya Words and the Voice of Grade one Teachers</b> Maureen Manlangit SUBMISSION ID: R012-SARANG-0010	410
<b>Online Game Engagement, Emotional and Social Behaviors as Correlates of Academic Performance of Junior High School Boys of Malabag National High School</b> Morena Mulitas, Department of Education SUBMISSION ID: R04A-CAVITP-1187	411
<b>Online Games and its Effect to Youth: A Phenomenological Study</b> John Aldea (Adviser: Julius Caesar Averilla) SUBMISSION ID: R005-SORSOP-0001	412
<b>Online Gaming and Performance in Filipino among Fourth Year Students of Banaba West National High School</b> Marianne Gabia, Banaba West Integrated School SUBMISSION ID: R04A-BATANC-0385	413
<b>Online Interactive Course Content Management System for Senior High School Students and Teachers of Camp Vicente Lim Integrated School</b> Samson Melitante, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0319	414
<b>Online Strategy Game and its Impact on the Problem-Solving Skills of Students in Emiliano Tria Tirona Memorial National High School-Integrated Senior High School S.Y. 2018-2019</b> Ronna M. Flores & Myka Sophia S. Ramos, Department of Education, ETTMNHS SUBMISSION ID: R04A-CAVITP-1075	415
<b>Online Teaching and its Implication on the Students' Performance in Physics: Basis for Effective Teaching Strategy</b> Lourdes Balboa, Rmnhs Fsa SUBMISSION ID: R04A-QUEZON-0174	416
<b>Open High School Program Implementation in the Division of Camarines Sur: An Assessment</b> Rosalina Cea, Buhi Sped Integrated School SUBMISSION ID: R005-CAMSUR-0019	417
<b>Oplan Adlas (Aksyon at Determinasyon Para Sa Ligtas, Luntian at Masustansyang Gulayan Sa Paaralan)</b> Maricar Oraña, Melisa Endaya, & Charlene Barrozo, Department of Education SUBMISSION ID: R04A-CAVITP-1664	418
<b>Oplan BalikAT</b> Juliet Ricasata, Bagbag National High School SUBMISSION ID: R04A-CAVITP-0251	419



<b>Oplan Calakip (Calculator Application and Skill Intervention Program): An Action Research on the Effectiveness of Calculator Class Intervention in Teaching Math Core Subjects for Grade 11 Senior High</b>	420
Renz Pureza, Bagbag National High School SUBMISSION ID: R04A-CAVITP-0929	
<b>Oplan Cola (Continuous Learners Assessment): An Intervention Program for Enscimafilep</b>	421
Aries Manalo & Emelina L. Barlaio, Rosario National High School SUBMISSION ID: R04A-CAVITP-0474	
<b>Oplan Lagi Sa Eskwela: Absenteeism Reduction Scheme at San Juan Elementary School</b>	422
Marites Q. Balba & Carolyn Baret Delos Reyes, San Juan Es-Sto. Tomas South District SUBMISSION ID: R04A-TANAU-0002	
<b>Oplan Math Focus: An Intervention Program Improving Mathematics Basic Skills through Intervention and Remediation for Selected G-8 Students</b>	423
Lorna Monzales, Department of Education SUBMISSION ID: R04A-CAVITP-1519	
<b>Oplan Mathulungan and the Mastery Level in Performing integer Operations of Grade 7 Aristotle Students of Florita Herrera-Irizari National High School</b>	424
Ella Armayan SUBMISSION ID: R013-SURSUR-0067	
<b>Oplan Sagip Mag-Aaral to Increase Students Performance in English 8 in Nurcia Integrated School</b>	425
Mae Ann Cortel, Department of Education SUBMISSION ID: R013-SURSUR-0311	
<b>Opportunities and Threats in Choosing the General Academic Strand for the Senior High School</b>	426
Rose Ann Abuel, LPT SUBMISSION ID: R04A-LIPAC1-0197	
<b>Oral Communication in English: A Language Needs Analysis of Cnhs Eim Grade 11 Students (S.Y. 2017-2018)</b>	427
Eloisa Espena, Department of Education SUBMISSION ID: R04A-BACOR-0000	
<b>Oral Communication Proficiency of the Senior High School Students in the Division of Sorsogon</b>	428
Carmen Paz Andes, Department of Education SUBMISSION ID: R005-SORSOP-0026	
<b>Oral Communication Skills and Challenges in English of Senior High School Students of Tabaco National High School</b>	429
Anabelle Broso, Department of Education SUBMISSION ID: R005-TABACO-0079	
<b>Oral Communication Skills of Grade 10 Students in Sto. Nino National High School; an Assessment</b>	430
Rodelo Fabrero, Teacher SUBMISSION ID: R04A-BATANC-0118	
<b>Oral Difficulties of Using English Language Encountered by Grade 10 Students of Cahil National High School, Cahil, Calaca, Batangas: Basis for a Proposed Intervention Program</b>	431
Joel Bayani, Department of Education SUBMISSION ID: R04A-BATANP-0969	



<b>Oral Language Skill Perceptions of Grade 10 Students of Lusok Integrated School</b> Princes Grace Castino, Department of Education SUBMISSION ID: R012-SOUCOT-0041	432
<b>Oral Reading Difficulties Encountered by Grade Iv and V Pupils of Payapa Elementary School S.Y. 2017-2018</b> Dorotea Casalme, PPSTA SUBMISSION ID: R04A-BATANP-0625	433
<b>Oral Reading Difficulties in English of Selected Pupils in Mataywanac Elementary School, District of Tuy, Division of Batangas: input to English Oral Reading Enhancement</b> Emiliana Bituin, Department of Education SUBMISSION ID: R04A-BATANP-0420	434
<b>Oral Reading Difficulties of Grade Iv Pupils in San Jose Sico Elementary School</b> Sheila Marie Macatangay, Teacher SUBMISSION ID: R04A-BATANC-0238	435
<b>Oral Reading Difficulties of Grade VI Pupils in Tulo II Elementary School</b> Rachel Ann M. De Guzman, Department of Education, Batangas City SUBMISSION ID: R04A-BATANC-0295	436
<b>Oral Reading Levels of Grades II to VI Pupils of Payapa Elementary School: An Assessment</b> Olympia Orlina, PPSTA SUBMISSION ID: R04A-BATANP-0018	437
<b>Oral Reading Performance of Emergent Readers through Technology-Based instruction at Bawi Elementary School</b> Kristine Airish Torres, Bawi Elementary School SUBMISSION ID: R04A-BATANP-0196	438
<b>Oral Reading Strategy:It's Efficacy to Reading Comprehension of Grade Six Pupils of Sta. Cruz Elementary School:as Basis for Remedial Reading Program</b> Lorna Custodio SUBMISSION ID: R04A-BATANP-1328	439
<b>Oral Reading Through Picture Communication Among Grade II Pupils In Julian A. Pastor Memorial Elementary School</b> Placeda Aceveda & Catherine Catapang, JAPMES SUBMISSION ID: R04A-BATANC-0267	440
<b>Oral Reading Weaknesses Encountered by Grade Iii Pupils of Payapa Elementary; Basis for Intervention Program; Sy- 2017-2018</b> Marcela De Sagun, PPSTA SUBMISSION ID: R04A-BATANP-0632	441
<b>Organic Chemistry through Contextualized Curriculum as Viewed by the Selected Students of Manuel S. Enverga University Foundation</b> Shirley Handog SUBMISSION ID: R04A-QUEZON-0289	442
<b>Organizational Citizenship Behaviors, Collective Teacher Efficacy and Student Achievement in Public Elementary Schools in Lipa City, Batangas</b> Julie Hermosura, Department of Education SUBMISSION ID: R04A-LIPAC1-0166	443
<b>Ortograpiyang Pambansa: Pagpapayaman Ng Kakayahan Sa Pagbaybay Ng Mga Mag-Aaral Sa Baitang 6 Sa Rosario West Central School</b> April Buendia, Department of Education, Rosario West SUBMISSION ID: R04A-BATANP-1834	444



<b>Outcomes-Based Instructional Models in Physics for Grade 7</b> Rochelle Cruz SUBMISSION ID: R04A-RIZALP-0026	445
<b>Overseas Filipino Workers' Children of Oas Polytechnic School: Experiences and Conditions</b> Edgardo Adalla, (Berf Funded) Oas Polytechnic School, Oas, Albay SUBMISSION ID: R005-ALBAYP-0003	446
<b>Oyas (Oplan Yakap at Sikap) an Intervention to Improve the Reading Level of Grade V Pupils of Iba Elementary School</b> Milett Alegro, Rosa Capagcuan, & Felipa Patambang, Department of Education SUBMISSION ID: R04A-CAVITP-0810	447
<b>P1t1 Shepherding and the Academic Performance among the Multigrade Schools of Cabarroguis District</b> Mely M. Rubi, Ph.D, Department of Education, Quirino SUBMISSION ID: R002-QUIRIN-0128	448
<b>Pabingo: Estratehiya Sa Pagtuturo Ng Abakada</b> Cora Villanueva, Halang Banaybanay Elementary School SUBMISSION ID: R04A-CAVITP-0726	449
<b>Pag - atikha: Dynamics of Selected Foods and Drinks of Tayabas and Lucban, Quezon</b> Maridel Villalon, Quezon National High School SUBMISSION ID: R04A-QUEZON-0195 / R04A-QUEZON-0188	450
<b>Pagbasa Mo, Saya Ko Cube: a Reading Intervention for Grade One Struggling Readers</b> Amelita Padua, Banlic Elementary School SUBMISSION ID: R04A-CALAMB-0162	451
<b>Pagbuo Ng Modyul Sa Pagtuturo Sa Filipino 7</b> Vivian Uriarte SUBMISSION ID: R013-SURSUR-0266	452
<b>Paglinang ng Komprehensyon sa Pagbasa ng Wattpad ng mga Mag- Aaral sa Ikaapat na Baitang ng Paaralang Elementarya ng Buhay na Tubig sa Pamamagitan ng Story Grammar</b> Dwain Allen B. Quimoyog, Department of Education, Imus City SUBMISSION ID: R04A-IMUSC1-0014	453
<b>Pagpapataas ng Kakayahan sa Pagsulat ng Pangungusap ng mga Mag-Aaral sa Wikang Filipino Gamit ang Mi- Activity Sheets sa Ikalawang Baitang T. A. 2017-2018</b> Norilie Estrabo SUBMISSION ID: NCR1-MAKATI-0004	454
<b>Pagpapaunlad Ng Marka Sa asignaturang Filipino Ng Mga Mahihinang Mag-Aaral Sa G10 Gamit Ang "Classroom- Based Assessment Protocol"</b> Rosana Tuiroc, Bagbag National High School SUBMISSION ID: R04A-CAVITP-1538	455
<b>Pagsulat Linangin Unahin Motibasyon Aangat Ang Sulatin(Pluma): Sagot Sa Pagbasa at Pagsulat</b> Mylene D. Ganzon SUBMISSION ID: R04A-CALAMB-0131	456
<b>Pagsulat Linangin Unahin Motibasyon Aangat Ang Sulatin(Pluma): Sagot Sa Pagbasa at Pagsulat</b> Mylene Ganzon, Department of Education SUBMISSION ID: R04A-CALAMB-0261	457



- Paired Reading and the Reading Fluency of Grade V- Sped Pupils of Hinatuan South Central Elementary School** 458  
Zaida Arquiza, Department of Education - Hinatuan South  
SUBMISSION ID: R013-SURSUR-0098
- Paired-Reading Technique (Prt): to Reduce the Word Pronounced After 5-Seconds Hesitation of Grade Four Pupils** 459  
Rebecca R. Pareja & Ercylita C. Balason, R. Moreno Elementary School  
SUBMISSION ID: R013-SURSUR-0015
- Paiskaran: Showcasing San Pascual Senior High School 1's Culminating Activity** 460  
Neslie L. Lumanglas, Charmane B. Sanmocte, & Angelica S. Manalo, San Pascual Senior High School 1  
SUBMISSION ID: R04A-BATANP-2185
- Palmer Method as a Tool for Improving the Cursive Style of Writing among Grade Five-Kamagong Pupils of Paaralang Elementarya ng Talahiban 1.0** 461  
Mylene Manalo, Department of Education  
SUBMISSION ID: R04A-BATANP-0786
- Pamamahala ng Pag-Uugali ng mga Batang Kindergarten sa Lemery Pilot Elementary School** 462  
Wiljoy Marie Catapat, Department of Education Lemery  
SUBMISSION ID: R04A-BATANP-1000
- Pammateg: Change Over of the Sped Autism Level I Pupils of Cabarroguis Central School** 463  
Precilla C. Libunao, Cabarroguis Central School Integrated Sped Center  
SUBMISSION ID: R002-QUIRIN-0016
- Pantawid Pamilyang Pilipino Program: Bridging Financial Gaps and its Relationship on the Academic Performance of Selected Junior High School Students of Ettmnhs S. Y. 2018-2019** 464  
Aeron Carl C. Pasao, Angelo Rainier D. Batolina, & Razzell T. Acar, Department of Education  
SUBMISSION ID: R04A-CAVITP-1100
- Parent Involvement and Pupil's Learning Behavior its Relationship to the Academic Performance of Grade 4 Pupils: Basis for an Intervention Program in Teaching** 465  
Renalyn Oriarte  
SUBMISSION ID: R04A-CAVITP-0607
- Parent Involvement and the Academic Achievement, Attitudes and Behavior of Grade 10 Students at Magdalena Integrated National High School** 466  
Jeanette Millena, Juana A. Arvesu, Magdalena INHS  
SUBMISSION ID: R04A-LAGUNA-0264
- Parent Involvement towards the Attitudes of Grade Six Pupils in San Isidro Elementary School San Luis District** 467  
Shirly Balderama, Department of Education San Luis  
SUBMISSION ID: R04A-BATANP-1473
- Parent Separation and its Effect on the Motivation of Senior High School Student to Go to School** 468  
Jeus Rahl V. Costales & Janine Vince H. De Guzman, Department of Education, Ettmnhs  
SUBMISSION ID: R04A-CAVITP-1074
- Parent Teacher association Involvement in Sdo-Quirino School Operations: A Process- Based Evaluation** 469  
Hilaria T. Sabado, Ph.D. & Jorge G. Saddul, Sr, .Orlando E. Manuel, Department of Education-Quirino  
SUBMISSION ID: R002-QUIRIN-0126



<b>Parental Guidance towards the attitudes of intermediate Pupils of Panghayaan Elementary School</b>	470
Jurex Macatangay, Department of Education, Taysan District SUBMISSION ID: R04A-BATANP-0940	
<b>Parental infant Feeding Practices and the Academic Achievement of the Children</b>	471
Ian Catolico SUBMISSION ID: R012-SARANG-0025	
<b>Parental Influence on Choosing the Career Path of incoming Grade 11 Students of Colegio De San Juan De Letran Bataan</b>	472
Athina Beatriz B. Ruiz, Bronce Marelli V. Wee, Marck Julian A. De Leon, Colegio De San Juan De Letran Bataan (Adviser: Lourdes Artuz) SUBMISSION ID: R003-BATAAN-0003	
<b>Parental Influence on Pupils' Achievement in Mathematics</b>	473
Irene Albalate SUBMISSION ID: R005-CAMSUR-0126	
<b>Parental Influence on the Values Formation of Grade Six Pupils in Pook Elementary School</b>	474
Cipriana Vergara SUBMISSION ID: R04A-BATANP-1418	
<b>Parental Involvement and Academic Achievement in Math of Grade 3 Pupils: Basis for Remediation Program</b>	475
Julie Ann Basilio, Francisco De Castro Elementary School SUBMISSION ID: R04A-CAVITP-1259	
<b>Parental Involvement and Performance of Kindergarten Pupils: Basis for an Action Plan</b>	476
Lourdes Lubo SUBMISSION ID: R04A-CAVITP-0517	
<b>Parental Involvement and Pupils' Academic Performance in Batangas City District I</b>	477
Marife Frane SUBMISSION ID: R04A-BATANC-0065	
<b>Parental Involvement and Retention Rate in Public Elementary Schools in the District of Cabuyao</b>	478
Maria Kathrina Anacay, Department of Education-Cabuyao SUBMISSION ID: R04A-CABUYA-0055	
<b>Parental Involvement for an Improved Performance in Reading of Grade 3 Pupils in Bilibinwang Elementary School</b>	479
Teodora Mercado SUBMISSION ID: R04A-BATANP-1273	
<b>Parental Involvement in Grade 7 and Grade 12 in San Juan National High School</b>	480
Aira Joy Gratil, San Juan National High School (Adviser: Estrella Balane) SUBMISSION ID: R005-CAMSUR-0143	
<b>Parental Involvement in Improving Academic Performance of Grade Six Pupils in Coral Na Munti Elementary School</b>	481
Analiza Pilac & Sevilla Endaya SUBMISSION ID: R04A-BATANP-2060	
<b>Parental Involvement in Improving Academic Performance of Grade Six Pupils in Coral na Munti Elementary School</b>	482
Sevilla Endaya & Teacher Analiza Pilac SUBMISSION ID: R04A-BATANP-2205	



<b>Parental Involvement in Reading Intervention: A Reading Program for the Improvement of Grade Four Learners at Risk</b>	483
Leonisa Aran & Noralyn Vidanes, Department of Education Rizal SUBMISSION ID: R04A-RIZALP-0417	
<b>Parental Involvement Nurtures Academically/Behaviorally Challenged Students of Bannawag Integrated School</b>	484
Erlito B. Madriaga, Bannawag Integrated School SUBMISSION ID: R002-QUIRIN-0123	
<b>Parental Involvement on Reading Readiness: Phonetic Awareness of Kindergarten Learners in Col. Pedro Pasia Memorial School</b>	485
Regine Remo, Department of Education Cuenca SUBMISSION ID: R04A-BATANP-0307	
<b>Parental Involvement: It's Impact to the Oral Reading Ability of Struggling and Slow Grades Three to Six Pupils of Paaralang Elementarya Ng Maalas-as</b>	486
Karen Manalo, Geraldine Dalisay, & Marie Garce Plata, Paaralang Elementarya Ng Maalas-As SUBMISSION ID: R04A-BATANP-1892	
<b>Parental Involvement: Its Impact to the Reading Intervention of Identified Grade Six Pupils of Crossing Elementary School</b>	487
Reynalyn Lluvioso SUBMISSION ID: R04A-CALAMB-0185	
<b>Parental Involvement; its Relation to the Seven (7) Developmental Domains of Kindergarten Pupils</b>	488
Jenny Timagos, Department of Education SUBMISSION ID: R04A-CAVITP-0819	
<b>Parental Migrants and the Academic Achievements of Students: Basis for the Proposed Intervention Programs</b>	489
Angel Esteron, Virginia A. Bendo, & Ma. Corazon M. Andres, GEANHS SUBMISSION ID: R04A-CAVITP-0230	
<b>Parental Monitoring on Students Activities</b>	490
Ledy Caraig SUBMISSION ID: R04A-BATANP-1257	
<b>Parental Nurturance and Involvement on the Learning Performance of Grade Two Pupils in Doña Susana Madrigal Elementary School</b>	491
Maria Rhina Guido, Dona Susana Madrigal Elementary School SUBMISSION ID: R04A-RIZALP-0319	
<b>Parental Role Re-Orientation Strategies to Larong Pinoy</b>	492
Jubilee Ann D. Penamante & Danica V. Salazar, Department of Education, Siniloan Integrated National High School (Senior High School) (Adviser: Icy Princess Trencio) SUBMISSION ID: R04A-LAGUNA-0121	
<b>Parental Roles Relative to Child Educational Development in the Elementary Schools in the District of Cuenca: Its Implications to Classroom Instruction</b>	493
Julie Vee Andal, San Felipe Elementary School SUBMISSION ID: R04A-BATANP-1175	
<b>Parental Support and Academic Performance of Grade 12 Students in Munting Ilog National High School</b>	494
John Oliver Lucero, Eurika Joy Felix, Angelyn Espino, & Arian Joy Macinas SUBMISSION ID: R04A-CAVITP-1444	



<b>Parental Support and School-Community Involvement: Developing Competencies among Pupils</b>	495
Janice Eclarinal, Sungay Elementary School SUBMISSION ID: R04A-CAVITP-0423	
<b>Parental Support in Reading Practices of Grade 8 Learners in Bulacnin Integrated National High School</b>	496
Cherryl Aranda, Department of Education, Lipa City SUBMISSION ID: R04A-LIPAC1-0108	
<b>Parent-Child Tandem: Parents' Participation in the Academic Activities of Grade V Sunflower Pupils at Masaya Elementary School</b>	497
Beverly Sastrillo, Department of Education Batangas SUBMISSION ID: R04A-BATANP-1715	
<b>Parenting Style and Classroom Discipline Techniques towards Pupil's Behavior on Selected Grade 6 Pupils of Paciano Rizal Elementary</b>	498
Glacy Tiongco, Paciano Rizal Es SUBMISSION ID: R04A-LAGUNA-0277	
<b>Parenting Style and Parents' Educational Background that Contribute to Students' Absenteeism</b>	499
Benjamin Mangabat, Department of Education, Masaya Inhs SUBMISSION ID: R04A-LAGUNA-0340	
<b>Pupils' Awareness and Practices towards Waste Management: Basis for School's Solid Waste Management Program</b>	500
Aira Araguas & Leila Ilag, San Roque Elementary School SUBMISSION ID: R04A-SANPAB-0112	
<b>Pupils Perception of Playing Video Games in Relation to Study Habits among Grade 4,5and 6 Pupils of Esperanza Elementary School</b>	501
Lourdes Noveno, Department of Education Cavite SUBMISSION ID: R04A-CAVITP-1142	
<b>Grade Three Pupils' Performance in Reading Comprehension in Correlation to their Performance in Problem Solving in Mathematics</b>	502
Chona Malaluan & Arleen C. Mendoza SUBMISSION ID: R04A-BATANP-2099	
<b>Pupils' Self-Concept and Academic Performance in Mathematics: Basis for an Intervention Program</b>	503
Maricris Toledo, Munting Ilog Elementary School SUBMISSION ID: R04A-CAVITP-0596	
<b>Pupil's View on the Utilization of an LED TV in the Classroom</b>	504
Karren Reyes, Department of Education SUBMISSION ID: R04A-BATANP-1954	
<b>QR Code: An Emerging Tool in Effective Classroom Learning</b>	505
Arlene Agana SUBMISSION ID: R04A-CAVITP-0372	
<b>Quadratic Escapade: A Digital Game-Based Learning to Improve the Academic Performance in Mathematics of Grade Nine Students of Bagbag National High School</b>	506
Mailen Jaminall, Bagbag National High School SUBMISSION ID: R04A-CAVITP-0280	
<b>Quality and Acceptability of Paper Fan Made of Banana Pseudostem and Recycled Paper</b>	507
Shyrl Tadeo, Department of Education Calamba City SUBMISSION ID: R04A-CALAMB-0348	



<b>Quality and Duration of Sleep: An Intervention in Memory and Academic Performance of Selected Grade 11 Students</b>	<b>508</b>
Benjimson V. Agapito, Quirino General High School (Adviser: Merlvin D. Ignacio) SUBMISSION ID: R002-QUIRIN-0028	
<b>Quality Assessment of Open High School Program among Public Secondary Schools in Quezon Province: Basis for Improvement Plan</b>	<b>509</b>
Dr. Mark Anthony R. Malonzo & Dr. Jona M. Malonzo, Department of Education IV-A Regional Office SUBMISSION ID: R04A-REGOFF-0010	
<b>Quality assurance in Banaba Elementary School: inputs to Iso Certification Preparation</b>	<b>510</b>
Bryan Del Rosario, Department of Education SUBMISSION ID: R04A-BATANP-0205	
<b>Quality of Instructional Materials among Public Elementary Schools</b>	<b>511</b>
Romabel S. Fulgar, Department of Education SUBMISSION ID: R013-SURSUR-0173	
<b>Quarterly Home Visitation: An Avenue to Minimize Absenteeism of Grade V-Acacia Pupils From Upper Mainit Elementary School</b>	<b>512</b>
Estrella Omas-As SUBMISSION ID: R012-SARANG-0037	
<b>Quipper Learning Portal: Its Effects on Mathematical Performance among Selected Grade 9 Students of Quezon National High School</b>	<b>513</b>
Mia Carissa V. Miranda & Maria Teresa J. Macatangay, Department of Education, Quezon National High School SUBMISSION ID: R04A-QUEZON-0116	
<b>Quipper School: A Continous Improvement Project to Improve the Arithmetic Skills Problem of Students of Rosario National High School</b>	<b>514</b>
Angela Moresco, Rosario National High School SUBMISSION ID: R04A-CAVITP-0376	
<b>Quipper School: A Continous Improvement Project to Improve the Arithmetic Skills Problem of Students of Rosario National High School</b>	<b>515</b>
Marinelia Clamosa, Rosario National High School SUBMISSION ID: R04A-CAVITP-0398	
<b>Quipper School: Its Impact on the Academic Performance in Science of the Selected Grade 10 Students of Tmcnhs</b>	<b>516</b>
Nina Espineli & Marissa M. Rodil SUBMISSION ID: R04A-CAVITP-0000	
<b>Quirino General High School Lesson Study on the Understanding of Image Formed in a Plane Mirror</b>	<b>517</b>
Imelda C. Sibayan, Quirino General High School SUBMISSION ID: R002-QUIRIN-0118	
<b>Quotelect Destination Icebreaker Game as Instructional Material in Teaching Philosophy</b>	<b>518</b>
Leslie Joyce B. Tayong (Adviser: Liezlda V. Reyes) SUBMISSION ID: R012-COTABP-0009	
<b>Radio-Express and Cctv towards Overall School Security (Rectos2): Implications to School Disaster Risk Reduction Program</b>	<b>519</b>
Joseph C, .Lea R. Malaluan, Guadalupe C. De Jesus, Emelia R. Eclarin, Angelito L. Gaboco, & Elizabeth D. Lalunio SUBMISSION ID: R04A-QUEZON-0118	



<b>Raising the Bar: instilling Organizational Values among Teachers</b> Gregorio Mueco, RACE SUBMISSION ID: R04A-BATANP-0185	520
<b>Raising the Performance Ability in Grade Two-SPED of infanta Central Elementary School in Problem Solving through PGOESA Approach (Problem, Given, Operation, Expression, Solution, Answer)</b> Lorna Paloma, Department of Education SUBMISSION ID: R04A-LUCENA-0020	521
<b>Raising Vocabulary Development and Reading Comprehension of Language Learners in a Video Conferencing Setting</b> Virginia Bertulano & Xyric Jay Hugo SUBMISSION ID: R04A-CAVTTP-1666	523
<b>Rampant Absenteeism: The Case of Grade one Pupils of Matabungkay Elementary School</b> Arceli Nioko, Department of Education SUBMISSION ID: R04A-BATANP-0868	524
<b>Rap Me Up Activity: A Strategy to Improve Spelling Competencies of Identified Grade IV Pupils</b> Jocelyn B. Yparraguirre (Adviser: Jomel Montero) SUBMISSION ID: R013-SURSUR-0207	525
<b>Ray Diagramming Technique for Concave Mirrors Using Freeware-Based Module</b> Emerson Dalangin, Sico 1.0 National High School (Grade 7-12) SUBMISSION ID: R04A-BATANP-0330	526
<b>Read It to Win It</b> Noli B. Taroy, Uwisan Elementary School (Adviser: Noli Taroy) SUBMISSION ID: R04A-CALAMB-0199	527
<b>Read to Infer (R2I) to Enhance the Reading Comprehension Skills of Selected Students of Southville IV National High School</b> Levy Jr Magcale, Southville IV National High School SUBMISSION ID: R04A-STAROS-0023	528
<b>Read, Enjoy and Learn Using Contextual Method</b> Arlene Aala SUBMISSION ID: R04A-CALAMB-0263	529
<b>Read, Understand and Nurture the Minds of Learners (Run-MI)</b> Rowena Faylon, Angie Cantoria, & Eleanor Lauren, San Cristobal Es SUBMISSION ID: R04A-CALAMB-0240	530
<b>Readiness in the Implementation of the Kto12 Basic Education Program in the 4th Congressional District of Camarines Sur</b> Minnie Talaguit, Public Schools District Supervisor SUBMISSION ID: R005-CAMSUR-0053	531
<b>Readiness of Rinconada National Technical Vocational School's Technical Vocational Department in the Implementation of Senior High School Tech-Voc Track</b> Freda Tabarangao, Department of Education SUBMISSION ID: R005-IRIGAC-0014	532
<b>Readiness of Accommodating Teachers of inclusion Based on Knowledge, Skills and attitude: A Premise for Support Program</b> Jordan Aquino SUBMISSION ID: R04A-IMUSC1-0044	533



<b>Readiness of Grade 10-LRV students of Lopez NCHS in choosing TVL Track: input to the Development of Mid-Level Entrepreneurial Skills</b>	534
Laarni Villamater, Lopez National Comprehensive High School SUBMISSION ID: R04A-QUEZON-0287	
<b>Readiness of Grade 11 Tvl Students towards Senior High School Curriculum</b>	535
Jennelyn Hernandez, Department of Education SUBMISSION ID: R04A-BATANP-1902	
<b>Readiness of Grade 12 Students of San Jose Litex Senior High School on the 21st Century Skills: Basis for Skill Enhancement Program</b>	536
Edmer Constantino, Dave Gallardo, & Marites Odon, San Jose-Litex Senior High School SUBMISSION ID: R04A-RIZALP-0357	
<b>Readiness of Ict Students of Gulod Senior High School in the National Certification Assessment</b>	537
Jacqueline Vengco, Gulod Senior High School SUBMISSION ID: R04A-BATANC-0340	
<b>Readiness of Public Schools in the Implementation of K-12 Senior High School in the Seventh Congressional District of Cavite: Basis for the Proposed Contingency Plan</b>	538
Vilma Buladas, Tagaytay City Science National High School SUBMISSION ID: R04A-CAVITP-0743	
<b>Readiness of Regular Education Teachers for the inclusion of Children with Special Needs: Basis for in- Service Training Program</b>	539
Yuh Ann Mae Aldemita, Reasearch Association Of Tanza Educators SUBMISSION ID: R04A-CAVITP-0637	
<b>Readiness for Science instruction of Selected Public Elementary Teachers in District III Division of Batangas City</b>	540
Aiza Dima SUBMISSION ID: R04A-BATANC-0283	
<b>Readiness of Senior High School Entrants of Select Junior High Schools in Batangas City Division in General Mathematics</b>	541
Arnold Diona, Alangilan Senior High School SUBMISSION ID: R04A-BATANC-0037	
<b>Readiness of Senior High School Teachers in Teaching Science</b>	542
Rolinda L. Vete, Teacher SUBMISSION ID: R013-SURSUR-0089	
<b>Readiness of the Kindergarten Pupils in General Emilio Aguinaldo District: Basis for Intervention</b>	543
Kristine Belando, Department of Education Cavite SUBMISSION ID: R04A-CAVITP-0348	
<b>Readiness of the Secondary School Teachers of Tanza Cavite in Teaching Mapeh Subject Under K-12 Curriculum</b>	544
Ronalyn Solis, Tanza National Trade School SUBMISSION ID: R04A-CAVITP-1577	
<b>Readiness of the Selected Primary Teachers of Ldes Teaching Mapeh Subject Under K to 12 Curriculum</b>	545
Nida Pingol & Ma Teresa Remalla, Division Of Cavite City SUBMISSION ID: R04A-CAVITC-0072	
<b>Reading Enhancement Activities in Calicanto Elementary School</b>	546
Glenda Panopio, Department of Education Batangas City SUBMISSION ID: R04A-BATANC-0512	



<b>Reading a Road to Success</b>	547
Jennifer Erna & Janet Bencito SUBMISSION ID: R04A-CAVITP-0528	
<b>Reading Ability and Comprehension Levels of Grade Seven Students in Sta. Anastacia-San Rafael National High School: A Basis for a Proposed Action Plan</b>	548
Ian Genovia SUBMISSION ID: R04A-BATANP-2040	
<b>Reading Ability of Grade IV Ruby and its Impact to their Academic Performance in Class. S.Y. 2017-2018 of Gregorio Paradero Elementary School, Tuy District</b>	549
Corazon Pagkaliwangan, Department of Education SUBMISSION ID: R04A-BATANP-1364	
<b>Reading Ability of Grade Three Pupils of Paaralang Elementarya ng Palahanan, San Juan West District, San Juan, Batangas</b>	550
Dorotea De Chavez, Department of Education SUBMISSION ID: R04A-BATANP-1154	
<b>Reading Ability of the Learners through the Program "Magkasalo Sa Pagbabasa" in Filipino</b>	551
Myrna Libang SUBMISSION ID: R04A-TANAUA-0092	
<b>Reading Aloud and Silent Reading: A Comparative Analysis of the Use of Two Reading Strategies on Reading Comprehension</b>	552
Ma. Cecilia Marquez SUBMISSION ID: R04A-RIZALP-0418	
<b>Reading attitude of Grade III Pupils at Cuenca Central School</b>	553
Marilou Magpantay, Margarita Linda Magpantay, & Imelda Mandocdoc, Department of Education Batangas SUBMISSION ID: R04A-BATANP-1652	
<b>Reading attitudes of the Grade12 Students of San Juan Senior High School and their Levels of Reading Comprehension</b>	554
Emma Noralyn Laqui, San Juan Senior High School SUBMISSION ID: R04A-BATANP-0757	
<b>Reading Behavior and Levels of Comprehension of the Primary Pupils of Latian Elementary School</b>	555
Raiza Marie M. Riblando, Marjorie M. Tangan, & Luz M. Giga SUBMISSION ID: R04A-CALAMB-0371	
<b>Reading Behavior of Selected Seventh Graders of General Emilio National High School-Bailen in English Subject and its Effect to the Level of Reading Comprehension S.Y. 2018-2019</b>	556
Kim Bryan Tigue, Deserie Mae J. Garay, Michelle Sue B. Incognito, & General Emilio National High School-Bailen SUBMISSION ID: R04A-REGOFF-0001	
<b>Reading Clinic - an Experimental Remedial Class for Non/Slow Readers in Grade I - Imus Pilot Elementary School</b>	557
Salvacion Subong, Department of Education Imus SUBMISSION ID: R04A-IMUSC1-0054	
<b>Reading Competence of Grade 12 Senior High School Students of Tagaytay City National High School: Basis for Enhanced English Competency Model</b>	558
Lorena Constante, Department of Education SUBMISSION ID: R04A-CAVITP-0752	



<b>Reading Competencies of Grade 10 Students of Bucal National High School</b> Nicole Hernandez SUBMISSION ID: R04A-CAVITP-1687	559
<b>Reading Comprehension Ability of Grade V- Magnolia Pupils at Bolo Elementary School</b> Thelma, Department of Education Bauan West District SUBMISSION ID: R04A-BATANP-1801	560
<b>Reading Comprehension and its Effect in Increasing the Academic Performance of Grade Iii Pupils of Dona Carmen Elementary School</b> Bernadette Samocino, Department of Education SUBMISSION ID: R013-SURSUR-0147	561
<b>Reading Comprehension and Mathematical Literacy as Determinants of Student's Performance in Solving Word Problems in Science</b> John Mark Marasigan SUBMISSION ID: R04A-QUEZON-0391	562
<b>Reading Comprehension and Mathematical Performance; a Correlation</b> Michelle Mendoza & Myrna A. Zara, Panghayaan Es- Department of Education Taysan District SUBMISSION ID: R04A-BATANP-0942	563
<b>Reading Comprehension and Sequencing Skills Relative to the English Academic Performance among Grade Six Pupils of Patnanungan Norte Elementary School, Patnanungan Quezon</b> Catalla Jhan Mark SUBMISSION ID: R04A-QUEZON-0203	564
<b>Reading Comprehension as an index for Academic Performance</b> Madelyn G. Alzate, Department of Education SUBMISSION ID: R013-SURSUR-0170	565
<b>Reading Comprehension Difficulties of Grade Iv Pupils of Victoria Elementary School</b> Millienor Tapia SUBMISSION ID: R04A-LAGUNA-0085	566
<b>Reading Comprehension Difficulties of Grade Vi Padre Garcia Central School Pupils: A Basis for an Enhancement Plan</b> Flora Cabarteja, Department of Education Padre Garcia SUBMISSION ID: R04A-BATANP-0194	567
<b>Reading Comprehension of Grade Two Learners in Compradia Elementary School</b> Jonalyn Torino SUBMISSION ID: R04A-BATANP-0739	568
<b>Reading Comprehension in Relation to Class Performance in Mathematical Word Problems of Selected Grade Six Pupils of Bagong Pook Elementary School, Trece Martires City, Cavite School Year 2018-2019</b> Carolyn Joy S. Taruc & Jhoy D. Diolola, Department of Education SUBMISSION ID: R04A-CAVITP-0565	569
<b>Reading Comprehension Level and Academic Performance in Reading and Writing of Senior High School Students at Tagaytay City Science National High School: Basis for an Enhanced Remedial Program</b> Josefa Charlene Mendoza SUBMISSION ID: R04A-CAVITP-1533	570
<b>Reading Comprehension Level of Grade V Students of Maugat East Elementary School: Basis for Reading Intervention Program</b> Marites Luansing, San Miguel Elementary School SUBMISSION ID: R04A-BATANP-0126	571



<b>Reading Comprehension of Grade 5 Pupils in Escribano Elementary School</b> Ailene Berania SUBMISSION ID: R04A-BATANP-2001	572
<b>Reading Comprehension of Grade Nine Students: Basis for a Proposed Collaborative Strategic Reading Program</b> Gerlin Gay Esconde, Department of Education Sarangani SUBMISSION ID: R012-SARANG-0040	573
<b>Reading Comprehension of Grade V Pupils in Reading Short Stories</b> Jessica Noche, Department of Education SUBMISSION ID: R04A-BATANP-1875	574
<b>Reading Comprehension Performance in Relationship with Academic Performance in English among Grade 1 Pupils of Bendita Elementary School in the District of Magallanes for Sy 2017-2018</b> Joanabelle Mojica, Bendita Elementary School SUBMISSION ID: R04A-CAVITP-0589	575
<b>Reading Comprehension Skills among Grade Two Pupils in Alangilan Elementary School</b> Paola Ann Rose Ebor, Department of Education SUBMISSION ID: R04A-BATANC-0083	576
<b>Reading Comprehension Skills in English of Grade 7 Students at San Nicolas National High School S.Y 2018-2019</b> Nicole Angeline Vertucio SUBMISSION ID: R04A-BATANP-0833	577
<b>Reading Comprehension Skills in Hearing Impaired Students of Calamba National High School for School Year 2015-2016</b> Irene Lourdes Bernadette Medrano SUBMISSION ID: R04A-CALAMB-0052	578
<b>Reading Comprehension Skills Relative to the Academic Performance in Mathematics of Grade IV Pupils in Magsaysay Elementary School infant, Quezon</b> Sharmaine Penaojas, Department of Education SUBMISSION ID: R04A-QUEZON-0168	579
<b>Reading Comprehension Strategies Relative to Traditional and Modern Approaches in Pedagogy</b> Arlene Aring, Camp Vicente Lim Integrated School SUBMISSION ID: R04A-CALAMB-0225	580
<b>Reading Comprehension through Classroom Group Work Activities among Grade one Pupils in San Felipe Elementary School</b> Lyn Iloco, San Felipe Es, San Felipe Padre Garcia Batangas SUBMISSION ID: R04A-BATANP-0117	581
<b>Reading Comprehension: Its Correlation to the Periodical Test Result in Science and Health of Grade Six Pupils of Rosa G. Acuna Memorial Elementary School</b> Emelita Yabut SUBMISSION ID: R04A-CAVITP-1521	582
<b>Reading Corner: Its Impact to Reading Skills among Grade Six Struggling Readers in Lian Central School</b> Leila Ilagan, Department of Education-Lian SUBMISSION ID: R04A-BATANP-1524	583



<b>Reading Diagnostics to Enhance Learners (Rdel): A Diagnostic Test in Reading Comprehension for Grade 7 Students</b>	<b>584</b>
Rodel Catubay SUBMISSION ID: R012-SOUCOT-0000	
<b>Reading Difficulties and Comprehension Level of Grade Vi Pupils of Pinagkurusan Elementary School: Basis for Enhancement Activities</b>	<b>585</b>
Carolyn Chavez, Pinagkurusan Elem. School SUBMISSION ID: R04A-BATANP-1254	
<b>Reading Difficulties Encountered by Grade 10 Students From Balayan National High School: A Basis for Reading Enhancement Program</b>	<b>586</b>
Jane Bugtong, Balayan National High School SUBMISSION ID: R04A-BATANP-0209	
<b>Reading Difficulties of Selected Grade Five Pupils of Mariano C. Anacay Memorial Elementary School for the School Year 2018-2019</b>	<b>587</b>
Maricar Delbo SUBMISSION ID: R04A-CAVITP-1178	
<b>Reading Encounter Through Strengthened Time and Better Attitude</b>	<b>588</b>
Cherrie Andrea M. Jarabe, Marites O. Benitez, & Ricardo A. Patawe SUBMISSION ID: R04A-CAVITP-1551	
<b>Reading Enhancement and Comprehension Tests through Local-Context Approach to Slow Readers</b>	<b>589</b>
Edwin B. Marianita, Rubirosa P. Arejola, & Jessa Mae C. Adriatico, Department of Education Cam Sur SUBMISSION ID: R005-CAMSUR-0023	
<b>Reading Enhancement and Development Program: A Multi -Level Strategy in Reading of Grades Two to Six Pupils at Mangas Elementary School</b>	<b>590</b>
Cleta Escover, Department of Education SUBMISSION ID: R04A-CAVITP-0476	
<b>Reading Enhancement and Development Program: An Evaluation of School-to-School Partnership Reading Program</b>	<b>591</b>
Dorris Rogando & Isabel Dulce M. Lugay SUBMISSION ID: R04A-CAVITP-1222	
<b>Reading Enhancement of Kindergarten Pupils with the Aid of Parent Supervision</b>	<b>592</b>
Jessica Llarena, Teacher I SUBMISSION ID: R04A-CAVITP-1181	
<b>Reading Enhancement through Short Stories in Grade Two Pupils in Melecio Arceo Memorial Elementary School</b>	<b>593</b>
Caroline Gayeta, Department of Education - Batangas City SUBMISSION ID: R04A-BATANC-0359	
<b>Reading for Meaning: Supplementary Word Learning Activities for Grade Four Pupils at Ilat Elementary School</b>	<b>594</b>
Maria Fatima Macuha, Department of Education Division Of Batangas Province SUBMISSION ID: R04A-BATANP-0755	
<b>Reading Habits and attitudes toward Reading by the Grade Four Pupils in Aguedo Lota asina Memorial Elementary School</b>	<b>595</b>
Eva Marie Dalangin, School Rosario Castillo - School SUBMISSION ID: R04A-BATANP-2103	



- Reading Habits of Select Grade Five Pupils of Ticub Elementary School and its Effect on Their Academic Performance** 596  
Marinnel Reyes, Jovita Canta, & Ambrocia Atienza, Epifania Endaya, Department of Education  
SUBMISSION ID: R04A-BATANP-1870
- Reading Habits of Senior High: Basis for a Development Program in Emiliano Tria Tirona Memorial National High School-Integrated Senior High School** 597  
April Ann Canuel, Jenelyn S. Almano, & Mark Andrew S. Idjao, Department of Education, ETTMNHS  
SUBMISSION ID: R04A-CAVITP-1070
- Reading Habits Versus Reading Proficiency Levels of Grade 10 Students: Basis for Enhanced Reading Program** 598  
Danelica Torrea, Department of Education  
SUBMISSION ID: R04A-CAVITP-1219
- Reading Habits, Comprehension Level and Academic Achievement in English of Grade 7 Students: Basis for Student-assisted Reading Scheme** 599  
Rubyluz Navarro, Kaytitinga National High School  
SUBMISSION ID: R04A-CAVITP-1133
- Reading in Tandem: to Reduce Non-Readers and Improve the Reading Performance of Grade IV Pupils** 600  
Rolando E. Villamor Jr., Tambis Central Elementary School  
SUBMISSION ID: R013-SURSUR-0119
- Reading Intervention Program to Decelerated Readers** 601  
Mary Rose D. Senarosa, Lyka A. Acelajado, Bea Jessesa P. Muldong, & Kriszzia Mae Moratalla (Adviser: Icy princess trencio)  
SUBMISSION ID: R04A-LAGUNA-0117
- Reading Intervention Project of Kindergarten in Pansin Elementary School** 602  
Lorna Bagay, AMARE  
SUBMISSION ID: R04A-CAVITP-1448
- Reading Intervention Project of Kindergarten in Pansin Elementary School** 603  
Lorna Bagay, AMARE  
SUBMISSION ID: R04A-CAVITP-1612
- Reading Levels of Grade-7 Students of infanta National High School: inputs for Reading Program Development** 604  
Aida Odiaz, Infanta NHS  
SUBMISSION ID: R04A-QUEZON-0128
- Reading Literature and its Behavioral Implications to the Grade 8 Students of Palo Alto Integrated School** 605  
Maricel G. Ilagan, Department of Education Calamba  
SUBMISSION ID: R04A-CALAMB-0177
- Reading Metamorphosis Ladder: Game for Improving Struggling Readers** 606  
Sarah Bianca Sarita, Mary France Reyes, & Allan Jumpalad  
SUBMISSION ID: R04A-LUCENA-0001
- Reading Online: A Technology-Based Reading Remediation Scheme for Slow Readers of Grade Four Class at Bawi Elementary School** 607  
Ruby Escabosa, Bawi Elementary School  
SUBMISSION ID: R04A-BATANP-0296



<b>Reading Performance in Filipino among Grade IV Pupils of Julian A. Pastor Memorial Elementary School</b>	<b>608</b>
Marilyn Recio & Ma. Teresa C. Cortas, JAPMES SUBMISSION ID: R04A-BATANC-0260	
<b>Reading Performance of Grade 7 Students of Rosario National High School: Basis for Developing Reading Intervention Materials</b>	<b>609</b>
Marilou Medrano, Rosario National High School SUBMISSION ID: R04A-BATANP-0444	
<b>Reading Performance of Grade Two Pupils in inosloban-Marawoy Elementary School</b>	<b>610</b>
Agnes Dimaano, Department of Education SUBMISSION ID: R04A-LIPAC1-0155	
<b>Reading Performance of Pupils in the Philippine informal Reading Inventory (Phil-Iri)</b>	<b>611</b>
Vilma Buendia, Department of Education SUBMISSION ID: R005-TABACO-0054	
<b>Reading Performance of the Grade 7 Students of Paiisa National High School, Tiaong, Quezon During the School Year 2016- 2017: input for Effective Remedial Reading Approach</b>	<b>612</b>
Ma Alona Dimaculangan, Sico 1.0 National High School (Grade 7- 12) SUBMISSION ID: R04A-BATANP-2022	
<b>Reading Preferences and Patterns of Post-Millennial Filipinos: Basis for the Development of an Android Application</b>	<b>613</b>
Jmar Almazan, MAED SUBMISSION ID: R04A-CALAMB-0202	
<b>Reading Preferences through Multimedia Instruction of Grade Six Pupils in Mapulo Elementary School</b>	<b>614</b>
Carine B. Marasigan & Loreta A.Marasigan, Department of Education (Adviser: Ofelia P. Driz) SUBMISSION ID: R04A-BATANP-1195	
<b>Reading Problems and Skills of the Primary Pupils of Public Elementary Schools of Cluster 6 and 7 in West 1, Calamba City</b>	<b>615</b>
Arlene Tumabao, Southville VI Elementary School SUBMISSION ID: R04A-CALAMB-0309	
<b>Reading Problems in English that Affect the Learning Competencies among Selected Grade Seven Students of New Era National High School A.Y 2015-2016</b>	<b>616</b>
Princess Lorente SUBMISSION ID: R04A-CAVITP-1196	
<b>Reading Proficiency Level of Selected Grade Six Pupils Based on Phil-Iri Gst Results: A Basis for Intervention</b>	<b>617</b>
Ryan Lester Macandili, Department of Education-San Pablo City SUBMISSION ID: R04A-SANPAB-0001	
<b>Parenting Styles and Parental Educational Participation in Recto Memorial National High School</b>	<b>618</b>
Nanette Javier, Department of Education, RMNHS SUBMISSION ID: R04A-LUCENA-0030	
<b>Parenting Styles on the Development of Social-Emotional attributes of Kindergarten Pupils of Mantagbac Elementary School</b>	<b>619</b>
Eden Bugagao,Mantagbac ES SUBMISSION ID: R005-CAMNOR-0033	



<b>Parenting-Style Approach of Teachers in Bayudbud Elementary School</b> Nino Viaro, Department of Education SUBMISSION ID: R04A-BATANP-2144	620
<b>Parents and Community Perspective for Promoting the Reading Culture in Selected Schools of Tabaco West District, Tabaco City Division</b> Demetria Aguilar, Department of Education SUBMISSION ID: R005-TABACO-0053	621
<b>Parents and Teachers' Influences on the Values Formation Process of Kindergarten Pupils in Tanauan City Division: Implications to Administration and Supervision</b> Liezl Enriquez SUBMISSION ID: R04A-TANAUA-0172	622
<b>Parents as Partners for Enhanced Results in Scholastics (PAPERS): A program for Honing Student's Academic Performance in Laurel Senior High School School Year 2017-2018</b> Mary Cherill P. Umali, Mike Keivin Mayuga, & Ma. Leonor M. Vertucio, Ph.D. SUBMISSION ID: R04A-BATANP-0678	623
<b>Parent's Educational Engagement Factors in Amontay NSH : Bases for Participation Handbook</b> Carmencita Ponce, Department of Education, Division Of Quezon SUBMISSION ID: R04A-QUEZON-0067	624
<b>Parents' Follow-up at Home: Its Impact to Pupils' Performance</b> Imelda Reyes, Department of Education SUBMISSION ID: R04A-BATANP-0674	625
<b>Parents' Follow-up at Home: It's Impact to Pupils' Performance</b> Imelda Reyes, Department of Education SUBMISSION ID: R04A-BATANP-2299	626
<b>Parents Help in the Education of Learners</b> Jasmin Pasco, San Pablo Central, Lakeside District SUBMISSION ID: R04A-SANPAB-0061	627
<b>Parents' Involvement During Brigada Eskwela: Basis for Action Plan</b> Marilyn Lengson & Chanda Villela, Department of Education Cavite SUBMISSION ID: R04A-CAVITP-0141	628
<b>Parents' Involvement During Brigada Eskwela: Basis for Action Plan</b> Chanda Villela & Marilyn Lengson, Department of Education Cavite SUBMISSION ID: R04A-CAVITP-0146	629
<b>Parents Involvement in Different School Programs and Activities at Malaruhatan Elementary School (MES) Malaruhatan, Lian, Batangas</b> Sabel Bituin (Adviser: Sabel Bituin) SUBMISSION ID: R04A-BATANC-0540	630
<b>Parents' Involvement in School Activities of the Kindergarten Pupils of Bins</b> Cyril Ayo, BERF Funded, Department of Education SUBMISSION ID: R005-SORSOC-0005	631
<b>Parents' Involvement in their Children's Learning of Mathematics at Home</b> Rosella Cobre, GMATHS SUBMISSION ID: R04A-CAVITP-0583	632



<b>Parents' Involvement on the Sustainability of School-Based Feeding Program (SBFP) in Calamba West District</b>	633
Alicia Manaig & Alan Tuiza, SDO Calamba City	
SUBMISSION ID: R04A-CALAMB-0189	
<b>Parents Involvement to Non-Readers of Bukal Elementary School, District of Padre Garcia</b>	634
Wilfredo Dimapasok, Department of Education	
SUBMISSION ID: R04A-BATANP-0232	
<b>Parents' Lack of Involvement in School Activities: An Analysis</b>	635
John Rich D. Buño, Kristine Padilla, & Ma. Louisa S. Cabatay	
SUBMISSION ID: R04A-BATANP-0994	
<b>Parents' Lack of Participation in School Activities</b>	636
Annaliza Bauyon	
SUBMISSION ID: R04A-BATANP-0165	
<b>Parents' Lack of Participation in School Activities and its Relation to Pupils' Academic Performance</b>	637
Alvin Manalo, Department of Education	
SUBMISSION ID: R04A-BATANP-2326	
<b>Parents' Participation in Strengthening the School-Based Management of San Pascual National High School</b>	638
Filipina Serrano, San Pascual National High School	
SUBMISSION ID: R04A-BATANP-1152	
<b>Parents' Participation in the Development of Early Reading Skills</b>	639
Kristina, Batangas City	
SUBMISSION ID: R04A-BATANC-0293	
<b>Parent's Participation on the Enhancement of Academic Performance among Selected Grade 6 Pupils at Bilibinwang Elementary School</b>	640
Karen Joy Almanzor	
SUBMISSION ID: R04A-BATANP-1223	
<b>Parents' Participation on the Enhancement of Educational Development among Grade 9 Learners at Dacanlao G. Agoncillo National High School School Year 2016-2017</b>	641
Jennifer Vicente	
SUBMISSION ID: R04A-BATANP-1961	
<b>Parents' Perception About the Effects of Work Immersion to the Grade 12 Students of Calamba Bayside Integrated School</b>	642
Unice Ann Eleseo, Department of Education	
(Adviser: Dhonabel Catelo)	
SUBMISSION ID: R04A-CALAMB-0150	
<b>Parents' Perception of Reading Readiness in English of incoming Grade one Pupils at BBES: Basis for a Proposed Reading Intervention Program</b>	643
Angelica Belen, Banaybanay Elementary School	
SUBMISSION ID: R04A-BATANP-0221	
<b>Parents Perspective towards their Children's Education</b>	644
Christene Mae Brusas, Masbate Province	
SUBMISSION ID: R005-MASBAP-0007	
<b>Parents' Support and Intervention and the Level of Skills Development of Kindergarten Pupils: A Basis for a Proposed Action Plan in Tanauan City North District</b>	645
Edna Manimtim, Tanauan City	
SUBMISSION ID: R04A-TANAU-0011	



- Parents' Support to Learning Activities of School Children at Paaralang Elementary ng Tipas, San Juan East District** 646  
Marianne Manalo, Department of Education San Juan East  
SUBMISSION ID: R04A-BATANP-1602
- Parent-Teacher Involvement towards Scholastic Achievement of Grade Three Pupils in Timbugan Elementary School** 647  
Geraldine Mendoza, Imelda C. Tapero, & Janeth R. Adame, Timbugan Elementary School  
SUBMISSION ID: R04A-BATANP-1842
- Parent-Teacher Partnership (PTP): Mean for the Improvement of Reading Comprehension Skills in English of Grade II Pupils at Palangue 2 Primary School** 648  
Lydia Borromeo & Mary Joy Gonzales, Department of Education Cavite  
SUBMISSION ID: R04A-CAVTTP-0478
- Parent-Teacher Partnership for Responsible Parenthood an Intervention Action in Anselmo A.Sandoval Memorial National High School** 649  
Princess Marasigan, AASMNHS  
SUBMISSION ID: R04A-BATANP-1217
- Parent-Teacher Partnership: An Avenue to Decrease Students with Reading Dissabilities** 650  
Myrene Rinopa  
SUBMISSION ID: R04A-TANAUUA-0075
- Parent-Teacher relationship: Its Implication on the Development of Grade five Pupils' Moral Values of San Ignacio Elementary school** 651  
Leona Arias, Department of Education, Rosario West  
SUBMISSION ID: R04A-BATANP-1457
- PARES: An Effective Reading Intervention in Raising the Literacy among Grade Two Pupils of Alfonso Central School** 652  
Katrina Marie M. Binauhan & Vincent N. Salazar, Department of Education  
(Adviser: Katrina Marie Binauhan)  
SUBMISSION ID: R04A-CAVTTP-0581
- Participation of Grade 8 Students of Banaba West National High School in Extra Curricular Activities** 653  
Bener Delgado, Banaba West National High School  
SUBMISSION ID: R04A-BATANC-0291
- Participation of Parents of intermediate Pupils in School Activities at Bacao Elementary School** 654  
Ronald Ortega, Department of Education, Batangas  
SUBMISSION ID: R04A-BATANP-1450
- Participation to International Chemistry tournament in Russia: A Benchmark for Cavite National Science High School in Teaching Chemistry in the Spiral Progression Approach** 655  
Eliaquim Bisa, Krystel Klarrize Malong, & Ruby Bautista, Department of Education  
SUBMISSION ID: R04A-CAVTTP-0781
- Participative Planning: Input to an Enhanced School Management** 656  
Iluminada Gayeta, Department of Education, Batangas City  
SUBMISSION ID: R04A-BATANC-0306
- "Partisipasyon Ko, Karangalan Ko": An Intervention to Increase the Attendance of Grade 8 Students of Agsam Integrated School in Different School Activities** 657  
Lyziel C. Manubag, Department of Education  
SUBMISSION ID: R013-SURSUR-0215



- Improving Reading Comprehension Through the Use of Monitoring Comprehension Strategy in Grade VI Pupils** 658  
Dina Basco, Banlic Elementary School  
SUBMISSION ID: R013-CALAMB-0160
- Improving the English Reading Fluency of Grade III-Molave Pupils Through Contextualized and Localized Reading Materials** 659  
Tessie Rangel, Department of Education  
SUBMISSION ID: R005-TABACO-0073
- Improving the Reading Performace of Sabang Elementary School Grade IV Pupils Through Project EDEN** 660  
Eden Genciana, RACE Member  
SUBMISSION ID: R04A-QUEZON-0386
- Improving the English Reading Skills of Grade 1 Pupils through "Lunch Ko, Kinabukasan Ko (Feed Me for a Future)" Program** 661  
Guillerma O. Ballentos, Teacher  
SUBMISSION ID: R013-SURSUR-0073
- Improving the Reading Skills of BBES's Grade III Pupils in Filipino and English Through Project No for Non-Readers** 662  
Irma Rayo & Guillerma Cuesta, Bagong Buhay Elementary School  
SUBMISSION ID: R04A-CAVITP-0642
- Improving the Reading Skills of Slow Readers in Grade V through Project EDWARD (Exercises That Develop Word Appreciation and Recognition for Diverse Learner)** 663  
Edward G. Nueva & Linda R. Costelo, Dr. Alfredo Pio de Roda Elementary School  
SUBMISSION ID: R04A-CAVITP-0914/R04A-CAVITP-0928
- Improving Reading Skills through "Multimedia Ko. Pagbasa Mo (View Me to Read)" among Grade 2 Pupils** 664  
Richel G. Fernandez, Teacher  
SUBMISSION ID: R013-SURSUR-0075
- Improving Reading Speed through Repeated Reading Intervention** 665  
Rovelyn H. Lestones, Department of Education  
SUBMISSION ID: R013-SURSUR-0300
- Improving the School's Academic Performance of Students Under Drop-out, Tardiness, and Absenteeism (DOTA) through Project Collabratively Linked and Adopt Northernians to Succeed (CLANS)** 666  
Ma. Elena Agorita, Dionne O. Rabeje, & Annalyn T. Panimdim, Northern Canaman High School  
SUBMISSION ID: R005-CAMSUR-0136
- Improving the Science Reading Comprehension of Grade 9 Students through Project TESLA (The Evaluative Student-Learner through Reading Activity)** 667  
Princess Ann Sales, Recto Memorial National High School  
SUBMISSION ID: R04A-QUEZON-0088
- Improving the Sentence Construction Skills of Grade Three Pupils through the TIE (Teach Integrative Evaluate) Method** 668  
Jesusana Garcia, Department of Education, Cabuyao  
SUBMISSION ID: R04A-CABUYA-0015
- Improving the Problem-Solving Skills for Word Problems through Mathematical Interventions for Struggling Selected Grade One Pupils of Guadencio B. Lontok Memorial Integrated School** 669  
Rene de Silva  
SUBMISSION ID: R04A-LIPAC1-0062



- Improving the Spelling Skills of Grade VI Pupils of Look Elementay School Through Different Spelling Instructions** 670  
Maria Carmen Borneo, Brave  
SUBMISSION ID: R04A-BATANP-1396
- Improving Students' Competency in Operation on Integers Through the "5-10-10 Drill" Strategy** 671  
Erist Capul, Southville IV National High School  
SUBMISSION ID: R04A-STAROS-0015
- Improving Students' Mastery Level in Rational Through the Shepherding Approach** 672  
Jenjen Ceniza, Loyola National High School  
SUBMISSION ID: R013-SURSUR-0091
- Improving Students' Participation in Science 10 through "Express Idea, Expressway" Program** 673  
Annie Rose I. Almencion, Teacher  
SUBMISSION ID: R013-SURSUR-0063
- Improving Students' Performance in AP 10 Using "Activity Puzzle"** 674  
Mildred de Leon, Department of Education, Camp Vicente Lim Integrated School  
SUBMISSION ID: R04A-CALAMB-0217
- Improving Students' Performance in the English 4 Learning Competency "Use Simple and Compound Sentences Correctly to Enumerate Ideas" Through Peer Tutoring** 675  
Chiara Yasmin Handugan, Department of Education  
SUBMISSION ID: R013-SURSUR-0084
- Improving the Performance in Science 9 of the Students of the Malapad na Parang National High School Using Strategic Intervention Materials** 676  
Irelyn Duenas, Department of Education, Malapad na Parang National High School  
SUBMISSION ID: R04A-BATANP-1419
- Improving the Students' Performance in Task-Component Using the PTB (Point to Box) Strategy in the ESP Subject** 677  
Edison M. Fajarito, Teacher  
SUBMISSION ID: R04A-STAROS-0028
- Improving the Students' Reading Comprehension Through a Cooperative Reading Group Strategy** 678  
Joanna Karla M. Jimenez, Ronald P. Jacinto, & Yennah Martinez  
SUBMISSION ID: R013-SURSUR-0313



# EDUCATION

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**Interpersonal Attitude of Family, Teachers and Peers as Related to the Academic Performance of Intermediate Pupils of Sanja Mayor Elementary School; Basis for Pupil Development Program**

Eva Morana, Department of Education

**Abstract**

**INTRODUCTION**

The study was designed to determine the factors such as teachers, the home/family, and peers which could affect the academic performance of Grade IV, V and VI pupils of Sanja Mayor Elementary School, School Year 2016-2017. The respondents of this study were the intermediate pupils, teachers, family, and peers.

**METHODS**

The questionnaire is the main instrument of the study. It consists of three sets. It was developed thru the readings of the authors on the educational journal and magazines related to the present study. Other masteral questionnaires were considered to gain insights about questionnaire construction. The researcher also solicited pieces of advice from her adviser to construct a questionnaire that best fit to answer the questions raised in the study. The questionnaires were undergone validation before its administration. There were three sets of questionnaires that were answered by the three groups of respondents: teachers, parents, and pupils.

**RESULTS**

Based on findings the following conclusions were drawn; Most of the teacher respondents have the necessary teaching qualifications. Their personal obligations were divided between their family and the school. They received a monthly remuneration of less than P20,000 per month. Majority of the family respondents earned the maximum amount of less than P10,000 monthly. Parent respondents had a desirable economic status to support their children to school granted that they were college graduates. Majority of teachers rated such factors with a high mean average of which is described as always with respect to their attitudes towards the three areas. On the other hand, family relations of those involved in this study are very satisfying and harmonious as perceived by the children and parents.

**DISCUSSIONS**

Based on the findings and conclusions, the researcher has formulated and proposed the following recommendations: Teachers should consider continuing education to upgrade their profession so that their monthly remunerations will increase. The school should consider support and motivation to parents so that they may find ways to upgrade also their financial status for the future of their children. Teachers should continue to practice good rapport with their pupils in order to boost their morale so that they can easily be motivated to study harder.

**KEYWORDS:** Interpersonal Attitude of Family, Teachers, and Peers related to the Academic Performance of Intermediate Pupils

**SUBMISSION ID: R04A-CAVTP-1588**



**Interpersonal Relation Skills and Academic Performance of Grade Six Pupils of Tamayo Elementary School (SY 2017-2018) an Assessment**

Yolanda Alilio, Tamayo Elementary School

**Abstract**

**INTRODUCTION**

This research focuses on how social and emotional factors influence learning engagement and academic achievement of Grade six pupils in Tamayo Elementary School with the purpose of drafting an action plan to help students enhance their interpersonal relation skills and to develop, progress as well, especially the academic performance of students.

**METHODS**

This study involved Grade six pupils of Tamayo Elementary School who are enrolled for S.Y. 2017-2018. The researcher used the descriptive method of research to portray as accurately as possible some phenomenon of interest. It was used to gather and evaluate the academic performance and interpersonal relation skills of Grade Six pupils. The principle aims in employing this method was to assess teachers and give several important details on how to assess and evaluate the academic performance and social relation of Grade Six pupils.

**RESULTS**

After a thorough analysis of all the data presented in this study, it was revealed that majority of students present friendly, helpful interpersonal relation skills, and follow rules and regulations while others show attention and interact with the school authority. Pupil's performance was above average which showed that a strong interpersonal relationship skill which reflected on their academic performance.

**DISCUSSIONS**

Based on the output of this study, it is suggested that a regular leadership activity must be conducted for more development of interpersonal relationship skills of students. There is a necessity for teachers and parents to work hand in hand for the betterment of the pupils.

**KEYWORDS:** Interpersonal relation, academic performance, social relation

**SUBMISSION ID: R04A-BATANP-0352**



## **Interrelationships of Science Achievement and Multiple Intelligences of Grade 11 Students of Gulod Senior High School**

Lorna Alvarez, Department of Education - Batangas City Division

### **Abstract**

#### **INTRODUCTION**

Education is an indispensable requirement for a person's well-being. Insufficient or poor education deprives a person of the means of doing and becoming. At present where learners are exposed to technological advancement, science education should provide learning that will equip students in their exploration with the world. This, more than ever, is the responsibility of science teachers. Through learning in the sciences, students develop their interest in, and understanding of, the living, material, and physical world. Learners may apply their understanding of scientific concepts, ideas, and principles within and across a range of scientific contexts.

#### **METHODS**

The researcher wanted to determine the multiple intelligences of students in Science as core subject in Gulod Senior high school and find out if the influence of science learning, the result of the correlation and determination of students' interests will be the references for developing activities that will tap their intelligences using concepts of multiple intelligences as springboard of learning.

The descriptive type of research was used in this study with the questionnaire as the main data gathering instrument. Respondents were 361 Grade 11 students from Gulod Senior High School Division of Batangas City. The statistical tools used were frequency, percentage, ranking, mean, standard deviation and Pearson (r) moment correlation.

#### **RESULTS**

Based on the findings of the study, a majority of Grade 11 students had average performance in the science achievement test. The students possessed a high-level interpersonal intelligence and average level naturalist intelligence. There was a significant relationship between levels of multiple intelligences and performance in the science achievement test.

#### **DISCUSSIONS**

In the light of the findings and conclusions, it was recommended that the proposed multiple intelligence activities may be shown to the science supervisor of the Division of Batangas City for their suggestions and comments. Upon approval, the proposed MI activities may be tried out by science teachers in the Division to improve students' performance in the subject. It was also recommended that the testing office of each school has an appropriate and accurate aptitude test that may be used by teachers in determining the multiple intelligences of students.

**KEYWORDS:** SCIENCE ACHIEVEMENT TEST, MULTIPLE INTELLIGENCES, Bodily-kinesthetic, Interpersonal, Intrapersonal, Verbal-linguistic, Logical-mathematical, Musical-rhythmic, Visual-spatial, Naturalist

**SUBMISSION ID: R04A-BATANC-0345**



**Intervention Activities in Science Subject of Grade Six-Mapagbigay Pupils  
of Pook Elementary School**

Rhea Bathan

**Abstract**

**INTRODUCTION**

Composing of forty-one (41) pupils, Grade Six-Mapagbigay pupils have been diagnosed with poor performance in the Science subject. Through this study, intervention activities were executed after the series of researches which aimed to assess the pupils' performance in different aspects of Science subject.

**METHODS**

In this study, descriptive research method was used to obtain the data needed. Furthermore, the researchers formulated questionnaires for the forty-one (41) pupils of Grade Six-Mapagbigay taking Science subjects who served as the respondents in the conduct of this study. The researchers also used data gathering procedures like observations on focus group experimentation, discussion, and evaluation of the lessons to attain the objective of this study.

**RESULTS**

Based on the obtained results, the performance of Grade Six-Mapagbigay pupils in the content areas of Science like experiments, discussion, and evaluation of the lessons, pre-test results are really poor. To develop Grade Six-Mapagbigay pupils' performance in Science subject, intervention activities were implemented.

**DISCUSSIONS**

This study aims to identify the performance of Grade Six-Mapagbigay pupils in the Science subject of Pook Elementary School and what intervention activities would be implemented to advance their performance. It focused on the status of instruction in Science subject. The researcher found that the poor science performance of pupils can be developed and enhanced through the following: teacher's creativity, resourcefulness, and dedication, harmonious relationship between parents and teachers contributes to pupils' interest in school activities, the employment of different techniques and strategies in Science with appropriate instructional materials facilitates pupils' learning and constant monitoring and evaluation of pupils, progress in Science.

Based on the foregoing findings, the following strategies can be applied to the set of pupils who have poor Science performance like Grade Six-Mapagbigay: expose pupils to varied science activities that will encourage maximum participation at the start of the year, provide children Science enrichment exercises or drills, continue to seek parents' cooperation in guiding and supervising their children in doing school work, utilization of Television Assisted Instruction (Knowledge Channel) and maintain the functionality of the Science Learning Resource Center and E-Learning Classroom.

**KEYWORDS:** intervention activities, harmonious relationship

**SUBMISSION ID: R04A-BATANP-1468**



**Intervention in Improving Cursive Handwriting towards Effective  
Composition of Selected Students in Grade 8 at Dagatan National High  
School**

Elcie Lontoc, Dagatan National High School

**Abstract**

**INTRODUCTION**

Students have lots of ideas, but they lack ways in how to express them, especially if their handwriting is not readable. The communication gap between students and teachers also commonly occur because of their bad penmanship. The best solution to this is cursive writing. It is the best way on how to use brain and hands at the same time (Reyes 2000); it improves the brain activity and it gives the writer a chance to enjoy the journey of writing (Olson 2016).

**METHODS**

Being a qualitative research, the researcher interviewed respondents for data collection. The strengths and weaknesses of Grade 8 students, both section 4 and 5, were diagnosed through the activity. This measured their speed, proper stroke of letters, and usage of capital and small letters. With the use of tracing paper, they imitated the exact stroke of letters from a different paper. Within 15 minutes they copied 20 Filipino words. Afterward, they were divided into two groups, the independent cursive writers (Group A) and poor cursive writers (Group B). Those students diagnosed in Group A underwent interviews which tackled their experiences on how they improved writing within 5 to 6 years. The latter was interviewed after the activity and the obstacles they encountered.

**RESULTS**

The respondents were grouped accordingly. There are 16 independent (group A) and 77 dependent cursive writers (Group B). The outcome of Group A interviews was positive for they have supervision from their teachers and parents. Group B interview's results were summarized as nervousness; stressed; an improper way of holding a pen; forgetfulness of the words; slow writing; headache; unsuitable environment; and breaking a pencil. The suggestions were a concentration; setting an alarm; proper way of holding a pen; repeating words in their head before transcribing them; relaxation; conducive room; and changing the brand of pencil. After passing the activity, they felt happiness; confidence; can write more ideas; improvement of grades in writing outputs; and interest in the school paper.

**DISCUSSIONS**

Group A's interview results were used as a reference for intervention. The outcome of the interview in group B shows that physical, mental, and emotional situations hindered their goal in the activity. Compared to the result of Grapes et.al 2014, Meyers 2014, and Roberts et.al 2010 studies, they debate which among cursive writing or keyboard writing is most convenient; the importance of cursive writing to our brain; and effects of cursive writing to elementary students while this research dug deeply to the difficulties students encountered initially. Although it tackles students' abilities, this study lacks evidence on how cursive writing will produce technology. It is suggested that future researchers should produce solutions on how cursive writing will catch up with the present time.

**KEYWORDS:** Intervention, Cursive, Interview

**SUBMISSION ID: R04A-BATANP-1271**



## **Intervention Lessons to Reduce Anxiety and Improve Performance in Mathematics**

Harlen Brioso, Department of Education

### **Abstract**

#### **INTRODUCTION**

Mathematics anxiety is the fear of the Mathematics subject. To reduce the anxiety an Intervention Lesson was developed using a detailed lesson plan in fractions and decimals that were based on Curriculum Guide Grade V under the K-12 Basic Education Curriculum. This study aimed to develop an Intervention Lesson to reduce the anxiety and improve the performance of Grade V Pupils of Oson Elementary School for the SY 2017-2018.

#### **METHODS**

The pre-experimental design was used in this study. The single group, pre-test-post-test design measured the group two times before and after the intervention. The study involved 25 Grade V pupils. It collected qualitative and quantitative data. The survey was used to measure the level of anxiety. The interview and focus group discussion were conducted to know the causes of math anxiety.

#### **RESULTS**

Results showed that the pupils attained a high level of anxiety with a mean of 2.24. The twenty-item pre-test was administered to respondents to measure their level of performance in fractions and decimals. Based on the results, the overall mean in the four fundamental operations in fractions was 2.24 or MPL of 25% and classified as poor performance level. Pupils were able to identify the general causes of anxiety such as difficulty in computing word problem, fear in math, fear of committing mistakes, lack of preparation and comprehension, and teacher's pedagogy.

#### **DISCUSSIONS**

To know the effects of the intervention lessons to the performance of Grade V pupils, a post-test was administered. After the execution of Intervention Lessons, the mean was 0.995 which was classified as a low level of math anxiety. Statistical results using t-test showed that there is a significant difference among the mean results of the pre-post-tests which means that the intervention lessons reduced the anxiety and improved the performance of Grade V pupils in Mathematics.

**KEYWORDS:** Contextualized, localized materials

**SUBMISSION ID: R005-TABACO-0060**



**Intervention Materials in Biology (Learning Package): A Tool in Grade 9  
Students Better Understanding of the Human Cardiovascular System**

Aileen Mendoza

**Abstract**

**INTRODUCTION**

Learners are the center of the teaching-learning process though they have different ways on how to perceive learning. At present, most of them are visual learners as they learn more if they see things that are appealing to their eyes. This study was conducted to assess the applicability and effectiveness of using the developed Intervention Material (learning package) in Biology among Grade 9 students for the topic Human Cardiovascular System. This concept for the first grading period is the topic that includes several medical and technical terms or in short unfamiliar words.

**METHODS**

In the conduct of this study, the t-test was used wherein the scores of the given pre-test and post-test were compared between the three (3) sections (experimental group) and one (1) section (control group). The experimental groups were tasked to use the developed Intervention Material while the other section (control group) still use the traditional learners' module. The results were tested whether there is a significant difference between the scores of students who used the Intervention Materials and those who did not. Interpretation of the results was done.

**RESULTS**

All students who used the developed Intervention Material showed an improvement with regards to their scores while it was found that students who did not use the IM showed no changes in their scores in the post-test. This improvement was due to the following reasons 1) students' interest was caught because of the colorful and appealing pictures found in the Intervention Material for they really are proven to be visual learners, 2) the inclusion of the activities per subject was found to be helpful to attain retention of the topics learned and 3) provision of the copy of the developed Intervention Material for every students during Science time.

**DISCUSSIONS**

The results of this study showed that the developed Intervention Material is proven to be effective. Teachers' creativity and patience are now being encouraged to come up or somehow develop or make their own Intervention Material. Though extra time and effort are required to come up with one. Learners learn more if they see things with their own eyes. They are the center of the teaching-learning process wherein our main target is to make them learn. For future use, it is then suggested by the author to develop a learning package because it can really help the learner.

**KEYWORDS:** INTERVENTION MATERIAL; VISUAL LEARNERS; PRE-TEST; POST TEST

**SUBMISSION ID: R04A-BATANP-1785**



**Intervention Scheme and its Impact on the Performance of Grade 10  
Students in Technology and Livelihood Education-Electronics Basis for  
Intervention Program**

Shera Constante, Department of Education

**Abstract**

**INTRODUCTION**

Technology and Livelihood Education specialization subjects require much attention from both subject teacher and students as specific Knowledge, Skills and Attitude needs to be learned, developed, and practiced. Various hands-on activities for students whether individually or per group are specified in the modules and teaching guides. Preparation, organization, and execution for these activities are keenly practiced ensuring compliance with the content standards and performance standards.

**METHODS**

The research method used is Experimental Quantitative - this is to determine the cause and effect relationship of variables (student, tools, electric fan, and rubrics).

**RESULTS**

97%

**DISCUSSIONS**

A research instrument (questionnaire) will be developed to determine further the relationship of the identified variables and continuously monitor the study to recommend teaching-learning development.

**KEYWORDS:** SheraDC13

**SUBMISSION ID: R04A-CAVITP-1463S**



## **Intervention Scheme to Address the inadequacy in Home Economics Facilities and Equipment**

Neda Oliva, Department of Education

### **Abstract**

#### **INTRODUCTION**

This research was aimed at designing An Intervention Scheme to Address the Inadequacy in Home Economics (H.E.) Facilities and Equipment in Bato District, Bato, Camarines Sur. Further, it drew out the personal and professional profiles of the School Heads and Home Economics (HE) teachers in the three sectors of Bato District, Bato, Camarines Sur. It also determined whether the school heads and HE teachers, have assessed inadequacy in Home Economics Facilities such as a.) H.E. Building, b.) Equipment and c.) Facilities. Likewise, it determined the problems encountered by the schools in coping the inadequacy and intervention scheme to address these problems; and whether the school heads and HE teachers differ significantly on the rank order of their assessment, the problems encountered and the proposed intervention scheme.

#### **METHODS**

The descriptive-evaluative-correlational method of research with documentary analysis was utilized. The school heads and Home Economics teachers accomplished the researcher-made rating scale. Frequency count, percentage, rank, proficiency level, weighted mean, Kendall Coefficient of Concordance W, and chi-square ( $\chi^2$ ) were used to treat the data statistically. Significance level was set at 0.05.

#### **RESULTS**

The findings derived from this study: 1) The Professional Background of the School Heads and Home Economics Teachers 2) Status of Home Economics (HE) Facilities; Home Economics Equipment "teachers and pupils are using available/ indigenous materials to perform their Home Economics Activities 3) Addressing the inadequacy in Home Economics Building, "Classroom converted as Home economics (HE) Laboratory 4) Problems Encountered the following problems were considered to be "very much serious"

#### **DISCUSSIONS**

The suggested ways to address the inadequacy in Home Economics (HE) facilities and equipment in the different sectors of Bato District. Resourcefulness and creativity of teachers were considered important to address the problem so with the support of stakeholders, both internal & external. The main problems encountered were on the lack of funds, limited resources, and no available Home Economics room, facilities and equipment. The school administrators should allow the Home Economics teachers to attend seminars/training about the subject they teach. This will give updates to teachers with regards to effective strategies in developing the skills of the pupils in Home Economics.

**KEYWORDS:** INADEQUACY IN H.E. FACILITIES & EQUIPMENT

**SUBMISSION ID: R005-CAMSUR-0133**



**Intervention Strategies in Improving the Holding Power of the Elementary Schools in Buhi District, Division of Camarines Sur**

Gilbert Sedilla

**Abstract**

**INTRODUCTION**

Intervention strategies in improving the holding power of the elementary schools in buhi district, division of camarines sur.

**METHODS**

This study used the descriptive-correlational method of research with documentary analysis. The teachers accomplished the researcher-made rating scale to assess intervention strategies. Frequency count, percentage, rank, weighted mean, Kendall Coefficient of concordance W, and chi-square ( $\chi^2$ ) were used to treat the data statistically. Significance level was set at 0.05.

**RESULTS**

The findings derived from this study were as follows:

On Profile of the Respondents; (Twenty (20) or 16.67% were males and one hundred (100) or 83.33% females; Twenty-four (24) or 20%, 21-30; fifty-three (53) or 44.17%, 31-40; thirty (30) or 25%, 41-50; and thirteen (13) or 10.83%, age bracket 51 and above; Sixteen (16) or 13.33% were single and one hundred four (104) or 86.67% married; Forty-seven (47) or 39.17% were Bachelor's Degree holders; forty-five (45) or 37.50% with units in Master's Degree; twenty-one (21) or 17.5% Master's Degree holders; six (6) or 5% have earned some units in Doctorate Degree; and one (1) had reached Doctorate Degree; Sixteen (16) or 13.33% were Grade 1 teachers; twenty-one (21) or 17.50% Grade 2; twenty two (22) or 18.33% Grade 3, Grade 4, and Grade 6 teachers; and seventeen (17) or 14.17% handling Grade 5; Twenty (20) or 16.67% teachers had 1-5 years; forty-three (43) or 35.83%, 6-15 years; thirty-nine (39) or 32.50%, 16-25 years; fifteen (15) or 12.50%, 26-30 years; and three (3) or 2.50%, 31-45 years;

**DISCUSSIONS**

This study aimed to assess the intervention strategies in improving the holding power of the elementary schools in Buhi District, Division of Camarines Sur for School Year 2016-2017. It drew out the profile of the respondents. It determined the causes of absenteeism which led to high drop-out and survival rate; It assessed the intervention strategies adopted to improve the holding power of the different types of schools and the extent of its implementation along Counseling-Related Strategies; Curriculum-Related Strategies; Teacher-Related Strategies; Family-Related Strategies; and School Environment-Related Activities. It also tested the significant agreement on the rank orders of the respondents' assessment on the implementation of the intervention strategies among the different type of schools; Identified the problems encountered by teachers in the utilization of the intervention strategies;

**KEYWORDS:** Intervention Strategies, Holding Power, Elementary Schools, Buhi District, Division of Camarines Sur

**SUBMISSION ID: R005-CAMSUR-0092**



## **Intervention Technique to Improve Study Habits of Grade VI pupils in Gulod Elementary School**

Emely Abanilla, Department of Education

### **Abstract**

#### **INTRODUCTION**

This action research aims to determine the profile of the pupils in terms of age, gender, and monthly income of the family; identify if there is a significant difference in the response of pupils with regard to Pupils Attitudes toward Study Habits, Teachers as Facilitator of Learning, Parents Cooperation and Assistance to Pupils, My Peers and School Environment; identify the factors affecting the study habits of Grade Six pupils of Gulod Elementary School; and propose intervention techniques that could be made to improve the study habits of Grade Six pupils.

#### **METHODS**

Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.

#### **RESULTS**

Most of the parents of Gulod Elementary School were low-middle class earner with an average income of eleven thousand and below.

Teachers were facilitators of learning and medium of direct instruction, although the teacher possesses excellent skills that could help improve pupils learning, it is still evident that pupils tend to dislike school because of fear towards teachers. 93% of learners do not enjoy school with strict and terror teachers.

It is also observable that most pupils' show a positive attitude towards school especially when supported by their parents but pupils who were neglected by their parents tends to show a negative attitude towards school. It says that parent's involvement at school contributes to the positive academic outlook of the pupils.

It was shown that most of the pupils were positive about having a child-friendly environment. It was also shown that they do not like being bullied at school. It was presented in the result that that most of the respondents were positive towards peers and school environment.

#### **DISCUSSIONS**

The participants will be randomly selected among Grade 6 pupils of Gulod Elementary School. The researcher will randomly select 15 pupils from the population with different academic standing.

The closed-ended questionnaire will be utilized to solicit two-way responses. Those are the recall type and that of multiple response types. The questionnaire was divided into two parts. The first part gathers information about the profile of the pupils like name, which is optional; age as well as general and family's monthly income. The second part determines the factors affecting the study habit of children.

**KEYWORDS:** intervention, study habits, techniques

**SUBMISSION ID: R04A-BATANC-0087**



## **Interventions to Address Students' Misbehavior in Puro National High School**

Jonie Oliver, Department of Education

### **Abstract**

#### **INTRODUCTION**

Students misbehavior as defined by Reed & Kirkpatrick (1998) as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility. Furthermore, misbehavior was also related to high school grades, test scores, and graduation and dropout rates (Finn, Fish & Scott, 2010). Drop out is one of the school's problems that cannot be avoided. Thus, it triggered them to identify the misbehavior of students inside the classroom and the intervention to address the problem.

#### **METHODS**

This descriptive-qualitative action research aimed to produce interventions to address the problem of misbehavior among Grade 7 to 10 students of Puro National High School. The respondents to this study were students, teachers, and school head, parents, and other community members. Survey questionnaires and interview guide were the research instrument used in gathering the data.

#### **RESULTS**

The study found that fighting, bullying, cutting class, disrespect to teachers, and disturbing other classmates and verbal abuse are the most common student misbehavior. Peer pressure (influence from "barkada"), exposure to violence (parents quarrel/argue often and habitual involvement in fighting), poor role models (parent/guardian with vices), and poor diet/nutrition (did not eat breakfast), respectively, are considered topmost in rank as causes of bad behavior. To address these concerns, the usual interventions made by teachers and school administrator are behavior conference, informing the parents, and reminder, and guidance counseling among others, respectively. Parents also intervene through reprimand and one-on-one talk.

#### **DISCUSSIONS**

Reconsidering these interventions, the study concludes that immediate interventions are necessary, such as supervising of "barkada" relations, counseling of parents who often quarrel and parents with vices and encouraging students to eat breakfast. More importantly, this research stated that a procedural and reasonable intervention involves the revision of school rules and regulations, crafting of a step-by-step intervention process, and creation of a committee on guidance and counseling with a document on the roles and responsibilities of the members. Lastly, recommendations were given such as information dissemination regarding school rules and regulations, strict observance to the intervention process, and continuous annual research by the committee on guidance and counseling members.

**KEYWORDS:** Students Misbehavior, Interventions, peer pressure, bullying, verbal abuse

**SUBMISSION ID: R005-MASBAP-0015**



## **Intrinsic and Extrinsic: Motivating Students as Basis for Action Plan of Teachers in Filipino**

Karen Clarissa Perez, Department of Education

### **Abstract**

#### **INTRODUCTION**

Various researchers have tried to ascertain the most effective motivational strategies that could be used to strengthen the performance level of students in all subject areas. The continuous decline of the performance level of learners, especially in the Filipino subject, has been a great challenge. In response to this, the researcher conducted a related study that could give a possible solution to this dilemma. This study aimed to identify the most effective motivation that will be used by teachers, this could also be a basis in conducting an Action Plan that could enhance their teaching skills.

#### **METHODS**

The study utilized the descriptive-quantitative method to exhibit the motivational strategies that can be employed by teachers in teaching the Filipino subject and its relation to the academic performance of students. The respondents of the study are the 3 teachers of Filipino and 175 select students from Senior High School of TCIHS for the SY 2018-2019.

#### **RESULTS**

From the collected data, the study revealed that teachers are more engaged in using "intrinsic motivation", it is based on the perception of both teachers and students. Meanwhile, "extrinsic motivation", based on the perception of teachers, is frequently done and on the perception of students, always done. With regard to the difference between the assessments of teachers and students on the motivational strategies of teachers in Filipino, there is no difference in the perceptions of the respondents in the intrinsic motivation in teaching the subject. The study also revealed that the use of intrinsic motivation in teaching Filipino has a moderate negative correlation in the performance of students whereas the use of extrinsic motivation in teaching the subject has a low positive correlation in the performance of students.

#### **DISCUSSIONS**

The findings of the study showed that the utilization of intrinsic and extrinsic motivation must be intensified to improve the academic performance of students in Filipino subject. The proper application of the Action Plan made by the researcher is beneficial for teachers to enhance their skills in teaching the subject.

**KEYWORDS:** motivation, intrinsic, extrinsic, academic performance, teaching, Filipino subject

**SUBMISSION ID: R04A-TANAUA-0058**



## **Intrmusic-Integrated Lessons for Enhanced Academic Performance in Mathematics of Grade 1 Pupils: Its Effectiveness**

Sherly Capada, Department of Education - Cavite Region IV-A, Lumil Elementary School Silang, Cavite

### **Abstract**

#### **INTRODUCTION**

In the field of education, educators had done too many innovations with an emphasis on curricular modifications and innovations on strategies and methodologies in teaching. To specifically target students' abilities, skills and talents researches and experiments are being made and improved. In the past decade, educators have applied different instructional strategies to provide a music-mathematics integrated curriculum, although the levels of integration varied. Through music, feelings can be expressed. Music fulfills emotional, intellectual, and physical satisfaction.

#### **METHODS**

This study utilized a Descriptive Research design. A Descriptive Research is one wherein the information is collected without changing the environment (i.e., nothing is manipulated).

#### **RESULTS**

The least learned competencies were: subtract one-digit numbers, solve word problems involving subtraction of one-digit number, and compare two sets using the expressions "fewer than", "more than", and "as many as", that obtained the description moving towards mastery. These were integrated in lessons in Mathematics of Grade 1 pupils for enhanced academic performance. The pre-test from the First Grading Period, the pupils obtained a mean of 92.7; median, 96; mode, 115 and standard deviation, 22.25. In the post-test, students got a mean of 115; median, 115; mode, 112 and standard deviation, 15.08. With regard to the Second Grading Period, the pre-test mean was 92.7; median, 96; mode, 115, and standard deviation, 22.25. For the post-test, the pupils got a mean of 115.8; median 115; mode, 112 and standard deviation, 15.09.

The results showed the effectiveness of music-integrated lessons. In comparing the performance of students between the pre-test and post-test, in the First Grading Period, the computed T-value is 18.903 while the critical value is 2.023 at the level of significant .05, two-tailed and the degree of freedom is 39. For the Second Grading Period, the computed T-value is 43.44, while the critical value is 2.0227 at the level of significant .05, two-tailed and the degree of freedom is 39.

The critical value is less than the computed T-value, the null hypothesis should be rejected and accept the alternative hypothesis.

#### **DISCUSSIONS**

Based on the results of the least learned competencies, most pupils were moving towards mastery. This showed that the pupils have great chances of reaching much higher levels of achievement if a teacher will use music in teaching Mathematics class.

**KEYWORDS:** MUSIC, INTEGRATION, INNOVATION, STRATEGIES

**SUBMISSION ID: R04A-CAVTP-1499**



**Inverted Classroom: An Innovation Strategy to Improve the Academic Performance in Science of Grade Ten Students of Rosario National High School**

Preacy Ann Llantos

**Abstract**

**INTRODUCTION**

In the century we are in, rapidly developed technologies affect education training fields as they do in all fields. Inverted classroom or flipped classroom is also known as a student-centered approach to learning where students are more active than the instructor in the classroom activity. By applying the inverted classroom approach to teaching and learning activities, the instructor can move the traditional lecturer's talk to video and students can listen to the lectures anywhere outside of class. The inverted classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students' collaborative learning in distance education outside the class. Thus, by inverting the class, students will not spend so much time listening to long lectures in the classroom but will have more time to solve problems individually or collaboratively through distance learning with peers.

**METHODS**

This study used a Quasi-Experimental Quantitative-Descriptive method using Paired T-test and One-Way Analysis of Variance (ANOVA) of data utilizing the time series design. The chosen participants were 60 grade ten students of RNHS who were identified with difficulties in understanding and mastering the competencies in first grading in Science. The said students were chosen using a non-random or purposive sampling technique and assigned as the treatment group. The data collected from the three pre-tests and three post-tests from three grading periods and were analyzed using descriptive method and paired t-test.

**RESULTS**

Results revealed that the modification in the teaching-learning process, strategies, and materials with the use inverted classroom in teaching Science in the treatment group highly affected and increased the academic performance of students. The effects on the academic performance of students in the treatment group were remarkably high.

**DISCUSSIONS**

This action research also showed that if the inverted classroom is practiced correctly and thoughtfully, it will be an excellent instructional model which can promote students' higher forms of cognitive domains which is incoherence with the theory of Bloom's revised taxonomy for the cognitive domain.

**KEYWORDS:** Inverted Classroom, Academic Performance, Quasi-Experimental, Time Series Design, Grade Ten Students, Rosario National High School

**SUBMISSION ID: R04A-CAVTP-0977**



**Investigating Epistemological Beliefs on Science of Male and Female  
Students From Grade 7 and Grade 11 of Emiliano Tria Tirona Memorial  
National High School Sy. 2016-2017**

Eric Laurence Gandia, Emiliano Tria Tirona Memorial National High School

**Abstract**

**INTRODUCTION**

Various studies conducted all over the world found that students' epistemological belief is related to their academic achievement. The researcher's attention was caught as to how do the beliefs of students differ as they advance to the next grade level and how do male and female students differ in their beliefs. If these possible differences will be established, this may be linked to their performance thus proper authorities may develop a way to increase their academic achievement through epistemological beliefs. With this, the present study aimed to investigate the epistemological beliefs on science of students according to gender and grade level.

**METHODS**

This study utilized the descriptive method and static group comparison pre-experimental design. To determine the level of epistemological beliefs of students, the study adopted the Epistemological Belief Questionnaire (EBQ) developed by Conley et. al. (2004). It was administered to 40 students coming from one intact section of grade 7 and another section from grade 11. Weighted mean and standard deviation were used to analyze the level of beliefs of students while two-way ANOVA was used to look for significant difference between the two independent variables.

**RESULTS**

It was found that the grade 7 and grade 11 students generally have a sophisticated stance in their overall epistemological beliefs on science. However, in terms of each dimension, both grade 7 and grade 11 students have sophisticated stances in the justification and development dimensions only while unsophisticated beliefs on source and certainty dimensions.

The results also showed that there is no significant difference in students' epistemological beliefs on science in terms of gender. However, students showed a significant difference in terms of grade level in which students in higher grade level have higher epistemological beliefs than students in the lower grades.

**DISCUSSIONS**

The above-mentioned results imply that teachers may focus on constructivist and inquiry-based teaching and strengthen laboratory activities to maintain higher epistemological beliefs in terms of justification and development dimensions while alleviating the source and certainty dimensions.

This means that the teaching of science might be inclined to a more student-centered approach wherein students themselves input ideas about the topic and the role of the teacher is just a facilitator of these ideas.

**KEYWORDS:** epistemological belief, gender, grade level, EBQ

**SUBMISSION ID: R04A-CAVTP-0165**



**Investigation of the Common Reading Comprehension Difficulties of Grade  
Five Pupils at Leon M. Manigbas Elementary School**

Aurea Gajon & Ma Aubrey De Joya, Department of Education - Batangas

**Abstract**

**INTRODUCTION**

One big part of comprehension is having a sufficient vocabulary or knowing the meaning of enough words. Readers who have strong comprehension are able to draw conclusions about what they read, what is important, what is a fact, what caused an event to happen, which characters are funny. Thus, comprehension involves combining reading with thinking and reasoning.

**METHODS**

The descriptive method was used in this study. The researchers used a researcher-made questionnaire administered to pupils focus on determining the common difficulties encountered in reading comprehension. A total of 23 pupils from Grade 5 level from Leon Manigbas Elementary School (LMES) during the school year 2016-2017 served as the respondents of the study, all selected for the purpose. Purposive sampling was the technique used in determining the samples obtained from a total Leon Manigbas 158 student population. All of them ages 9-13 years old and all capable of answering the researcher-designed questionnaire. The test questionnaire used was patterned after the Department of Education-recommended modules. The researchers personally distributed the questionnaires.

**RESULTS**

Based on the results of the research, reading comprehension difficulties of Grade five pupils showed that majority of them experience difficulties in understanding the topic of the story, identifying characters, summarizing the story and organizing and sequencing of events and few of them encountered difficulties in finding the meaning of new words. In factors that affect reading comprehension difficulties showed that majority of them affect in rote memory and teaching style, and few of them in prior knowledge, lack of reading materials, and good reading environment.

**DISCUSSIONS**

The results demonstrate that need for improvement of the pupils' difficulty in reading comprehension particularly in understanding the meaning or comprehension of new and unfamiliar words or vocabulary be addressed by implementing schemes that can help improve the attitude of Grade 5 pupils towards reading at Leon Manigbas Elementary School such as utilizing multimedia integrated into the lesson to capture undivided attention, visualize the abstract, and enhance the rote memory of students and setting up of mini library in every nook of the classroom that will contain new reading materials for use as a research nook is deemed effective in developing reading habit from among the pupils.

**KEYWORDS:** reading, comprehension, difficulties, integration, multimedia

**SUBMISSION ID: R04A-BATANP-0453**



**Investigation of the Common Reading Comprehension Difficulties of Grade Five Pupils at Leon M. Manigbas Elementary School**

Aurea M. Gajon & Ma. Aubrey De Joya, Department of Education - Batangas

**Abstract**

**INTRODUCTION**

One big part of comprehension is having a sufficient vocabulary or knowing the meaning of enough words. Readers who have strong comprehension are able to draw conclusions about what they read, what is important, what is a fact, what caused an event to happen, which characters are funny. Thus, comprehension involves combining reading with thinking and reasoning.

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**KEYWORDS:** reading, comprehension, difficulties, integration, multimedia

**SUBMISSION ID: R04A-BATANP-0440**



## **Investigation of the Factors Affecting Teachers' Commitment to their Profession**

Alma Marquez, Lipa City NHS

### **Abstract**

#### **INTRODUCTION**

In the Philippines, teachers are confronted with different issues and predicaments. Some focus on their performance as teachers while others are about their needs. Sometimes, these issues are reached by media questioning the commitment, professionalism, and dedication of teachers to their profession. Teaching is really a challenging role.

Lipa City National High School is a subsystem of education under the Schools Division of Lipa City, motivated to achieve academic excellence through the efforts of teachers and school administrators as its prime movers. It was established in the year 1989 through the support of the local government officers. With the implementation of the K to 12 Program of the Department of Education, it is timely that the researcher studied the factors affecting the level of commitment of public secondary school teachers to their profession.

#### **METHODS**

With the use of the descriptive method, the study aimed to determine the factors affecting public school teachers' commitment to their profession and the level of teachers' commitment towards work performance, student's achievement, and school's success in Lipa City National High School. The researcher used a validated self-made questionnaire as the main instrument.

#### **RESULTS**

Teachers are always involved in attending and participating in keeping records of the student's performance. They are often involved in students' achievement and interest. They also maintain a harmonious relationship with fellow teachers and other school personnel. When the school is facing problems teachers should help in finding solutions. The study helps a lot in understanding what factors influences the teacher's commitment to their profession.

#### **DISCUSSIONS**

The leadership behavior of the principal was the major factor affecting public school teachers' commitment to their profession. Other factors were collegial support, job security and satisfaction, and school climate.

Teachers must keep parents informed on student's progress, always involved in students' achievement and interest. They must upgrade through the use of ICT in teaching students and must maintain a harmonious relationship with fellow teachers and other school personnel as well as with parents and other stakeholders. Though, they should help in finding solutions when the school is facing problems and must also select and prepare curriculum materials for adoption. The teachers in Lipa City National High School have a great extent of commitment to their work.

**KEYWORDS:** Teacher's commitment, school climate, leadership behavior of the principal

**SUBMISSION ID: R04A-LIPAC1-0023**



**Invigorate the Academic Performance of Male and Female Students of  
Paaralang Elementarya ng Bubuyan with Parents Working Abroad**

Madona Lescano, Kinalaglagan Elementary School

**Abstract**

**INTRODUCTION**

This study states that there is a strong relationship between parental emotional absence and indiscipline of students in school. Most children are negatively affected by the emotional absence of their parents and they face a number of challenges. Some of the challenges facing the adolescent students as a result of parental emotional absence include the hate of school rules, hate for authority, feeling of not been able to love their parents, lack of people to share their problems with, feeling lonely most of the times and leading very uncomfortable school lives. These partly contribute to indiscipline in school.

**METHODS**

This study utilizes the descriptive method of research with a survey questionnaire as the primary data gathering instrument. The gathered data were interpreted through the use of Weighted of Mean and Pearson Product Moment Correlation and Coefficient. This action research proposal aims to determine the effects on the academic performance of male and female pupils of Paaralang Elementarya ng Bubuyan with parents working abroad.

**RESULTS**

In rank one, the highest weighted mean of 5.0 to a "strongly agree" was posted on the indicator pertaining to that of Developing student's confidence when pupils are involved in sports and joining sports club can share ideas and interest to other pupils. This finding indicates how pupils react to responses to a question or problem.

Meanwhile, the indicators rated by the respondents to a "neither Agree". These are as follow: Eager to explore new things that can help them improve their discipline, Eager to attend class because of the interest in the sports club and Joining sports club can share ideas and interest to other pupils with respective weighted means 2.80 and 3.50 respectively.

**DISCUSSIONS**

The study concluded that there are several strategies for addressing parental emotional absence. These include training parents on how to love their children and helping parents understand how to create bonding occasions and activities with their children. Finally, the study concluded that there is a strong positive correlation between parental emotional absence and the challenges faced by pupils.

**KEYWORDS:** Invigorate, Academic, Performance

**SUBMISSION ID: R04A-BATANP-0154**



## **Involvement of Parents in Different School Activities at Ticalan Elementary School**

Emeline Noguerra, Department of Education

### **Abstract**

#### **INTRODUCTION**

Some of the school-related activities that parents need involvement include school feeding, Brigada Eskwela, Homeroom/ GPTA meeting, Gulayan sa Paaralan, and other school culminating activities, events, and affairs. In these activities, parent is just simply showing up but full support is not evident. Observations show that parents whose children belong to low performing group find difficult to work hand-in-hand with the school for their children's progress

The foregoing concepts motivated the researcher to undertake this study to determine parent's point of view regarding participation in school activities, assessment of the parent's participation in Brigada Eskwela, Homeroom/GPTA Meeting, Feeding Program, Gulayan sa Paaralan, and Academic Contest of their child, and reasons of the respondents of not giving their full support in school and to what extent do they support different school activities at Ticalan Elementary School. The researcher as an educator wants to reach out and build a strong partnership of every parent of school children to actively participate in all related activities where parent involvements are needed.

#### **METHODS**

The descriptive method of research was utilized and research-made questionnaire as the main tool in data gathering to parent-respondents in Ticalan Elementary School. Random sampling using the fishbowl technique was used. In each grade level, there were five parent-respondents. The weighted mean and rank were the statistical tools applied in the study.

#### **RESULTS**

Parent-respondents see roadblocks to getting involved in school activities.

Majority of the parent-respondents could hardly participate in school due to lack of resources to help and they have no time to attend school activities.2. Most of the parents were busy with their work, with are low-income parents' and with transportation difficulties.3. Due to too far working station most of the parents need to leave their child under the custody of the grandparents who are too old and not in good health that hinders involvement in school that could not give their full support to school activities and have no extra time to volunteer.

#### **DISCUSSIONS**

The results parents and school staff members need time to get to know one another, plan how they will work together to increase children's learning and carry out their plans. Proposed strategies will be applied to reach out and build a strong partnership to encouraged parent's participation in social and extension school activities and programs.

**KEYWORDS:** Parent Involvement, school activities, partnership

**SUBMISSION ID: R04A-BATANP-1569**



## **Involvement of Parents in the Education of Grade Six Pupils in Bambang Elementary School and its Implication on Pupils Academic Performance**

Cristina Papa, Bambang Elementary School

### **Abstract**

#### **INTRODUCTION**

Parents play a vital role in the learning of a child. They should encourage the child to study, to do his assignments and find time to monitor his learning achievement in school. Parents should bear in mind that their participation in the formation and exercise of proper study habits will be felt by the learner. Their constant participation and approval on the strivings of the learner will surely boost the latter's perseverance to succeed.

This action research entitled "Involvement of Parents in the Education of Grade Six Pupils in Bambang Elementary School and its Implication on Pupils' Academic Performance is an attempt to know into what extent are the grade six parents involve in their children's education and how it affects their performance in school with the aim of giving interventions or recommendations to strengthen parents' support in the learning of their child.

#### **METHODS**

This action research utilized the descriptive method of research with questionnaires as the main instrument of gathering data. The respondents are the 36 grade six parents, either the father, mother, or guardian. The frequency, ranking and weighted mean are the statistical treatment use to interpret the data.

#### **RESULTS**

After a thorough analysis of all the data presented in this study, it was revealed parents were involved in their children's education to a great extent which is a vital factor that helps pupils to achieve better performance in school. It can also be seen here that all families can, and often do, have a positive influence on their children's learning. The continuity of family involvement at home appears to have a positive effect on children as they progress through our complex education system. The more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education.

#### **DISCUSSIONS**

The final output of this study is the suggested recommendations or interventions that can strengthen parents' involvement in their children's education.

**KEYWORDS:** parents' involvement, academic performance, education, implication

**SUBMISSION ID: R04A-BATANP-0351**



**Iparisnak and Recognizing Ilokano Words in Mother tongue of Grade I  
Pupils of Rizal Elementary School**

Mauree Pascual, Rizal Elementary School

**Abstract**

**INTRODUCTION**

The study was undertaken to determine the effectiveness of "Iparisnak" in improving the word recognition skills of Grade 1 pupils of Rizal Elementary School during the school year 2015-2016. Specifically, it was directed to determine the level of recognizing words in Mother Tongue. The main focus was in the improvement of the recognizing word skill of pupils through "Iparisnak".

**METHODS**

The descriptive-comparative research design was used in this action research using pre-test and post-test wherein statistical tools used in the analysis of data were Mean and standard deviation, Paired Samples t-Test and Eta-squared. Mean and standard deviation were used in describing the pre-test and post-test scores of students while Paired Samples t-Test was utilized to determine the significant difference in the scores of respondents before and after the implementation of Iparisnak. Results were recorded, tabulated, and analyzed. Also, Eta-squared was computed to measure the effect of Iparisnak on the reading skills of the respondents.

**RESULTS**

The respondents showed slow performance with the given task given before "Iparisnak" was given and showed improvement in their reading level after "Iparisnak" was introduced. It revealed that skill in recognizing Ilokano words in Mother Tongue of the respondents significantly improved through the use of "Iparisnak". In improving then the skill on word recognition in Mother Tongue and in other learning areas, "Iparisnak" is highly recommended to be used and tried in another grade level which can also improve the academic performance of the pupils.

**DISCUSSIONS**

The results tell that reading interventions are essential in improving the word recognition skill of pupils like "Iparisnak" were really effective. Thus, it leads to the idea that more teacher-made reading interventions should be made to help 21st-century learners. The teachers' ability to creativeness and resourcefulness were required. And since "Iparisnak" is effective to grade 1 class, it may be enhanced and modified so that it may be applicable to other higher-grade levels at all learning areas. "Iparisnak" may be tested too to large numbers of pupils.

**KEYWORDS:** Iparisnak, Word Recognition, Ilokano words, Mother Tongue

**SUBMISSION ID: R002-QUIRIN-0067**



**Isang Pag-Aaral Ukol Sa Karaniwang Uri Ng Pamumuno Sa Iba't Ibang  
Yunit Ng Lipunan Ayon Sa Persepsyon Ng Mga Piling Mag-Aaral Ng  
Mataas Na Paaralang Teknikal Ng General Mariano Alvarez**

Dan Moises Dave Cuesta, GMATHS

**Abstract**

**INTRODUCTION**

Ang mundo ay pinapaikot ng konsepto ng pamumuno. Ang lahat ng mamamayan ay nabibigyan ng pagkakataon upang maging isang pinuno, tagasunod o maging pinuno at tagasunod depende sa sitwasyon. Ang konsepto ng pamumuno ay likas sa isang lipunan. Ang iba't ibang yunit ng lipunan: ang tahanan bilang primaryang yunit kung saan unang nahuhubog ang isang indibidwal, ang paaralan kung saan pinagyayaman ang kalaaman at nahahasa ang likas na pagkikipagkapwa-tao, ang simbahan bilang sentro sa pangrelihiyong aspeto, at ang pamahalaan na nagtatakda at nagpapatupad ng mga batas, ay ilan lamang sa mga mahalagang sangkap ng isang pamunuan.

Sa pag-aaral na ito, natuklasan ang paraan ng pamumuno sa iba't-ibang yunit ng lipunan sa kasalukuyang panahon, batay sa obserbasyon ng mga kabataan, partikular na sa mga mag-aaral ng Mataas na Paaralang Teknikal ng General Mariano Alvarez.

**METHODS**

Ang pananaliksik na ito ay ginamitan ng deskriptibong disenyo sapagkat naglalayon itong alamin ang pananaw ng mga mag-aaral. Ang pag-aaral ay isinagawa mula Hulyo hanggang Agosto taong 2017, ang mga kalahok ay mga mag-aaral mula Baitang 7-12. Ang bilang ng mag-aaral na nakiisa ay 919. Sila ay nagbigay ng kanilang pananaw sa kasalukuyang uri ng pamumuno. Upang maisakatuparan ang pag-aaral, ang mga mananaliksik ay nagbigay ng maikling talakayan tungkol sa tatlong uri ng pamumuno na karaniwan lamang. Ito ay ang pamumunong demokratiko, awtoritaryan at totalitaryan. Pagkatapos ng talakayan ay nagpasagot ng talatanungan ang mga mananaliksik upang makuha ang kanilang pananaw. Ang talatanungan ay tutugon sa uri ng pamumunong isinasagawa sa loob ng tahanan, paaralan, gobyerno at simbahan.

**RESULTS**

Batay sa nakuhang datos ng mga mananaliksik mula sa sagot ng mga kalahok sa talatanungan, lumabas na demokratiko ang paraan ng pamumuno ng mga magulang, mag-aaral, politiko, at simbahan. Sa kabilang banda, awtoritaryan ang lumabas na umiiral na pamumuno ng mga guro sa loob ng paaralan habang nagtuturo ngunit demokratiko naman pagkatapos ng talakayan ng mga aralin.

**DISCUSSIONS**

Sa paglipas ng panahon ay nanatiling demokratiko ang uri ng pamumuno ng karamihan sa mga Pilipino, anuman ang antas at yunit ng lipunan. Ang pagkakaroon ng pamumuno ng mamamayan, binubuo ng mamamayan, at para sa mamamayan ay lumabas na pinakaangkop na paraan ng pamumuno.

Sa pagtatapos ng pananaliksik na ito, mahihinuha sa kabuuan, masasabi nating ang mga pangunahing yunit ng lipunan ay namamahala sa paraang demokratiko.

**KEYWORDS:** Karaniwang Uri ng Pamumuno, Yunit ng Lipunan, Persepsyon ng Mag-aaral

**SUBMISSION ID: R04A-CAVTP-1535**



## **Isang Pagsusuri Ng Mga Salita Sa Lenggwahe Ng Mga Beki**

Jackeleyn Joan Clarete, Dr. Juan A. Pastor Memorial National High School

### **Abstract**

#### **INTRODUCTION**

Layunin ng mananaliksik na malaman ang katawagan sa isang bagay, tao, lugar, pangyayari gamit ang lenggwaheng bakla. Batid din malaman kung paano nabuo ang mga salita. Palarawan at. pakikipanayam ang instrumentong ginamit ng mananaliksik sa mga respondente na nagtatrabaho sa Parlor ng Bayan ng Ibaan. Napatunayan ng mananaliksik na may iba't ibang paraan ng pagbuo ng mga salitang Beki. Nakitaan rin na nagkakaroon ng ibang katawagan ang ibang beki sa isang salita dahil sa heograpikal, morpolohikal at ponolohikal na barayti

#### **METHODS**

Ang pag-aaral na ito ay isinagawa ayon sa disenyo ng pamamaraang deskriptibo na pamamaraan. Ang metodolohiyang ito ay nagpapaliwanag at nagpapakita ng lagay o gawi ng isang paksa. Tinangkang ilarawan at suriin sa pag-aaral na ito ang kakaibang lenggwahe ng mga beki sa makabagong panahon at ang pagbabago ng lenggwahe ng mga tao sa bayan ng Ibaan gayun din ang mga dahilan at epekto nito sa lipunan.

#### **RESULTS**

Batay sa mga inilahad na datos, ang mga mananaliksik ay humantong sa mga sumusunod na kongklusyon: Maraming salita, parilala o pahayag ang ginagamit ng mga respondente sa pakikipagtalastasan. May mga ibat ibang salita sa gay lingo na iisa lamang ang kahulugan sa Filipino at ibang mga salita sa Filipino na walang kahulugan sa gaylingo ito ay batay sa panayam sa mga respondente.

#### **DISCUSSIONS**

Mula sa mga napagsama-samang datos, ang mga mananaliksik ay humantong sa mga sumusunod na kaalaman:

Nalaman ng mga mananaliksik sa kanilang pag-aaral ang kalimitang mga salita, parilala o pahayag na ginagamit sa pakikipagtalastasan ng piling respodente na nagtatrabaho sa parlor ng Ibaan. Nalaman din ng mga mananaliksik ang dahilan kung bakit ginagamit ng mga beki ang gay lingo ay upang matakpan ang mga anghel na tenga sa kapaligiran. Bukod dito nalaman din ng mga mananaliksik na ginagamit nila ito upang maitago ang mga usapan na ayaw nilang malaman ng iba. Nalaman din ng mga mananaliksik na masaya ang mga parlorista sa paggamit ng kanilang lenggwahe dahil ayon sa mga respondente ito ang paraan upang makamtan nila ang pagkakaisa at magkaunawaan ng walang nasasaktang ibang tao. Sa kabilang banda, nalaman din ng mga mananaliksik na hindi na lamang ang mga beki ang nakakaintindi o nakakaunawa ng gay lingo. Natuklasan ng mga mananaliksik na hindi lahat ng salita sa wikang Filipino ay may katumbas sa gay lingo. May mga pagkakataon na parehas lamang ito sa wikang Filipino.

#### **KEYWORDS:**

**SUBMISSION ID: R04A-BATANP-2216**



**Isang Pagtatasa Sa Kaugalian at Kasanayan Ng Mga Guro Sa Pagtuturo  
Batay Sa Pagkakapantay Pantay Na Karapatan Ng Bawat Mag-Aaral**

Mercedita Villanueva, Department of Education

**Abstract**

**INTRODUCTION**

Isa sa mga pangunahing pagkakakilanlan nang mahuhusay at epektibong guro ay kung nasusunod niya ang mga alituntuning inaasahan sa kanyang makita sa larangan ng pagtuturo na isinasalang-alang ang mga mag-aaral, mga kagamitan sa pagtuturo, kapaligiran sa paaralan, mga araling dapat ituro, teknolohiya at konsepto ng aralin dapat ilahad sa mga mag-aaral. Ang ilan sa mga kagamitang ginamit sa paghahanda sa pagtuturo ng guro ay ang PPST tool kung saan tinitingnan ang pangkalahatang kakayanan niya bilang isang mahusay na guro.

**METHODS**

Sampling

Ang pananaliksik na ito ay ginamitan ng purposive sampling upang makuha ang kabuuang bilang ng respondent na mga gurong nagtuturo ng Filipino sa lahat ng bayan sa buong Cavite.

**RESULTS**

1. Ipinakita dito na ang halos lahat ng guro na nagtuturo ng Filipino na may posisyong Guro I, II at III ay nagtatalaglay ng ilang mga kaugalian at kasanayan batay sa pagkakapantay-pantay ayon sa karapatan ng bawat batang babae at batang lalaki sa loob ng silid-aralan.

Ang ilan sa mga Gurong I, na nagtuturo ng Filipino ay nagpakita ng paghahanda ng plano ng upuan kung saan nagpapakita ng katangian ng mga babae at lalaki sa parehong bilang at kapwa isinasali sa mga gawain. Maaring ito ay marahil sa ang mga Gurong I say nagtataglay ng mga aydeyal na pag-iisip ayon sa planong pang-upuan.

Marami sa mga gurong namasid sa loob ng silid-aralan, na nagtuturo ng Filipino ay nakakitaan ng suporta at panghihikayat sa parehong babae at lalaki na maging lider ng klase na may roong isang babae at isang lalaki na katuwang sa pamumuno.

5. Malakas na sinasang ayunan ng mga mananaliksik na karamihan sa mga obserbasyong nakitaan na mas marami pa ding guro ang mataas at may sensitibong pagtingin sa kasarian ng bawat mag-aaral batay sa pagkapa sa abilidad nila, gawi ng mag-aaral sa kapwa mag-aaral, partisipasyon ng mag-aaral sa silid-aralan, sa kanilang kapaligiran, at pagsasanay at pag-unlad sa kanilang sarili.

**DISCUSSIONS**

1. Ang sarbey hit na may anim na kategorya na naglalaman ng labing apat na aytem sa kabuuan ang gagamitin ang bilang ng kalahok.

2. Ang bilang ng kalahok ay nagmumula sa primary at intermedia sa lahat ng Munisipalidad ng Cavite.

3. Ang kabuuang bilang na anim na respondent sa bawat munisipalidad ang ginamitan ng mga mananaliksik mula sa kategoryang malaki, katamtamang laki at maliit na paaralan.

4. Kaalinsabay nito ay gagamit din ang mga mananaliksik ng interview surbey sa mga dalub guro, gurong tagasanay at mga guro sa Filipino sa napiling paaralan.

**KEYWORD:**

**SUBMISSION ID: R04A-CAVTP-0570**



## **Isolation Program to Increase the Number of Finished Tracing Outputs**

Sarah Mae Manliguis, SPET 1

### **Abstract**

#### **INTRODUCTION**

This research focuses on a child with Down syndrome of SPED-LSENs class of Cantilan Pilot School who has slow progress in the development of his tracing and writing skills. The Isolation Program as an intervention to address this difficulty is very suited to SPED-LSENs Class of Cantilan Pilot School. The program is all about creating a safe, distraction-free work/play area that facilitates the optimal environment for learning and growth of the child with down syndrome. As to the protection of the rights and welfare of the child, Mrs. D U. Pasco, the Municipal Social Welfare and Development Officer, validated the said intervention. The Isolation Program really made a difference in terms of improving the focus and concentration of the child with Down syndrome of SPED-LSENs class of Cantilan Pilot School. It reflected on the increase in the number of finished tracing outputs after the intervention was applied.

#### **METHODS**

##### **A. Participants**

Out of the two learners with Down Syndrome in SPED-LSENs Class of Cantilan Pilot School, Cantilan, Surigao del Sur, 1 learner who finished 5 out of 20 tracing activities was selected based on his performance.

##### **B. Data Collection:**

This research used **PURPOSIVE SAMPLING**.

This study was designed to increase the number of finished tracing activities of the learner with Down Syndrome of SPED-LSENs Class of Cantilan Pilot School, Cantilan, Surigao del Sur in the second quarter through the Isolation Program. Prior to the construction of the cubicle, Isolation Program started. During the Isolation Program that lasted for half of the quarter, the number of finished tracing outputs of the LSEN started to increase.

After the intervention, the learner did the tracing activities outside of the cubicle in the classroom. Out of 20 tracing activities in the second quarter, the LSEN was able to finish 15 tracing activities.

A descriptive approach was used to interpret the data collected.

#### **RESULTS**

Figure 1-A graph showing that Pupils got 5 finished tracing outputs out of 20 and Pupil B got 16 out of 20 Figure 2-A table showing the factors affecting the low number of finished outputs of pupil A

Figure 3-A graph showing an increase of finished tracing outputs of Pupil A after the intervention.

#### **DISCUSSIONS**

There was an increase in the number of finished outputs of Pupil A after the intervention. This means that the intervention was really effective. The focus and attention problem were addressed by making some flexible adjustments to the learning environment of the child.

#### **KEYWORDS:**

**SUBMISSION ID: R013-SURSUR-0322**



**Issues and Concerns Encountered by Elementary Teachers in Teaching  
Information Communication Technology in Schools in Zone 2 of infanta  
District: Basis for an Intervention**

Hazel Sollano, Department of Education

**Abstract**

**INTRODUCTION**

The aim of this study was to determine the issues and concerns of elementary teachers in integrating ICT in teaching among selected schools in Zone 2. The results of the study served as the basis to design the best intervention program.

**METHODS**

Quantitative

**RESULTS**

The overall weighted mean of issues encountered by elementary teachers in schools in integrating ICT was verbally interpreted as partially. It showed that most of the teacher-respondent considered producing a text using a word processing program as one with "a lot" of concern. Concerns of teachers in integrating ICT skills in teaching is partially observed and agreed by the elementary teachers in Zone 2. The teacher-respondents strongly agreed that the intervention programs for teacher-respondents in ICT integration are most needed in their field.

**DISCUSSIONS**

Based on the data gathered, an insufficient number of computers played much to various issues among elementary teachers in integrating ICT in teaching style. Due to limited computers in school and at home, teachers still lack skills in using or integrating ICT in their teaching style, that also upset the learning process.

Computers must be sufficient for simultaneous practice and usage during the integration of ICT in teaching; usual hands-on for all learners is a must. Teachers are recommended to enhance their professional skills in handling or using the computer during the integration of ICT in teaching style.

**KEYWORDS:** ISSUES AND CONCERNS TEACHING INFORMATION COMMUNICATION TECHNOLOGY IN SCHOOLS

**SUBMISSION ID: R04A-QUEZON-0163**



**Issues and Problems in Teaching Reading of Grade I Pupils of Alitagtag Central School**

Elizabeth Macalincag, Department of Education

**Abstract**

**INTRODUCTION**

Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice. It is then a very big challenge for teachers to facilitate this very important task. The classroom demands teacher to instruct most students directly, systematically, and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand. And, to accommodate children's variability, the teacher must assess children and tailor lessons to individuals. The teacher must interpret errors, give corrective feedback, select examples to illustrate concepts, explain new ideas in several ways, and connect linguistic symbols with "real" reading and writing.

**METHODS**

The descriptive method of research was utilized since it involves the gathering of data that concern current situations about the issues and problems of teaching reading of grade 1 pupils of Alitagtag Central School. Descriptive research uses quantitative methods to describe what is, records, analyses and interprets conditions that exist. Data were gathered through the use of a questionnaire and interviews.

**RESULTS**

Common issues and problems in teaching reading were the ever-increasing burdens of responsibility placed on teachers; pupils' behavior during reading time; and pupils' cooperation and resistance to reading. The increasing burden of responsibility placed on teachers was mainly caused by so many paper works, while pupils' behavior during reading time and pupils' cooperation and resistance to reading and being shy, were the main causes.

**DISCUSSIONS**

It reveals that ever-increasing burden of responsibility of teachers was the main issue/problem in teaching reading. On the other hand, pupils' behavior during reading time and pupils' cooperation and resistant to reading were ranked 2 and 3, respectively. Teacher's knowledge of teaching sounds, teaching classroom management, and pupils' physical characteristics/wellbeing and parents' involvement in supporting their children in learning to read were least of the problems encountered. Maybe because teacher's gained mastery already (for teaching sounds and classroom management) given that they are all seasoned teachers. On the other hand, parents' support was expected because there is a good feedback mechanism between school and parents.

**KEYWORDS:** reading difficulties of Grade One pupils in Alitagtag Central School

**SUBMISSION ID: R04A-BATANP-1579**



## **It's All About Noises From Children and Environment that Matter on the Pupils' Learning**

Grace Regil, Elmira P. Chin, & Olivia A. Guinto, Department of Education,  
Cavite City Action Research Group

### **Abstract**

### **INTRODUCTION**

### **METHODS**

The researchers used the qualitative descriptive and quantitative research design. From the afternoon Grade VI classes, twenty (20) consistent noisy children were selected. The survey method was used with the fishbowl technique. Using the survey, interviews and questionnaires were prepared. Table and graph were utilized for easy data interpretation.

### **RESULTS**

Figure 1. The results of the pre-test in English VI

In these data, the Control Group has a mean of 8 and a standard deviation of 1.763 which is better than that of the Experimental Group. However, the mean of the Experimental Group, 9.1, is better than the Control Group. These two groups are in a conducive classroom, where everyone is able to concentrate during the test.

Figure 2. The results of the post-test in English

It is evident that the Control Group has a better mean and standard deviation, 13.46 and 1.50, respectively. The group took the post-test in a conducive area devoid of noise in particular. The Experimental Group is placed in a noisy classroom during the post-test. It has a lower mean and a higher standard deviation.

Figure 3. The sources of most irritating noises

It is obvious that noise from the seatmate forces the respondent to create noise too. This gets 45%. From other classmates, it is 41%. The noise that comes from outside the classroom only has 14%.

### **DISCUSSIONS**

About 60% of the respondents consider their seatmates as the initiators of noise. The topmost reason children make noise is because of their seatmates' great influence. A classroom devoid of unnecessary noise helps improve children's performance. Other research fails to put emphasis on the conduct of personal talk with the initiators of noise, their classmates in the room. In future action researches, more interventions should be tried for all levels.

**KEYWORDS:** Children's noise, noise from the environment, tolerable educational noise, conducive learning, devoid of noise, intervention, learning in English, noises.

**SUBMISSION ID: R04A-CAVITC-0137**



## **It's So EC!**

Anabelle Loquias, Bilaran National High School

### **Abstract**

#### **INTRODUCTION**

This study is a tool used to enhance Grade 9 students dealing with atom and its subatomic particles leading to understanding the electronic configuration. This is considered as one of the best practices used in Grade 9 Science classes.

#### **METHODS**

Data used were obtained from the Science Department's files for the past four years. Based on the data analysis, the MPS result of the first school year implementation of Grade 9 was nearing mastery without "It's so EC."

#### **RESULTS**

Using "It's so EC," revealed that there was an increase and improvement in the mastery of the topic.

#### **DISCUSSIONS**

Based from the evidence obtained, the proponent suggests/recommends the use of the "It's so EC" tool to be utilized by the Junior High Schools in Nasugbu East District as an additional activity in order to enhance Grade 9 students in dealing with atoms and their subatomic particles leading to understanding electron configuration.

**KEYWORDS:** electronic configuration, science,

**SUBMISSION ID: R04A-BATANP-1174**



## **JCO (Jigsaw-Based Cooperative Learning) for Grade 8 Students' Better Understanding of Mitosis**

Marie Eugenie Soriano, Dipintin High School

### **Abstract**

#### **INTRODUCTION**

Science learning is a cumulative process that allows students to build their scientific knowledge based on what they already know and what scientists discover. The National Achievement Test Result for 2017 for Grade 6 is 33.98 while in Grade 10, it is 35.67. In Dipintin High School, students have very low achievement scores in science as evidenced by the 2017 NAT mean percentage score of 33.32 which was far from the expected level of mastery. The main purpose of this study is to determine the influence of Jigsaw-based cooperative learning on students' understanding of mitosis and their views towards it.

#### **METHODS**

A mixed method design was used. Pre-and-post-tests and jigsaw opinion scale were used to obtain data from 43 purposively chosen grade 8 students. After the pre-test, Jigsaw-based learning was used as a mode of instruction. The class was divided into five groups and was given a jigsaw puzzle of the mitotic process. Each group completed the puzzle and wrote down keywords from the image that they have completed. After completing one image, they moved on to the next puzzle until they finished all the stages of mitosis. Once completed, the teacher facilitated the discussion of the stages with the help of the keywords that students wrote in their meta cards. After which, a post-test was conducted and the result was analyzed using descriptive statistics, independent t-test, and eta2.

#### **RESULTS**

A comparison of the mean percentage score of the pre-test and post-test of Grade 8 students revealed that the post-test scores increased by 30% from an MPS 40 to an MPS of 70 in the post-test. Data were analyzed using a two-tailed t-test to test the hypothesis at the coefficient alpha level of 0.05. Findings show that the p-value ( $7.08 \times 10^{-11}$ ) is less than the alpha level and the t-stat (8.59) is more than the computed t-critical (2.02). Cohen's d effect size was computed at 0.40. The jigsaw opinion scale revealed that students learned better by cooperating and that they were able to bounce off ideas among their group mates.

#### **DISCUSSIONS**

Results showed that students performed better with the Jigsaw-based cooperative learning as evidenced by the mean percentage score of 70 in the post-test. The p-value which is less than the alpha means that there is a significant difference between the pre-test and post-test scores of students. Moreover, the results of the jigsaw opinion scale showed that the jigsaw based cooperative learning created a positive learning environment.

**KEYWORDS:** Jigsaw-based, cooperative learning, student performance, science learning, mitosis

**SUBMISSION ID: R002-QUIRIN-0008**



**Job Satisfaction and its Correlation to Work Values among Mapeh Teachers  
of Emiliano Tria Tirona Memorial National High School**

Mary Ann Assong, Ed. D. & Eric Laurence Gandia, Emiliano Tria Tirona  
Memorial National High School

**Abstract**

**INTRODUCTION**

Job satisfaction is the foremost concern of some organizations. Dissatisfactions among employees particularly in the teaching profession may result in negative feelings such as absenteeism, or worse, turnover. In this study, the researchers assessed and correlated the work values and job satisfaction of Emiliano TriaTirona Memorial National High School (ETTMNHS) Music, Arts, Physical Education, and Health (MAPEH) teachers.

**METHODS**

This study is a descriptive correlation utilizing survey methods. To identify the Job Satisfaction level of the respondents, The Generic Job Satisfaction Scale: Scale Development and its Correlates by Scott Macdonald and Peter MacIntyre was utilized. To determine the Work Values, the Work Values Inventory was adapted from Super (2006). Both instruments were rated through a five-point Likert scale. The participants of the study were all teachers of MAPEH from ETTMNHS. The researchers computed the weighted mean of each category and each item of the instruments. Pearson-r was used to distinguish the level of correlation between work values and job satisfaction.

**RESULTS**

The results suggest that in general, teachers' job satisfaction level is High since the average total score obtained is 36.17. Item analysis revealed that in eight out of 10 items in the questionnaire, teachers responded Agree. However, two items resulted differently wherein they answered Don't Know.

Furthermore, for the work values of the respondents, it can be noticed that teachers believed that all categories were Important.

Pearson-r revealed that there is a significant relationship between the two variables since the computed r-value of 0.866 is greater than the critical value of 0.4683 at 0.05 level of significance. The computed r value also suggests that there is a high correlation between teachers' job satisfaction and work values.

**DISCUSSIONS**

ETTMNHS MAPEH teachers are satisfied in their work. On the contrary, teachers are uncertain whether work is good for their physical health and if they are well compensated.

On the work values, results imply that teachers have high regard for their work and that they appreciate it.

Lastly, work values and job satisfaction are highly correlated with each other thus MAPEH teachers with higher work values have also higher job satisfaction.

**KEYWORDS:** correlation, job satisfaction, work values, MAPEH teachers

**SUBMISSION ID: R04A-CAVITP-0034**



## **Job Satisfaction and Organizational Commitment of Junior High School Teachers in General Emilio Aguinaldo National High School: A Baseline Study**

Rosita Gerona, General Emilio Aguinaldo National High School

### **Abstract**

#### **INTRODUCTION**

With the increasing roles and responsibilities of teachers in General Emilio Aguinaldo National High School (GEANHHS), it is not uncommon to find them expressing their complaints among themselves. Based on unrecorded conversations and observations, their grievances include heavy workload with no reasonable pay, working without adequate resources, unsatisfactory financial benefits, and poorly equipped school canteen. The purpose of this study was to assess the job satisfaction and organizational commitment of junior high school teachers.

#### **METHODS**

A mixed approach and a sequential explanatory design were employed. Hence, it examined internal and external factors of teachers' job satisfaction as well as, the levels of teachers' commitments. A total of 160 individuals have participated in the study. Among them are 40 grade 7 teachers, 43 grade 8 teachers, 39 grade 9 teachers and 38 are grade 10 teachers. Questionnaires and interview were the main instruments of data collection.

#### **RESULTS**

The analysis of the quantitative data was carried out by using frequency and percent, mean and ranking and Pearson product correlation coefficient a) The overall mean rating of 4.11 revealed that the respondents described as "agree" their job satisfaction. ) b The result of correlation analysis between job satisfaction and organizational commitment, the computed  $r = 0.398$ , being positive, indicates a direct relationship between the correlations. This means that teachers with a low level of job satisfaction tend to have a low level of organizational commitment while those with a high level of job satisfaction tend to have a high level of organizational commitment. As to the result of the mean and ranking analysis, it revealed that the external factors have more influence than internal factor on teachers' job satisfaction.

#### **DISCUSSIONS**

The management should undertake necessary measures for the optimal provisions for intrinsic and extrinsic rewards to make their core workforce highly satisfied and committed to reaping the benefits of improved work behavior. Educational experts and supervisors should offer training, seminars, and workshop to teachers. This would help to develop teamwork and good relationship between teachers' and supervisor in the job. The school administrators should strive to create opportunities in which teachers can get fair and comparable financial benefits with other institutions.

**KEYWORDS:** intrinsic, extrinsic, teamwork, rewards, commitment, satisfaction, continuance, normative

**SUBMISSION ID: R04A-IMUSC1-0031**



**Job Satisfaction of Faculty Members and Utility of Dona Maria Laurel  
Platon Memorial School**

Jocelyn Ilagan, Department of Education

**Abstract**

**INTRODUCTION**

The study of the employees' job satisfaction and its relationship to their demographic characteristics is one of the most interesting research topics in organizational psychology and considered as the "Holy Grail" by an industrial psychologist, Landy 1992. Indeed, interest on this topic goes back as far as the early 19th century and the topic continues to be of great interest to many researchers and students. Although a number of studies have been made, still the topic deserves in-depth study and discussions. Moreover, many developments took place over the years that merit renewed and deeper discussions. The study was conducted to determine the socio-demographic profile, job satisfaction of the faculty members and utility, their job satisfaction, and the relationship between the socio-demographic profile with the level of job satisfaction.

**METHODS**

The study was descriptive in nature since it identified, described and summarized the demographic characteristics such as age, gender, civil status, position, years of experience, educational qualification and contribution of employment. The study surveyed 18 teachers and 1 utility in Dona Maria Laurel Platon Memorial School. Total enumeration of the respondents was observed in the study. An adapted questionnaire from Grana (1994) and Sunga (1991) was used. Descriptive statistical tools were employed in the study such as mean, percentage, chi-square test.

**RESULTS**

the study revealed that there was no significant relationship between the socio-demographic and the level of job satisfaction for employees at primary level. The study proved otherwise for the intermediate level which showed that there was a significant relationship between civil status and the level of the employee's job satisfaction, married employees were more satisfied with their job. Socio-demographic factors such as Gender, Civil Status, and Educational Attainment have a significant relationship with the level of job satisfaction.

**DISCUSSIONS**

Table 3 shows that 55% of the participants were married and in the age bracket of 20-29. Sixty-four percent of them have a job order employment status and with pure teaching load. Majority of them were female and have earned master's units, working the university on the average of 1-5 years and considered their employment as the main source of their income.

**KEYWORDS:** Job Satisfaction, Job Security, Motivation, Administration, Interpersonal Factor, Supervision, Working Condition

**SUBMISSION ID: R04A-BATANP-2047**



## **Job Satisfaction of Mapeh Teachers of Batangas National High School**

Russel Mauhay, Master Teacher 1

### **Abstract**

#### **INTRODUCTION**

Education is widely recognized as one indicator of development and innovation to change the society for a better one. One of the basic purposes of education is to produce a trained human resource which can overcome the development impediments of a given country. To achieve this, there should be a satisfied workforce in every sector of society.

#### **METHODS**

The descriptive method of research was used to help in determining the job satisfaction of MAPEH teachers in BNHS. This method of research was known to be the most applicable for this study for the purpose of presenting the evidence gathered in the observations and surveys conducted that are concerned with the existing current condition of students' situations as described by the responses of the subjects under this study.

#### **RESULTS**

The majority of the MAPEH teachers were aged 26-35 years old, served 11-15 years in teaching, have attained a BSED degree and ranked as Teacher I in the school; The MAPEH teachers on their general assessment with the variables were agreeable on their job satisfaction. The instructional competence was strongly agreeable, professional competence was agreeable, personal competence was strongly agreeable, organizational policy and administration were agreeable and auxiliary and ancillary activities were agreeable to the MAPEH teachers as regard to their job satisfaction.

#### **DISCUSSIONS**

The MAPEH teachers may achieve job satisfaction as they increase their involvement in personal and professional growth particularly on teaching-related matters; The MAPEH department may adopt and create an environment that develops positive emotions; That the implementation of the Enhancement activities may be considered, adopted and implemented in school; and the Future researchers may conduct studies that may improve or relate this current study in another research locale and they may use this study as reference.

As the study suggests, teachers should be empowered and satisfied and committed so that they may be potent agents of instruction. The empowerment can be brought about by strengthening their personal and professional skills in MAPEH. Along with this concern, the researcher posted Enhancement Activities for MAPEH teachers.

**KEYWORDS:** Continuance commitment, Enhancement Activities. Instructional competence, Job satisfaction

**SUBMISSION ID: R04A-BATANC-0012**



**Junior High School Stressors and Coping Mechanisms: Basis for  
Orientation and Development Plan**

Orven Francis De Pedro, Dana Joy D. Ferma, & Josephine V. Mojica, Lumil  
National High School

**Abstract**

**INTRODUCTION**

Stress is a state of mental tension and worry caused by problems. It is a common aspect of many different emotions like anxiety, frustration, anger, worry, fear, sadness, and despair (Myers, 2015). Stressors, as defined by Alvor (2011), would be the problems that constitute stress. In the academe, it is commonly observed as one of the reasons in a high rate of dropping out. Thus, students experience problems and encounter STRESSORS.

**METHODS**

The study is basic research utilizing the qualitative approach. The interview was made to find out their stressors. Moreover, they were also asked how they respond in order to handle these situations. Open coding was made to identify the themes in the study. Inter-coder reliability was made to assure validity.

**RESULTS**

It was found that the stressors of Grade 7 have something to do with the school, their home, and the people around them. Furthermore, these could be categorized into three: physical, which includes the environment like the subject areas, behavioral, which highlights the different behavioral attitude, and lastly emotional, which includes the emotional pressure caused by teachers and students. More so, the study shows that the common coping mechanisms of students are sharing their problems with peers.

**DISCUSSIONS**

The study only used Grade 7 students as a source of data. In addition, those under the highest potential of dropping out were chosen. The result implies that there might be underlying reasons for students' absenteeism and the way they behave might have some implications for their coping mechanisms.

**KEYWORDS:** Stressors, coping mechanisms

**SUBMISSION ID: R04A-CAVTP-0418**



**Junior High School Students Perception of their Parents Roles and its  
Effect on their Academic Achievement in Sta.Anastacia-San Rafael National  
High School**

April Derecho

**Abstract**

**INTRODUCTION**

Education is the key to creating competitive individuals in the world market. It is considered as a first step in the development of individual well-being and opportunities for better living. However, it is realized that parental involvement affects the academic performance of the child. It is their responsibility to ensure and give the quality education that will lead their children to become successful individuals and good leaders. In line with this, student performance occupies an essential place in education as well as in the learning process.

The common scenario in public high schools based on different studies is the direct effect of the parental involvement on the academic performance of students. With this, the researcher chose to have this research to provide evidence that there is a significant relationship in the way the student performs academically in relation to the parent's involvement.

**METHODS**

The descriptive method of research was used through survey questionnaire and administered to 342 students randomly selected from grade 7 to 10 to determine educational attainment, occupation, living arrangement and the number of children in the family and to what extent the parents perform their roles in terms of the academic achievement of their children.

**RESULTS**

The perceptions of students were categorized into two parts from 1) profile of the Student-Respondents' Parents, and 2) the extent of practices of parents' role in their academic achievements. The results indicated that the profile of the parents such as educational attainment, occupation, living arrangement and the number of children in the family has no direct effect on the role of their parents. On the other hand, the proper monitoring of the achievements of their children, establishing good study habits and intensifying their involvement in schools has a great impact on the academic achievements of students.

**DISCUSSIONS**

The result simplified that there is an effect on the education of the child on how parents perform their roles in terms of forming their children's moral character, giving them a child-friendly environment, and monitoring their achievement. Moreover, this research will be a basis for an action plan among junior high school teachers to encourage parents' involvement on the achievement of their children in schools and strengthen schools' programs for the benefits of the junior high school students.

**KEYWORDS:** Parents role, student achievement, academic performance

**SUBMISSION ID: R04A-BATANP-2119**



## **K to 12 Basic Education Program: Its Degree of Acceptability to Public Secondary Schools**

Decimo Espiritu, San Juan National High School

### **Abstract**

#### **INTRODUCTION**

The K to 12 Basic Education Program is primarily the solution provided by the Philippine government to address the issue on the increasing number of Filipinos experiencing mismatch of their degree program and their current profession. However, the unfamiliarity of the curriculum often gives misconceptions to the Filipinos. In this study, the degree of acceptability of public secondary schools of the K to 12 BEP is being explored by which, data found will be used as the basis for the implementation of the new curriculum.

#### **METHODS**

A descriptive method of research was used which employed a researcher-made questionnaire-checklist, unstructured interview, and a procedural observation in gathering data. The study used a purposive sampling method to choose 15 large schools from the identified secondary schools in the Division of Camarines Sur.

#### **RESULTS**

The findings of the study signified that secondary schools from the Division of Camarines Sur, have, indeed, embraced the new curriculum implemented in the educational system of the country since the following dimensions are regarded as highly acceptable (1) assessments and grading system, as assessed by students; (2) instructional delivery and readiness of the school, as assessed by the administrators; and (3) the structure and the curriculum of the program as assessed by teachers.

In conclusion, the respondents in Camarines Sur have highly accepted the K to 12 programs of the Department of Education.

#### **DISCUSSIONS**

In lieu of the campaign in promoting the delivery of the program, the researcher recommends further research on the same topic on a wider scale since the acceptability of the beneficiaries of the program may improve on account of the annual development in the program and the results it may provide on its clients.

**KEYWORDS:** K-12 Basic Education Program, Public Secondary Schools

**SUBMISSION ID: R005-CAMSUR-0135**



## **K to 12 Learning Stimulation: Assimilating Landscapes of Educational Casino in Science Teaching**

Lito Jr Panya, Royal Institution Singapore-Senior Member

### **Abstract**

#### **INTRODUCTION**

Many studies reveal the effectiveness of Game-Based Learning on the performance of students. This kind of learning demonstrated that learning motivation and efficiency can be enhanced (Feng Liu & Chen, 2013). It also appears that students become more enthusiastic and active whenever the teacher injects game on the teaching-learning process.

The declining result of the 5 weekly tests assessment in Science 6 alarmed the researcher. Being challenged with this, the researcher injected game-based learning in teaching Science 6 to prove its effectivity. Thus, this study aimed to help Grade 6 Maroon pupils to enhance their science weekly test performance using Educational Casino.

#### **METHODS**

The study employed a mixed method more specifically sequential explanatory design or QuanQual design. The process of obtaining quantitative data used a pre-experimental type of research particularly the one-group pre-test-post-test design (Gay, Mills & Airasian, 2012). 36 Grade 6 Maroon pupils were purposively selected for it is the researcher's advisory class. They were tested using a 15-item weekly test for 10 weeks, respectively.

Moreover, the qualitative data methods included the use of essay evidence from the 15 randomly selected learners. The data gathered have been organized through the codification process specifically the utilization of concept and process codes.

#### **RESULTS**

The use of Educational Casino in Science 6 teaching marked great improvement in the weekly test MPS result of the pupils. On the first five weeks before using the game, the MPS of the respondents are declining but after integrating educational casino and measuring its effect on the next 5 weeks the MPS of the pupils had increased. With this, it clearly signifies that there is a significant difference between the result of the before and after use of the Educational Casino in Science 6 teaching.

Pupils became more engaged and active in the discussion also as learning becomes more fun and exciting. They have learned the value of cooperation, critical thinking and being friendly to others.

#### **DISCUSSIONS**

The participants accepted the new learning method and wished to continue the approach in the future. The pupils also expressed that learning using Educational Casino helped them remember and understand the lesson.

By having fun and innovative games in the classroom, you do not just let them learn but you also make it more exciting and fun for them since most of the pupils today easily get bored with the lesson.

**KEYWORDS:** stimulation, landscapes, educational casino, science teaching

**SUBMISSION ID: R04A-QUEZON-0222**



**Kabataan on the Go: Coping Strategies of Grade 12 Local Guiding Students  
toward stress in ETTMNHS C.Y 2018-2019**

Marileth C. Bagas & Rubelyn M. Nalliw, Department of Education, ETTMNHS

**Abstract**

**INTRODUCTION**

In real life circumstances, people are inclined to use a combination of one's body and mind to do something that causes a change in the balance. This change refers to stress. Stress is the reaction of one's body and mind to something that causes a change in the balance. Every individual experience stress occasionally, especially in the academic scenario where stress has become an inevitable factor in the lives of students; whereas researches indicate that students are likely to experience more stress because of tedious classes and academic requirements. Hence, the researchers conducted this study to identify the coping strategies of students toward stress.

**METHODS**

This study used the descriptive method of research using the quantitative method as the process of data collection. Moreover, it employed systematic random sampling where 17 Local Guiding students were included based on Gay's formula. This study adopted the instrument with a 5-point Scale survey questionnaire from the paper "Relationship between Socio-demographic and Stress Levels, Stressors, and Coping Mechanism." It was modified and validated to meet the objectives of the study.

**RESULTS**

The results revealed that most students use the coping strategies such as praying for renewed strength (4.47), engaging in a hobby (4.11) taking some quiet time then resume studies (3.94) partying with friends (3.88) and sleeping more (3.88). Meanwhile, the least coping strategies of students are crying (2.82), getting irritated with a lecture (2.47), drinking alcohol (2.11), smoking (1.41) and taking drugs (1.23).

**DISCUSSIONS**

Base on the result most students use spiritual aspects in coping with stress. The study recommended presenting a psychological, social, and family consulting to students who are highly stressed. In addition, education for students according to the nature of the problem they face, clarify its causes, and on how to treat is advised. Another finding was that using effective stress coping strategies is important for overcoming stressful situations. Therefore, effective stress coping strategies should be taught to students.

**KEYWORDS:** Stress, Coping Strategies

**SUBMISSION ID: R04A-CAVTP-1148**



## **Kabisaan Ng Tatlong Estratehiya Sa Pagtuturo Ng Filipino-VIII**

Razel C. Pajarillo

### **Abstract**

#### **INTRODUCTION**

Modernong pagtuturo at teknolohikal na pagbuo sa ika-21 siglo ang pokus ng pag-aaral ng kumpetisyon sa mga paaralan ngayon. Layunin ng K-12 Kurikulum ang dekalidad na edukasyon. Isa sa pagtamo ng layunin ng K-12 ay ang Filipino. Subalit sa programang National Achievement Test sa Filipino na ipinatupad ng Kagawaran ng Edukasyon lumabas sa resulta ng NAT sa panuruang taon 2016-2017 na ang resulta sa Filipino sa Gamut National High School ay nakakuha ng mababang resulta. Bilang tugon nito, ang mananaliksik ay naglalayong matukoy ang mga epektibong estratehiya sa pagtuturo sa Filipino at nang maibahagi ito sa mga uro na nagtuturo sa asignaturang ito.

#### **METHODS**

Ang pag-aaral na ito ay isang kwalitatibo at kwantitatibo na nilapatan ng disenyong komparatibo. Estandardisadong talatanungan ang instrumentong ginamit sa pagkuha ng mga datos mula sa mga sampol na mag-aaral sa pre-test at post-test. Ang mga respondente ay mga mag-aaral sa Filipino VIII na napabilang sa regular na seksiyon. Random sampling at fishbowl ang ginamit sa pagtukoy ng mga respondente

#### **RESULTS**

Natuklasan sa pag-aaral na mayroong mahalagang pagkakaiba ang resulta ng mean score ng pre-test at post-test ng mga sampol batay sa tatlong nangungunang estratehiyang ginamit sa pagtuturo. Highly significant ang post-test sa tatlong metodo sapagkat mas mababa ang P-value na 0.000 sa 0.067 level of significance. Naging suliranin ng mga guro sa Filipinbo ang kakulangan sa oras sa pagtuturo dulot ng iba't ibang gawaing pampaaralan, kawalan ng interes ng mga mag-aaral sa pagkatuto ng asignaturang Filipino dahil sa impluwensya ng makabagong teknolohiya. Ang nabanggit na mga suliranin ang naging dahilan ng mababang resulta ng NAT sa Filipino. Naging suliranin naman ng mga mag-aaral ang pisikal na kalagayan ng paaralan, kawalan ng kawilihan sa pagbabasa sa mga akdang pampanitikan, malnutrisyon at estado ng kanilang kalusugan. Dulot nito ay mahalagang gumamit ng mabisang estratehiya at kagamitang pampagtuturo tulad ng SIM.

#### **DISCUSSIONS**

Ang estratehiyang pagtuturo na nilapatan ng audio-visual, pang-akademikong laro at lekstyur ay madalas ginagamit ng guro sa pagtuturo. Naging epektibo ang pagkatuto ng mga mag-aaral kung lalapatan ng angkop na estratehiya.

**KEYWORDS:** Filipino, Estratehiya, Pagtuturo, SIM (Strategic Intervention Material)

**SUBMISSION ID: R013-SURSUR-0271**



## **Kahoot Application as Used in Health Teaching: Basis for Enhancement**

Elizabeth De Guzman, Department of Education -Batangas

### **Abstract**

#### **INTRODUCTION**

Technology in the classroom is becoming more predominant in the 21st century. Educators are often challenged with maintaining a student's attention during lecture, and after the first ten minutes of instruction, learners' attention begins to diminish. This study was conducted by the researcher on the belief that this will be beneficial to many teachers since Kahoot application creates a fun learning in the classroom that provides engagement and motivation to teachers.

#### **METHODS**

This study used the descriptive method of research. The participants of the study were selected teachers who teach Health education. A self-made questionnaire was used by the researcher, which was validated by an expert. The data collected were tallied, tabulated, analyzed, and interpreted. Different statistical tools were used such as frequency distribution, weighted mean, and analysis of variance to test the study's hypothesis.

#### **RESULTS**

Results showed that most of the users of the Kahoot application were fresh graduates, aged 21-25, and most have been teaching health for one to five years. The respondents identified that multimedia pictures and videos and quizzes are the most used strategies and techniques in Kahoot application. There was also no significant difference on the respondents' answers as to the strategies and techniques, as well as with the problems encountered in using the application. Based on the results, a proposed plan of action has been prepared for more efficient use of the application as a medium of classroom instruction.

#### **DISCUSSIONS**

The results demonstrate that is a perfect way to innovate the teaching and learning process. Its carefully chosen colorful interface and music effects create an atmosphere of anticipation that motivates learners in a very intuitive way. In addition, the gamification element of the platform largely contributes to its effectiveness as a way of delivering a lesson or evaluating students' learning.

**KEYWORDS:** intuitive way, interface, kahoot application

**SUBMISSION ID: R04A-BATANP-2264**



## **Kape Jell-O**

Val Salapate , Looc Integrated School

### **Abstract**

#### **INTRODUCTION**

Kape Jell-O is a new company that will be set in Parian Business Center, Calamba City in front of the AMA Calamba Campus. The business provides coffee jelly and a comfortable environment for customers. Kape Jell-O is a partnership business that will operate on May 10, 2016. The study is about selling and serving a different variant of coffee jelly. The objective of the proponent is to serve and make people enjoy the company's product. Kape Jell-O will delight and will give satisfaction beyond customer's expectations.

#### **METHODS**

Financial feasibility includes the determination of the partnership's profitability, liquidity, solvency, and stability through the analytical measures of accounting. The initial capital investment of P250,000.00 came from the partner's contribution to establish this business.

#### **RESULTS**

The main quality of the product (coffee jelly) is the nutrition and delight it can give to its customers. This product contains ingredients that have nutritional value and good for everyone's health. It contains 7g of sugar, 1.25g of gelatin and 80g coffee. It is rich in vitamin B, protein, mineral and other nutrients that are good for everyone's health. Good location of the business really affects the flow of sales. Proponents chose a location that is suitable for the business. Our site is located in Parian, Calamba City because of accessibility of transportation, proximity to the market and sources of materials.

#### **DISCUSSIONS**

The initial capital required for the business cost 237,024.20. Each proponent decided to invest 50,000.00 totaling to 250,000.00. The fixed assets acquisition of the business including the property, plant, and equipment of office, store, and kitchen; with the fixtures and furniture, the machinery the cost amounts 100,922.00. The pre-operating expenses include minor repairs and site preparation, fees and licenses, all of which total to 11,415.00. The working capital includes purchased ingredients and raw materials, salaries, etc. totaling 124,687.20. The total of the fixed assets acquisition, the pre-operating expenses, and the working capital of the business are 237,024.20, making it the initial capital required of the business.

**KEYWORDS:** kape, jell-o

**SUBMISSION ID: R04A-CALAMB-0314**



**Kaputol Y' Kapatid: A Cradle to Learning towards Effective School to School Partnership for Reading Program**

Lailani Arroyo

**Abstract**

**INTRODUCTION**

Kaputol y' Kapatid is a school to school program of Calamba Elementary School and Lecheria Elementary School. Kaputol y' Kapatid, literally are Tagalog (dialect) words which describe strong ties like siblings and a strong linkage like a branch to its trunk. In this study, Kaputol y' Kapatid is a term about sharing of best practices in the reading program. This was utilized as an intervention for Grade II pupils. CES introduced "Project I Can Read" to its partner Lecheria Elementary School (LechES). The exchange of ideas to reinvent the said program gave birth to LechES' Reading Habits for Young Minds in English Skills (RHYMES). The researchers will determine the effect of CES' Project I Can Read on the reading improvement of the pupils in LechES in the same way it improved CES pupils.

**METHODS**

The study utilized a quasi-experimental design which allows the use of a single group of respondents and a pre-test/post-test as instruments to determine the effects of the intervention on pupils reading development. Purposive sampling was used in the selection of 40 participants among Grade 2 pupils enrolled in school year 2017-2018. The purpose of the selection process was to implement reading intervention among pupils identified as non-readers

**RESULTS**

The pre-test assessment data confirmed that the reading performance of Grade 3 pupils were at frustration level before the implementation of Project I can Read Program in Lecheria Elementary School. After the reading program, the post-test administered among pupil participants shows 65.59 % a big leap on their reading skills from frustration level to instructional level. The results of the formative test manifest gradual progress on the participants reading comprehension during the reading program implementation. The project I Can Read Program conveyed a significant impact on pupils reading performance after its implementation which is proof of its effectiveness.

**DISCUSSIONS**

Since the study proves the effectiveness of Project, I can Read Program, the researchers suggest the use of the action plan for reading intervention program at primary level. This paper provides a partnership program. This systematically promotes effective reading intervention by mobilizing resources namely: school administrators, teachers, and parents of both schools. Thus, reading comprehension is achieved if barriers to learning are addressed, when parents and teachers are engaged in ways that support learning, and school partners work with each other to expand and enhance the reading program.

**KEYWORDS:** school to school partnership, cradle for learning,

**SUBMISSION ID:** NCR1-MAKATI-0007



**Kasanayan Sa Gramatika Sa Pagsulat Ng Konseptong Papel Ng Mga Mag-aaral Na Nasa Grade 11 Sa Upland Integrated National High School**

Lionell Aniciete, Department of Education - Laguna, Nagcarlan District Upland  
INHS

**Abstract**

**INTRODUCTION**

Ayon sa pinakabagong K to 12 Core Curriculum o mas kilala sa tawag na Curriculum Guide sa Disiplinang Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik na ipinalabas ng Kagawaran ng Edukasyon (2013), inaasahang ang mga mag-aaral ay "Nakapagpamalas ng kasanayan sa pananaliksik sa Filipino batay sa kaalaman sa oryentasyon, layunin, gamit, metodo, at etika ng pananaliksik" ito ay nakabatay sa Pamantayan sa Pagganap isang bahagi sa nasabing Gabay sa Pagkatuto ng mga Mag-aaral.

Ang pag-aaral na ito ay nakaangkla sa nakasaad sa Department of Education Order No. 8 s.2015 Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program na kinakailangan na ang guro ay magsagawa ng isang "assessment method" o balidong sukatan ng pag-unlad ng performans o kakayahan ng mag-aaral na nakalinya sa "curriculum standards."

Nagkaroon ng kalituhan ang mga mag-aaral sa kung ano at paano ang batas at alituntunin mula sa Makabagong Ortograpiyang Filipino.

**METHODS**

Gumamit ng palarawang pamamaraan ng pananaliksik na may pangunahing instrumentong maikling sarbey, mga pagsasanay at rubriks para sa makatwirang pagpupuntos ng Konseptong Papel.

Gumamit ng stratified sampling ang mananaliksik upang makuha ang kanyang tinatayang bilang lamang ng mag-aaral na magamit sa pananaliksik. Lumabas na 40 mag-aaral sa buong track/strand ng Grade 11 sa Upland Integrated National High School ang naging tagasagot.

**RESULTS**

Batay sa resulta ng mga pagsusuri sa mga datos, nabatid na maganda ang naidudulot ng pagsasanay panggramatika na isinasagawa ng mananaliksik upang malaman ang kasanayang panggramatika sa pagsulat ng konseptong papel ng mga mag-aaral.

Batay rin sa ginawang pagsasagot ng mga mag-aaral sa mga pagsasanay lumabas ang berbal na interpretasyon na "di gaanong mataas" ang kanilang iskor. Sa paglalapat na nito sa pagbuo ng konseptong papel, nakita sa mga iskor ng bata sa tulong ng rubriks na mas napaunlad ng mga mag-aaral ang kanilang kasanayan sa gramatika. Higit na nakatawag ng pansin ang iskor ng mga mag-aaral sa kasanayan sa gramatika ukol sa mekaniks o pagbabaybay sa madali't sabi ay sa ispelang ng mga salita.

**DISCUSSIONS**

Nagkaroon ng kalituhan ang mga mag-aaral sa kung ano at paano ang batas at alituntunin mula sa Makabagong Ortograpiyang Filipino.

Ang pananaliksik na ito ay makatutulong upang lubusang ma-assess ng mga guro bilang facilitator ang kakayahan at kasanayan ng mga mag-aaral gramatika. Makapagdudulot ng pagpapaunlad sa kasanayan sa gramatika ng mga mag-aaral sa Grade 11.

**KEYWORDS:** Kasanayan, Gramatika, Ortograpiya, Konseptong Papel, Pananaliksik

**SUBMISSION ID: R04A-LAGUNA-0286**



**Kaya Na, Kaya Ba: The Importance of College Education Based on Grade 12 Students' Perception**

Noralyn Prieto, Pinagtongulan Integrated National High School

**Abstract**

**INTRODUCTION**

Education plays a vital role in everyone's life. Nobody reaches the peak of success without climbing the step by step process of education. With this in mind, the researchers decided to conduct a study about the importance of pursuing college education among Grade 12 students. They are interested to determine Grade 12 students' perception on the importance of college education---like if it can possibly lift them into a higher level or it can bear fruits more than what they have planted.

**METHODS**

In this qualitative research, a descriptive design was used. Anchored with the Student Development Theory, the researchers conducted individual interviews with five (5) Grade 12 student-subjects who were planning to study in college. The subjects, with each coming from each section, responded to a set of semi-structured questions. Interviews were transcribed and were carefully analyzed to produce its codes, patterns, and themes. Ethical considerations were properly observed throughout the conduct of this study.

**RESULTS**

The Grade 12 students interviewed in this study were asked first if they were planning to pursue a college education. It was followed by their perception of its importance and the advantages of pursuing it. The researchers discovered that they perceive college education as 1) an opportunity to improve their knowledge, skills, and abilities in different aspects; 2) a requirement for a job or position that they will apply for; and 3) a key for a better future. The advantages of studying in college include: 1) boosting their self-esteem; 2) more opportunities; 3) one of the qualifications that the employers look for a job applicant and; 4) being prioritized by the companies.

**DISCUSSIONS**

The results demonstrate the need for the active involvement of teachers and school administrators in providing students an overview of what college education world is and what to expect from it.

**KEYWORDS:** college education, grade 12 students, perception

**SUBMISSION ID: R04A-LIPAC1-0010**



**Keys: Improved Oral Proficiency Skills of Grade 11 Gas Students of Sangbay Integrated School**

Venus C. Sagun, Sangbay Integrated School

**Abstract**

**INTRODUCTION**

English language competency is one of the basic competencies which should be acquired by everyone in order to enter the international market and survive in the global scene; however, speaking English is a common problem among students today. Oral language proficiency impedes literacy acquisition. These could have been attributed to limited vocabulary, poor comprehension, insufficient knowledge, and lack of confidence. These were manifested to low scores during task performances and poor interaction during class session collaborations. In this study, the researcher generally aimed to improve the oral proficiency skills of grade 11 General Academic Strand (GAS) students of Sangbay Integrated School. Further, it sought to determine the effect of the specialized module "Key to Empower Young LearnerS" (KEYS) to Improve Proficiency Skills after the conduct of the intervention.

**METHODS**

The study utilized descriptive-comparative design wherein statistical tools used in the analysis of data were Mean and Standard Deviation, Paired Samples t-Test and Eta-squared. Mean and standard deviation were used in describing the pre-test and post-test scores of students while Paired Samples t-Test was utilized to determine the significant difference in the scores of respondents before and after the implementation of the intervention.

**RESULTS**

The results of the study showed that most of Grade 11 GAS students got low level of performance in oral proficiency test; however, in general, 66.67% of GAS students are considered as competent speakers, where, they can maintain theme, follow topics switches and to use main attitude markers, stumble and hesitate at times but reasonably fluent otherwise. Further, prior to the conduct of the intervention, most of the respondents are marginal and extremely limited speakers. The result clearly showed that there is a significant difference between the pre-test and post-test where it revealed that the intervention crafted was useful and relevant in improving oral proficiency skills.

**DISCUSSIONS**

In general, the results demonstrated a need to hone their skills in accuracy, fluency, and comprehensibility. In the same manner, KEYS should be enhanced, or other similar interactive activities should be adapted to improve oral skills where learners are expected to engage in a communicative situation using acceptable, polite, and meaningful communicative strategies.

**KEYWORDS:** KEYS, oral proficiency, accuracy

**SUBMISSION ID: R002-QUIRIN-0031**



## **Kindergarten Pupils' Reading Preferences: Basis in Developing a Reading Program**

Clarisse Bantog

### **Abstract**

#### **INTRODUCTION**

This study is meant to add to this growing understanding of children's preferences. The underlying reason this research is done was that the researchers acknowledge that each pupil has his or her own preference in reading. This study will give them an understanding of which material will most likely gain the attention of the pupils to use during inside and outside the classroom that will boost their development and unlock their maximum potential in reading.

#### **METHODS**

This study aims to determine the reading preferences of the kindergarten pupils in terms of (a) language, (b) format, (c) printed materials, (d) digital materials, (e) characteristics of reading materials, and (f) reading topics. The study used a descriptive method of research. A survey questionnaire served as an instrument and was used for the interview to gather the data needed for interpretation. The respondents of the study are the Kinder-Malusog pupils of Sabutan Elementary School under the supervision of Teacher Clarisse Bantog.

#### **RESULTS**

Based on the data gathered, analyzed and interpreted, majority of the pupils chose Filipino in terms of language; printed materials in terms of format; story books in terms of printed materials; both long and short in terms of length; full of illustration in terms of illustrations; unrealistic/not true to life in terms of type; kings, queens, prince and princess in terms of fantasy; family in terms of people; and space, stars, moon and astronauts in terms of science. The study also revealed that the pupils believe that they learn through reading, that they would prefer to read in their free time, and that they are happy when reading.

#### **DISCUSSIONS**

The researchers concluded that the children's preferences in reading materials differ from one another. Their beliefs, dreams, feelings, family background, religion, environment, and special occasions influence their preference

Thus, the researchers are humbly recommending that teachers should consider the pupils' preferred reading preferences and incorporate them into their daily lessons. The parents should provide a variety of appropriate and suitable reading materials for their children and should continue the teacher's practices by allotting more time in reading with their children. Future researches should conduct this on a larger scale to expand the existing knowledge and a growing understanding of children's preferences.

**KEYWORDS:** Kindergarten; Reading; Reading Preferences; Reading Program

**SUBMISSION ID: R04A-CAVTP-0942**



## **Kindergarten Reading Readiness: An Intervention Plan in Palsara Elementary School**

Elsie Ortega

### **Abstract**

#### **INTRODUCTION**

The purpose of this action research was to determine if a reading intervention plan would increase the basic kindergarten readiness skills of learners in kinder. The researcher was motivated to conduct the intervention plan to assess the reading readiness of kinder students of Palsara Elem. School.

#### **METHODS**

Exploring effective strategies to build letter and sound recognition, sight word recalling, and reading comprehension for students from low socioeconomic backgrounds was an important part of this study. A multiple methods design was used. A research study was conducted in a kinder classroom of a local Title I school. The subjects of this study were three kindergarten students. They were selected because of their low scores from the Kinder Reading Assessment. The intervention was specific to each student's needs for reading and oral language development skills. Both qualitative and quantitative data were used for measuring student outcomes of the reading and oral language development skills.

#### **RESULTS**

The overall effects of interventions are certainly positive and promising. A kinder reading readiness intervention program was implemented into a small group of kinder students over a time period of eight weeks. the intervention all three students learned all of the capital and lowercase letters, and all consonant letter sounds. This was a great milestone for students. They were (finally) able to add their name to the "I know all of the Letters" banner that hangs in the room. Knowing all of the letters and sounds is the first building block of kinder readiness. Students must know all sounds and letters in order to begin sounding out words and reading words.

#### **DISCUSSIONS**

The reading readiness intervention produced positive gains for multiple reasons. First for teacher worked tirelessly with the intervention group, worked hard at providing a fun, engaging learning materials and plans for students. In order for the intervention to be effective, we had to have effective plans and materials. The relationship with the intervention group grew strong. They loved having the comfort of two people who are willing to help them in any way possible.

**KEYWORDS:** Reading readiness, intervention plan

**SUBMISSION ID: R04A-BATANP-2320**



**Knacks on Knock-ons: Effects of Reading Comprehension on Academic Performance of Grade 11 Students in Balele Integrated High School**

Ereca Castillo

(Adviser: Imelda Marquez)

**Abstract**

**INTRODUCTION**

Reading proficiency is often the determinant of successful academic performance in most subjects in school. With the continuous innovation done by educational practitioners and experts as prescribed by the new curriculum, 21st-century learners are expected to possess not only various subject skills but also higher reading ability. From the latest results of the Reading Test administered to 30 Grade 11 students in Balele Integrated High School, it can be implied that most of them are experiencing difficulties in different learning areas. In this study, the researcher examined the connection of low academic performance of students to their level of reading comprehension skills resulted from the lack of reading habits and practices.

**METHODS**

Initially, the researcher considered the use of Phil-IRI Screening Test in assessing the level of reading comprehension of students. Primary data has been collected through a questionnaire (Reading Habits questionnaire) on a five-point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly agree). A total of 36 questionnaires were distributed to students, out of which 30 (83%) questionnaires were received. In addition, through SPSS tool, Pearson-r is used to determine the significant relationships between students' reading comprehension and academic performance.

**RESULTS**

The results of Phil-IRI Screening test revealed that the majority of students are less proficient which can be interpreted that most of the respondents need reading intervention. It can be deduced that from the average performance of students in the 4 core subjects, the majority of the respondents or equivalent to 40% belong to Fairly Satisfactory Level with a grade of 75-79%. Consequently, only 3% of the total respondents belong to Outstanding with a grade of 90 and above. It is evident that students included in this endeavor were poor in their academic standing. The study also revealed that in Math and in English, both the null hypotheses are rejected which can be interpreted that reading comprehension skills have significant effects on the academic performance of students.

**DISCUSSIONS**

The results show that the promotion of good reading habits through the researcher's proposed reading intervention entitled "Holistic and Engaging Activities in Reading Text (HEART)" will be of great help not only in increasing the level of comprehension skills of students but also in improving their academic performance as well.

**KEYWORDS:** comprehension, academic performance, reading intervention

**SUBMISSION ID: R04A-TANAUA-0023**



## **Knowledge and Money: Readiness and inclination of Senior High School Graduates**

Sabio, Nikka Avegail Marquez, Department of Education - Calamba City  
(Adviser: Larra Marie Bernardo)

### **Abstract**

#### **INTRODUCTION**

K to 12 curriculum of the Department of Education of the Philippines aims to produce lifelong learners who are locally and globally competitive and ready to pursue their desired path namely going to college, working, and starting their own business wherein the SHS students chooses the tracks (Academic, Technical-Vocational-Livelihood, Sports and Arts) that are aligned to these exit points. In this study, we sought to determine the readiness and competitiveness of the first batch of senior high school students in taking up college or engaging themselves in employment.

#### **METHODS**

Using a phenomenological study, we applied an interview method and questionnaire to gather data needed to support this study. The participants were chosen through purposive sampling and availability sampling. The following methods are used for a vivid understanding of the senior high school readiness and competitiveness in entering college and engaging themselves in the world of work.

#### **RESULTS**

As the first batch of senior high school, participants shared the same insights when it comes to their readiness in going to college and competitiveness in engaging themselves in the workforce. The following are the themes derived from the collected data of the participants:

(1) Readiness in College; (2) Competitiveness in Workforce; (3) Effectiveness of K-to-12 curriculum; (4) Difficulties Experienced after Senior High School, and; (5) Differences of Senior High School to their Chosen Fields and Courses. All the participants believed that the society or the global market look for those who have skills and also knowledge to join the workforce. Most of the greater opportunities are given to those who are academically good and skillfully ready.

#### **DISCUSSIONS**

The results exhibit the need for improvement on the implementation of the K to 12 curriculum that will serve as the turning point for students to explore their possible path to take after high school. The practices they experienced from the work immersion and the whole duration of the academic year, let them feel and explore the exit point they took. The more they know the field or course, the easier it is for them to adapt and enjoy their journey to success.

**KEYWORDS:** competitiveness, inclination, readiness, workforce

**SUBMISSION ID: R04A-CALAMB-0099**



**Knowledge and Perception of Anabu II Elementary School Regular Education Teachers on Special Education and Inclusion**

Jan Miguel Salazar, Anabu II Elementary School

**Abstract**

**INTRODUCTION**

The Department of Education, particularly Anabu II Elementary School, adapts to the demands of Special Education and Inclusion. This study aimed to discover the knowledge and perception of the regular teachers of the said school about SPED and its proponents such as mainstream and inclusive education.

**METHODS**

The data gathering consists of a structured interview and a descriptive survey. Quantitative and Qualitative approach was utilized to analyze the gathered data. The study reflected on the perception of teachers about special education and made an action plan to enhance their knowledge on the said topic.

**RESULTS**

Results of the study conferred in this research revealed that the regular education teachers of Anabu II Elementary School know little special education concepts. The need for teachers who have both the knowledge and the ability to instruct special-education students is more critical today than ever before. A national push to take students with disabilities out of isolation means most now spend the majority of their days in general-education classrooms, rather than in separate special-education classes. That means general-education teachers are instructing more students with disabilities. Since they focus on their own subjects and grade levels, they did not have the luxury of time to study special education unless it is really required or being implemented in the institution.

**DISCUSSIONS**

Anabu II Elementary School or AIIES has fifty-seven (57) permanent teachers. They advise their own sections in each grade level and facilitate their learning to gain a wide range of knowledge in subjects and train them to be functional citizens of the country. AIIES teachers follow the Department of Education's mission and vision and inculcate their traits in each lesson. Given the differences in each student, they make sure that everyone will learn, and no student will be left behind.

As regular education teachers, they focus on different subject sand grade levels. The researchers would like to know the current stand of the regular teachers of the school regarding special education, particularly in inclusion because it is the least restrictive environment a child with exceptionality can achieve as placement in vertical development.

The findings from this study have led the researchers to organize a Learning Action Cell session and enrich the teacher's teaching skills and strategies in handling students with exceptionalities.

**KEYWORDS:** Special Education, Inclusion, Mainstream, Disability, Handicap, Individualized Education Plan

**SUBMISSION ID: R04A-IMUSC1-0049**



**Knowledge, Attitudes and Practices on Rabies Prevention and Treatment in  
Brgy. Gulang-Gulang, Lucena City**

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**Abstract**

**INTRODUCTION**

Rabies continues to be a public health problem in the Philippines. The country is one of the top 10 countries with a rabies problem. It is responsible for the deaths of 200 to 300 Filipinos per year. In 2010, 257 died of rabies, and in 2011, 202 deaths were reported.

Community participation in rabies control efforts can be multi-faceted. Community members can help participate in rabies control programs, enact local laws, enforce anti-rabies laws and plan and publicize and implement dog vaccination campaigns, dog registration, and stray dog control. Individuals in the community can also report rabies cases and ensure that dog bite victims receive first aid and treatment. Educating the public about the epidemiological features of rabies, as well as simple preventive and precautionary measures, may help protect them and reduce the incidence of rabies.

Specifically, community awareness of rabies and responsible behavior of pet owners are key components for prevention. Thus, this study aimed to know the knowledge, attitudes, and practices (KAP) of Brgy. Gulanggulang, as well as to describe peoples' knowledge, attitudes, and practices on handling animal bites. Furthermore, the study correlated the people's awareness of handling animal bites to actual practice in order to identify areas that need to be addressed through future health educational program and anti-rabies vaccination.

**METHODS**

Purposive sampling technique was used in selecting the 4, 134 residents of Brgy. Gulang-Gulang, Lucena City wherein 1, 558 Pet Owners and 2,576 Non-Pet Owners. Also, a house to house interview and survey questionnaire were used in gathering the needed data.

**RESULTS**

Most of the respondents were female with a total number of 2,452 or 59% from 30-39 years old who answered that dogs are the primary reservoirs of rabies. Furthermore, 79% or 3,274 of the respondents answered that after a dog bite, the first action should be washing the wound with soap and water. While, 70% or 2, 389 of the respondents said that pet should be vaccinated annually. However, 97% or 4,039 answered that hospitals are the best venue to ask for help after an incident of a dog biting. In fact, 77% or 2,395 of the respondents admitted that the vaccination status of a pet dog is not implemented during the last one year. Moreover, 84% or 3841 respondents shows that they are in favor of sterilization and disinfection. In terms of their corresponding actions against stray dogs, 54% or 2,430 of respondents suggested the segregation of dogs in the pound.

**DISCUSSIONS**

The result shows that despite their knowledge on rabies and its medication there is a need for annual vaccination in every Barangay to avoid the increasing rate of rabies victims in the City. Since, residents cannot bring their astray dogs in the Municipal Veterinary Clinic due to their safety, distance and time.

**KEYWORDS:** Knowledge, Attitudes, Practices, Rabies Prevention, and Treatment

**SUBMISSION ID: R04A-LUCENA-0006**



**Kritikal na Pagsusuri Tungo sa Pagbasa at Pagsulat ng Senior High School  
sa Naic National High School**

Romeo Aquino, NAIC NHS

**Abstract**

**INTRODUCTION**

Ang pangunahing hangarin ng pananaliksik na ito na ang pagbasa at pagsulat bilang makrong kasanayan ng mag-aaral na hinubog sa paraan ng malalim na pagtalakay nito malaman ang mahalagang pamamaraan ng pagbasa at pagsulat.

**METHODS**

Ang mga mag-aaral ng Grade 11 ay nagkaroon ng gawaing pangkaisipan. Ang lahat ng antas ng Grade 11 ay binigyan ng pre-test sa pagbasa at pagsulat na kasanayan. Ang lahat ng mag-aaral ay nakakuha ng 50 bahagda at ang antas ng GAS-2 ang siyang napabilang sa pag-aaral na sumailalim sa intervention program. Binigyan din sila ng post-test sa pagbasa at pagsulat tungo sa epektibong pagsusuri. Nagiging daan sa kabatiran kung may positibo bang pamamaraan sa mga mag-aaral sa kanilang pag-aaral.

**RESULTS**

Tinitingnan sa punto na gawain ng pag-aaral na ito na nakatuon sa pananaw ng mga mag-aaral na nagkaroon nang significant difference. Kinakailangang gamitin ang mga salik tulad ng mga Perspektiba, Uri, Edad, Kasarian, Pangkat, Lugar, Panahon. Makaraang simulan ang intervention program.

**DISCUSSIONS**

Mangyari, na inilahad sa pag-aaral na ito na nagkaroon ng significant difference sa pangitan ng resulta na ginawa na epektibong pamamaraan ng pagbasa at pagsulat. Sa una at huling pagsasagawa ng intervention program. Isinagawa nito ang mga inaasahan pagkakaugnay ng mga baryabol sa pananaliksik.

**KEYWORDS:** Kritikal na Pagsusuri, Pagbasa at Pagsulat

**SUBMISSION ID: R04A-CAVITP-0905**



**L.D.ES. Receiving Teachers on SPED and their Views in the  
Implementation Practices of Inclusive Education**

Normita Datinggaling, Division of Cavite City

**Abstract**

**INTRODUCTION**

The Department of Education Region IV-A CALABARZON through the Curriculum Learning and Management Division conducted a series of training on Inclusive Education. And, 10% of LDES teachers were trained to handle and teach learners with special needs (LSENs) in regular classrooms through inclusive education. This advocacy of Department of Education aims to escalate the level of awareness and sustainability of Inclusive Education implementation practices geared with educational knowledge and skills. Inclusive education is a rising trend and this study focused to investigate the 10% of our receiving teachers on special education and their views on preparation of inclusive education and collaboration in a way to support their effort as a continuing advocate.

**METHODS**

This basic research employed a descriptive surveyed type of research wherein a questionnaire checklist was to distribute among our participants they were the receiving teachers for our learners with special educational needs. Likert Scale was used in rating the responses of the teacher's view on the implementation of Inclusive Education.

**RESULTS**

The 10% of receiving teachers of our learners as our respondents, viewed the implementation of Inclusive Education as responsive and currently seasoned advocacy for our learners with special needs. The 10% of them were very positive and willing to accept learners with special needs in their class provided that they will be trained and be updated on the trends on the implementation of Inclusive Education as part of their responses on the survey given to them.

**DISCUSSIONS**

Inclusive Education equipped and empowered pupils with special needs in a regular setting. Special children regardless of the exceptionality should be exposed in their community of learning that eventually made them as functional learners. Special education teachers and the receiving are encouraged to have continuous collaboration to inspire and motivate every special child to experience success and make them aware that they have a valuable purpose in the community they primarily in.

**KEYWORDS:** Inclusive Education Practices of Receiving Teachers at Ladislao Diwa

**SUBMISSION ID: R04A-CAVITC-0003**



**Laboratory Teacher's Competence in Caraga State University: Its  
Contribution to the Science Literacy Skills of the Students**

Joanna Acila Buniel, Department of Education

**Abstract**

**INTRODUCTION**

The ultimate goal of teaching in any discipline is to effect a change in the learner's life. The search for effective and efficient methods of teaching has been a subject of research among many educators and researchers especially in the field of Science. Although many researchers have shown that a learner's performance is a product of interrelated factors such as his/her mental ability, home, and family background, school environment, and others. Some researchers revealed that a teacher's competence is also a determinant of successful learning.

**METHODS**

This study was conducted in Caraga State University, Ampayon, Butuan City. The respondents of the study were 174 students who had enrolled at least 2 laboratory courses from the different colleges namely the College of Education, College of Arts and Sciences, College of Agricultural Sciences and Natural Resources and the College of Engineering and Information Technology.

A descriptive type of research design was used to determine the teacher's competence in terms of their contribution to the science literacy skills of students. The research instrument was designed to ascertain the extent of the teacher's competence as demonstrated in class and how it contributed to students' science literacy skills.

**RESULTS**

There was a significant relationship between the laboratory instructors' competence and the science literacy skill of students but it was weak or low. This led to the rejection of the null hypothesis. This implied that teachers' moderate level of competence was an indispensable function to the literacy skills of students.

**DISCUSSIONS**

Findings of the study further revealed that there was a significant relationship between the competencies of the laboratory instructors to the student's level of science literacy skills. The laboratory facilitators' competency significantly influences students' level of science literacy skill in the subject. Their competency was the pillar for the practical implementation of a safe and effective science experiment. Students' positive attitude towards the course and their motivation to learn and the likelihood to provide appropriate feedback to the learning activities depended on how the laboratory teachers influenced them.

**KEYWORDS:** science literacy skills, laboratory performance, teaching efficiency, teaching proficiency, teaching strategy, teacher's competence

**SUBMISSION ID: R013-SURSUR-0043**



## **Lacing at Leisure: An Intervention in Developing the Level of Handwriting Skills of the Kindergarten Pupils**

Rose-Ann Lozada, Teacher, Sumo-sumo Central Elementary School, Department of Education

### **Abstract**

#### **INTRODUCTION**

Handwriting skills develop before children enter formal schooling has been shown significantly to predict academic achievement years later (Dinehart, 2014). However, it was found that there were six of twelve kindergarten pupils of Umbay Elementary School who are still at the beginning level in terms of writing their own names as well as writing the uppercase and lowercase letters of the alphabet. With these, the kindergarten teacher has created an intervention that would uplift the level of handwriting skills.

#### **METHODS**

Lacing at Leisure activity as an intervention was used primarily. The identified pupils were engaged in this activity daily during their leisure time. They kept on lacing a particular card until they master it already and found it with ease. And as their small muscles repeat motions over and over again, those muscles remember the movement (called "muscle memory") and the movements become automatic. The teacher-made Kindergarten Writing Alphabet Letter rubric and the Kindergarten: Writing Name rubric were used for the pre and post assessments.

#### **RESULTS**

After the intervention has been utilized by the identified pupils, the level of handwriting skills was developed. In terms of writing the uppercase and lowercase letters of the alphabet, it has increased from 36.11% to 77.78% with an adjectival rating of "developing". In writing their own name it developed from 35.56% to 77.62%, rated as "developing". It manifested that the strategy used was developmentally appropriate and effective in developing the fine motor and visual skills as well as the hand-eye coordination of the pupils. This led them to write correctly and precisely the upper and lowercase letters and their own names.

#### **DISCUSSIONS**

Kindergarten teachers should continually provide meaningful and engaging activities appropriate to the different needs of the pupils. Making sure of course that each activity would be fun for them and will not be a burden on their level. The use of developmentally appropriate practices was a vivid example of bringing the pupils into the world of play-based learning. In addition, kindergarten teachers should ensure that every child has the benefit of positive early childhood experiences that support literacy development. At the same time, regardless of children's prior learning, schools have the responsibility to educate every child and to never give up even if later interventions must be more intensive and costly.

**KEYWORDS:** lacing, leisure, handwriting skills

**SUBMISSION ID: R013-SURSUR-0184**



**Lack of Canteens to Support the Needs of Food for Senior High School  
Students of General Mariano Alvarez Technical Integrated Senior High  
School**

Trixia May V. Beato, GMATHS  
(Adviser: Charisma Gredona)

**Abstract**

**INTRODUCTION**

Schools are the best place to implement solutions to overnutrition and obesity since children and young adults spend most of their time in school and consequently spend more time eating in school than at home. The study was conducted to document the urgent need of putting up a school canteen that will serve the senior high school students of General Mariano Alvarez Technical High School.

**METHODS**

The study was able to gather the necessary data by conducting a random interview to ten grade twelve (12) students of the school, the responses were simply tabulated and analyzed.

**RESULTS**

The data showed the importance of having a school canteen near the buildings of the Senior High School. The study further reveals that having no nearby canteen to support their needs for food affected students' performance inside the classroom.

**DISCUSSIONS**

Food is a basic necessity. Good food is considered an essential part of one's life. It provides every one the energy and nutrients to grow and be healthy. The study hopes that with the result of the study, the top management of the school will realize how important food is to our students, hear the clamor of most of the senior high populace, and eventually will speed up their actions toward constructing a school canteen to serve senior high school student in the duration of their stay in the campus.

**KEYWORDS:** FOOD, CANTEEN, SCARCITY, SENIOR HIGH SCHOOL

**SUBMISSION ID: R04A-CAVITP-0950**



## **Lack of Confidence of the Humss Students to their Mathematical Proficiency and its Effect to their Daily School Performance**

Edryan Laserna

### **Abstract**

#### **INTRODUCTION**

Nowadays, many students have different views toward mathematics as a subject. Most of them dislike mathematics due to their lack of confidence on solving mathematical equations. This caught the attention of the researchers and has served as the driving force for them to find out if the lack of confidence of HUMSS students has an effect on their daily school performance and garner possible solution to lessen or totally eradicate the problem.

#### **METHODS**

This study utilized a descriptive research method. The researchers conducted the study at Talisay Senior High school by handing out survey questionnaires to Grade 11 and grade 12 HUMSS students with a total of 242 students. Slovin's formula was employed to compute for the size of the sample from the total population. The researchers used a simple random sampling technique in choosing their respondents which has a total of 151.

#### **RESULTS**

According to all the data gathered, there is a significant effect between lack of confidence to the mathematical proficiency and daily school performance of HUMSS students. Students tend to have a lower level of class participation because of this dilemma. It leads to poor academic performance in the subject area and steals the chance of coping with the daily lessons.

#### **DISCUSSIONS**

The result of this study shows that there was a significant relationship between lack of confidence and mathematical proficiency in the daily school performance of the HUMSS students. It affects their attitude towards their outlook on mathematics. Most of them perceived the said subject as their rival or as a topic that is not interesting which leads to failure in getting good academic standing. In addition to these, the researchers found that if students have low confidence and mathematical proficiency it would defeat the purpose of learning in mathematics which may result in failing their daily school performance.

**KEYWORDS:** Lack of confidence, mathematical proficiency, school performance

**SUBMISSION ID: R04A-BATANP-0865**



**Lack of Parental Involvement in Homeroom Parent-Teachers association (HRPTA) Meeting in Nasugbu East Central School: An Analysis**

Michelle Salanguit, Department of Education, Division of Batangas Nasugbu East District

**Abstract**

**INTRODUCTION**

Parental involvement, in general, is regarded as the interaction and assistance which parents provide to their children and to their children's school in order to enhance or benefit their children's success in the classroom. Unfortunately, most of the parents of Nasugbu East Central School lack involvement or interest in attending the homeroom PTA meetings which are very important in the process of pupils' development and the school programs and policies. This is the reason the researcher aims to conduct the study to give solutions to the existing problem of the school to promote the harmonious relationship between parents and teachers and to increase the academic performance of the pupils.

**METHODS**

The researcher made use of questionnaires given to teachers and parents. The descriptive method was used in this study to clearly show the reasons for the lack of parental involvement in HRPTA meeting in Nasugbu East Central School as the main instrument for gathering the needed data.

**RESULTS**

The parents are not enthusiastic in attending HRPTA meeting in school because they are busy in their jobs, they are evading the contributions imposed by the school and are not interested in attending the HRPTA meetings. The actions done by the school to encourage parents to involve themselves in HRPTA Meeting were close checking and monitoring parent's attendance and also by giving recognition to parents in terms of certificates. Low performance of individual pupils and the failure of the implementation of the program and projects of the school are partly caused by the lack of parents' involvement in HRPTA meetings.

**DISCUSSIONS**

The results demonstrate the Lack of Parental Involvement in Homeroom Parent-Teachers Associations (HRPTA) Meetings and the need to motivate and encourage parent's involvement in the HRPTA meetings. It reveals the effects of a lack of parents' involvement in HRPTA meetings in the low performance of individual pupils and the failure of the implementation of the program and projects of the school.

**KEYWORDS:** parental, involvement, meeting

**SUBMISSION ID: R04A-BATANP-2272**



## **Lack of Sleep and its Effect on the Classroom Behavior of Senior High School Students in ETTMNHS**

Calvin Jerard S. Saet, John Paul R. Meamo, & Jovan D. Sabanal, Department of Education, ETTMNHS

### **Abstract**

#### **INTRODUCTION**

Sleep is a state in which the body and mind of an individual are relatively inactive, and its muscles are relaxed. In the human body, sleep aids all cognitive functions such as memory, learning, decision making, and critical thinking. Sleep is also said to be a physiological adaption to conserve energy with enough sleep, an individual can function better and the condition of which an individual suffers from lack of sleep is called sleep deprivation. Sleep deprivation can result in weight gain, dysfunction in cognitive ability, and even life-threatening health risks. However, based on observations, most students lack sleep. As a response, this study focused on the effects of lack of sleep on the behavior of senior high school students inside the classroom.

#### **METHODS**

The population considered for this research study includes 50 senior high school students. Respondents were chosen according to their own experience or based on their understanding about lack of sleep. Random sampling was utilized using Gay's Guidelines where 50 student respondents were required.

#### **RESULTS**

The study revealed that most of the respondents strongly agreed that they feel that their academic performance is hindered, they are unable to focus during exams and they find it hard to stay awake and focused during their classes due to lack of sleep. Moreover, they often find themselves cramming for most of their exams. In terms of classroom behavior, lack of sleep results to the respondents feeling often irritable and have less motivation through the day. Majority of the respondents also strongly agreed that they experience clumsiness or awkward movements and feel that they have less energy during their classes.

#### **DISCUSSIONS**

Based on the results of the study, Grade 11, and Grade 12 students of ETTMNHS mostly experience lack of sleep. This is often caused by the excessive use of mobile phones and the time spent on social media. Because of this, the study recommends that the school initiates programs that discuss the negative effects of lack of sleep onto one's health and students' poor classroom performance and behavior. Likewise, students themselves shall be conscious of insufficient sleep's harmful effects on an individual's body so they may develop good sleeping habits.

**KEYWORDS:** Lack of Sleep

**SUBMISSION ID:** R04A-CAVTP-1642



## **Ladderized Module in Developing Reading Ability: input to Enhanced Reading Comprehension**

Angelle Rueda , Department of Education - Tanauan

### **Abstract**

#### **INTRODUCTION**

The research focused on the recurring challenges of the mismatch between students' chronological level and reading level. There are many reading materials and research available but the researcher wanted to address the mismatch. The reading materials suitability is a primary consideration before making or adapting to reading materials already there. Designing it in a progressive manner makes the student aware of their learning phase.

#### **METHODS**

The researcher made use of a qualitative method where a diagnostic test through a pre-test was conducted. The confirmation of the existing problem on mismatch is evident. The crafting of the module followed. Validation of the instructional material was undertaken before the pilot testing. Post-tests were given after the pilot testing. The statistical tool utilized to treat the data were the mean, standard deviation, and t-test to see a significant difference.

#### **RESULTS**

There is a significant difference in the results of the pre-test and the post-test. A significant difference between the result of the pre-test and the post-test was established using the t-test based on the P value 0.05. The results of the t-test are higher than the critical value (2.11) that is why the null hypothesis is rejected. This signifies that the reading skills of students are improved after using the module.

#### **DISCUSSIONS**

The result technically showed that the reading skills of students can be enhanced and improved. Practice reading on target skills applying the ladderized design enhanced the ability of learners to develop reading skills. It is imperative that teachers heed the progress of students learning.

**KEYWORDS:** reading skills, ladderized reading module, comprehension

**SUBMISSION ID: R04A-TANAUA-0122**



**Language Anxiety and Coping Mechanisms in Learning English of Grade 8  
Students of Camp Vicente Lim National High School**

Fernando Odin, Jr., Divina Camp Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

Learners of language such as English often express a feeling of stress, nervousness, or anxiety in different levels while learning to speak the language regardless of the mother tongue they are using. This problem has been found to have undesirable effects on the performance of students in their English class. As their teacher, the researcher witnessed high levels of Foreign Language Anxiety (FLA) among his students. In this study, he explored these levels, and proposed and implemented coping mechanisms to alleviate the anxiety levels of learners.

**METHODS**

Purposive sampling was used to cater 172 Grade 8 students of Camp Vicente Lim National School where the researcher is an English teacher. They responded to sets of adapted questionnaires, both modified, from Horwitz, Horwitz, and Cope (1986) known as the (FLCAS (Foreign Language Class Anxiety Scale) and Anxiety Coping Strategies of Kondo and Ling (2004) to determine their anxiety levels and identify coping mechanisms for learners, respectively. Data gathered were tabulated and computed using different statistical treatments. The proposed coping mechanisms were employed. Consequently, the FLCAS was re-administered to analyze whether or not the respondents' levels of anxiety were alleviated.

**RESULTS**

Most of the respondents fell under the level of "Moderately Anxious" in all the three aspects as reflected in the FLCAS. The proposed program of coping mechanisms out of the coping strategies given by the respondents was deemed successful in alleviating the language anxiety levels of the respondents. Subjecting learners under the said program is believed to yield positive outcomes on the performance of students during their English class.

**DISCUSSIONS**

The student respondents agreed that they have English language anxiety. Results also showed that the respondents employed different strategies as coping mechanisms. There is a significant difference in test anxiety when it comes to gender, giving to a conclusion that females have higher levels of Test Anxiety compared to males. The proposed coping mechanisms were successful in alleviating the English language anxiety of the respondents. Further studies are needed to explore other variables to be tested. Moreover, teachers' awareness of language anxiety among learners can help in reducing the fear they experience in their English class. Administrators need to conduct seminars exclusively for teachers of English which may be planned and conducted carefully.

**KEYWORDS:** FLCAS, English Language Anxiety, Coping Mechanisms, alleviate

**SUBMISSION ID: R04A-CALAMB-0201**



## **Language Connection to Mathematical Test of Grade 10 Students**

Marian Arsolacia, Sta. Catalina NHS Ext.

### **Abstract**

#### **INTRODUCTION**

Mathematics education is one of the priorities of Department of Education. The dismal state of Mathematics in high school is evident in the results of the national and regional test in mathematics. Since the English language is used in teaching Mathematics, complaints are heard that students could hardly understand simple pure English as a medium of instruction in Mathematics lessons. It is one of the reasons for the poor performance of students in Mathematics. Due to this instance, this study attempts to address the gap and assumptions of language to the mathematical tests of Grade 10 students in selected public high school of Laguna.

#### **METHODS**

Descriptive statistical analysis was used in analyzing the data. 342 average Grade 10 students from 10 selected public high schools participated in the survey. They were grouped according to the type of tests they answered. The respondents who answered the English type Mathematics test were in Group A and the respondents who answered Filipino type mathematics test were in Group B. Weighted mean was used to describe the overall standard performance of the respondents. ANOVA and 5-point Likert scale were also used to examine the relationship between the extent of Language Connection and the level of the respondents Mathematics' test.

#### **RESULTS**

The two groups of respondents had similarities in their positive and negative attitudes in their study habits. It seemed that respondents understood concepts regarding the test given through the use of English/Filipino language, but the result showed that they had poor performance in mathematics test. Based on the grading system of K to 12 curricula, the respondents fell under the beginner level. The computed p-value of the indicator to the level of mathematics test was less than the significance level of 0.05, it revealed a highly significant relationship between the extent of language connection and the level of their Mathematical test.

#### **DISCUSSIONS**

Science and Mathematics as cited by Ogundele, and Olanipekun (2013) claimed, language proficiency in English was significantly related to academic performance. Language functions played a significant role in critical and analytical thinking. The more language functions with which students were adept, the more effective their thinking. The more students were proficient with the English language, the more they were likely to perform. Indeed, language proficiency is the key to academic performance.

**KEYWORDS:** Language Connection, Mathematical Test, Study Habits

**SUBMISSION ID: R04A-LAGUNA-0300**



## **Language Learning Situation of Secondary Students in a Flexible Classroom: Basis for Literacy Learning Plan**

Marissa Bernal, Department of Education  
(Adviser: Marissa Bernal)

### **Abstract**

#### **INTRODUCTION**

Literacy is fundamental to the achievement of quality life. Literacy is more than a basic reading ability, but rather an indication of how adults use written information to function in society. Youth and adults should acquire literacy and lifelong skills necessary in getting a good job, decent earnings, and access to quality learning opportunities. Countries that are successful in endowing their population with literacy and lifelong skills are usually in a better position to meet the economic demands of operating in a globalized information economy. A highly literate population will be better able to deal with issues of governance in a highly diverse society. As noted by UNESCO, illiteracy hampers a country's economic growth. The researcher looked into the learning situation of learners in the Alternative Learning System in terms of literacy learning. The processes applied were presented in this study utilized in the development of literacy learning plan.

#### **METHODS**

This part contains an overview of what was done to concretize the paper. The research design, the methods of data collection, the respondents and how they were chosen, and the methods of data analysis. The researcher utilized the descriptive method of research which is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

#### **RESULTS**

The following reading skills, were assessed with their respective weighted mean and verbal interpretation: discriminate sound-symbol relationship (2.22) which is verbally interpreted as frustration, create images to match letters and sounds (2.32) which is verbally interpreted as frustration, attach images to sight words (1.39) which are verbally interpreted as non-reader, process words automatically and rapidly (1.45) which is verbally interpreted as non-reader and use context to confirm pronunciation and meaning (1.42) which is interpreted as non-reader.

#### **DISCUSSIONS**

The composite means of 1.76 which is verbally interpreted as non-reader signifies that the ALS students were assessed as non-readers. The definition of reading has moved beyond decoding printed symbols and recognizing words; thus, reading is a process of constructing meaning to a written text. It is a dream of any teacher that every student may acquire knowledge, skill, and understanding to combat the challenges of life in order to meet global demands.

**KEYWORDS:** language learning, literacy, learning plan

**SUBMISSION ID: R04A-BATANP-2192**



**Language Proficiency Level in the Filipino Language of Grade 12 Senior  
High School Students of Dagatan National High School S.Y. 2018-2019**

Bryan O. Bataller, Donna Marie I. Roxas, Mykaela A. Samodio, & Michael Arian  
C. Velasco, Dagatan National High School  
(Adviser: Crizel Ventocilla)

**Abstract**

**INTRODUCTION**

The decision of the CHED to exclude Filipino from the core subjects in college is seen by linguists as the way that will make the language deteriorate. This is for the reason that the Filipino youth today has a lower level of competence in using our own language which can be observed in everyday discourse among them. This study identified the language proficiency in Filipino of Grade 12 students of Dagatan National High School which may support the need to retain the subject to enhance students' competence in utilizing our own language.

**METHODS**

The quantitative approach employing the descriptive-evaluative method was utilized in analyzing the proficiency of 89 participants out of the 113 grade 12 students. Slovin's formula was used in identifying the sample size. The respondents answered a survey questionnaire which determined their demographic profile (i.e. sex, strand, and language used at home) and a 50-item language proficiency test in Filipino for 1 hour which was derived from a standardized test.

**RESULTS**

The mean score of the participants in the given examination is 26.72 or 53 percent with a verbal description of limitedly proficient. Between sexes, the mean score of the female group (28.66) is higher than the male (24.23). In terms of strand, GAS got the highest mean score (30.79) among the four strands. When the respondents were grouped according to the language they use at home, those who speak Filipino and English gained the highest mean score (33).

**DISCUSSIONS**

The results demonstrate the low competence of the participants in Filipino. This supports the claim that Filipino should not be excluded in the curriculum as the youth still needs to be taught with the significant lessons in learning the language.

**KEYWORDS:** Filipino, language proficiency

**SUBMISSION ID:** R04A-QUEZON-0033



## **Language Proficiency of Senior High School Students**

Allan Andes, Department of Education

### **Abstract**

#### **INTRODUCTION**

An English proficiency test conducted in 2010 by Teaching of English as Foreign Language (TOEFL) shows the Philippines scoring 88 percent, ranking 35th out of 163 countries. Also, in 2008, the International English Language Testing System (IELTS), saw Filipinos scoring an overall mean of 6.69 out of 9.0.

#### **METHODS**

This study determined the language proficiency of senior high school students in the Division of Sorsogon, SY 2017-2018. The descriptive survey method was used in the study. The respondents are the 286 senior high school students in the five different tracks. The survey questionnaires and the grades of students are the main sources of the needed data. The data gathered were treated using appropriate statistical tools and measures.

#### **RESULTS**

The findings revealed that the language proficiency level of senior high school students in listening, speaking, and in reading and writing were 91.89, 91.04, and 91.67, respectively, all described as outstanding. Among the factors influencing language proficiency were strategies to hold the attention of learners, dedication, and attitude towards the teacher's job, and mastery of the subject matter. Students' top factors are interest in the English subject, participation during class discussion, and difficulty in using the English language. Environment factors are the availability of school facilities, the attitude of people in the community, and Internet access. Subject factors include language used in the subject, reading texts selection, and availability of instructional materials.

The computed chi-square values on the relationship between the language proficiency and the teachers, students, environment and subject factors are: 1.96, 3.012, 3.46, and 7.77, respectively.

#### **DISCUSSIONS**

1) The language proficiency of students along with listening, speaking, reading and writing is described as outstanding. 2) Majority of the respondents considered some factors that affect their language proficiency along with listening, speaking, reading and writing. 3) There is no significant relationship between language proficiency of students along with listening, reading and writing with respect to teachers, students and environment. Likewise, there is no significant relationship between language proficiency along with speaking with respect to students, environment and subject except teachers. Researchers may conduct other studies parallel to the present study.

**KEYWORDS:** language proficiency, senior high school students

**SUBMISSION ID: R005-SORSOP-0024**



## **Language Switching in Solving Mathematical Problems among Second Year High School Students**

Delon Ching

### **Abstract**

#### **INTRODUCTION**

This study aims to determine the effectiveness of Language switching in solving Mathematical problems among second-year students of Looc National High School in the Division of Calamba City.

#### **METHODS**

It made use of the pre-test post-test control group design where respondents were heterogeneously grouped. There were two (2) groups of students who served as control and experimental, first was for Mathematics teaching exposed in pure English with 26 students and the second was exposed in Language Switching with 26 students, SY 2011-2012. Simple Language Switching was applied, i.e., the shift from English to Filipino to facilitate Mathematics classroom learning to attain a better understanding. Grades in English and Math were used to match the respondents in each group. The pre-test score was also used to validate the groupings.

#### **RESULTS**

The study revealed that there is no significant difference in the mean grades and scores of the respondents in the control and experimental groups in the pre-test. This implies that the starting knowledge of both groups was the same. The mean difference of the respondents in control and experimental groups obtained 26.92 and 27.58 respectively for significant gain t-test value of 0.49 t significance level of 0.63 which described no significant difference. It denotes that those who were involved in a pure English discussion performed the same as those students included in Language Switching discussion. However, respondents' level of interest on Language Switching in Experimental group was positive with posted weighted interpretation of mostly agree.

#### **DISCUSSIONS**

Based on the result of the study showing little difference in their gain, the teacher can use either of the two languages during Mathematics classroom discussion. This only manifest that language switching discussion is not different with pure English, however, the responses of students were positive towards Language Switching and can be concluded as an accepted approach to teaching and learning of Mathematics.

**KEYWORDS:** Language Switching, Mathematical Problems

**SUBMISSION ID: R04A-CALAMB-0374**



## **Lantana Calyptus Natural Cockroach Killer an investigatory Project**

Jennifer Estores, Mayor Calixto D. Enriquez Elementary School

### **Abstract**

#### **INTRODUCTION**

This study aims to choose an alternative solution to eradicate cockroaches. This study sought to answer questions like: Is it possible to make an effective insecticide out of leaves of Lantana Camara with an essence of eucalyptus? Can Leaves of Lantana Camara be an effective insecticide for cockroaches? If it's possible, how is the price and effectiveness of it compared to the commercially available ones? How can cockroaches be eradicated by using weeds/ herbal plants?

#### **METHODS**

The leaves of Lantana Camara were gathered, washed, and drained on the same day. The juice from the leaves was manually extracted using mortar and pestle. Katya cloth was used to filter the leaves extract. We measured 90ml from the extract of Lantana Camara leaves then added 20ml of eucalyptus oil essence. After stirring, the mixture was put in a sterilized spray bottle which was then labeled.

#### **RESULTS**

A commercial insecticide such as Baygon was used as a positive control as compared to the Lantana Camara Leaves extract. Examination of cockroaches and administration of the Lantana Camara leaves extract was done in the laboratory, the cockroaches were distributed to different cages with different replicates following the experimental layout in setup A. Administration of Lantana Camara Leaves extract was done using 3 different bottle sprayers: the extracted Lantana Camara leaves, extracted Lantana Camara leaves with essence of eucalyptus, and commercial insecticide. Each set up used five cockroaches. The cockroach was observed immediately after administration of the test substance; observation lasted for 30minutes. All the cockroaches in 5 separate cages with the same number of cockroaches were sprayed 6 times using the hand sprayer.

#### **DISCUSSIONS**

In this particular study, it was found that the pure extract of Lantana Camara leaves with essence of eucalyptus had an insecticide effect and has caused the death of the cockroaches. The effectiveness is proven based on the trials and it is environment-friendly. It is also easy to prepare and budget-friendly because the main materials can be found in the neighborhood.

**KEYWORDS:** Lantana, Eucalyptus, Natural, Cockroach, Killer, Experimental, Rosario, Cavite

**SUBMISSION ID: R04A-CAVITP-1240**



## **Laro-ng-Lahi-Modified Instructional Activities and Students' Performance in Mathematics**

Michael Luna, La Paz National High School

### **Abstract**

#### **INTRODUCTION**

The Laro ng Lahi games encompass childhood experiences of people in the community, however as time goes by and with the advancement of technology, these games are slowly being eradicated in the culture of Filipino children.

#### **METHODS**

Hence, to revive these games and to practice effective contextualization of lessons in mathematics, the researcher introduced a set of lessons with these games and modified them to serve as a motivation as well as an assessment of students' learning. A quasi-experimental research design was employed for six weeks to two match-paired groups which serve as control and experimental groups. The games were given only every last day each week for the entire one-hour period for six weeks. These games (like Piko) which were modified and directed towards mathematics lessons in Probability and Statistics. There was a thematic analysis made to further support the findings of the study.

#### **RESULTS**

It was projected that the participants got "low" but gained "average" in the post-test of both groups. In the inferential analysis, it was found that both groups significantly gain in their performance as indicated on their mean gains, however, no significant differences noted on the performance of the two groups. This means that both, traditional and with LNL-modified games, teaching strategies are effective. This suggests that LNL-modified games can be an alternative to traditional teaching. It was also observed that employing the said games gives positive insights to students towards mathematics and also to the games they were not familiar with anymore.

#### **DISCUSSIONS**

The need for contextualizing teaching pedagogies, instructional materials, and learning environment has increased in the current educational setting. This research offers an alternative to contextualization as well as reviving the cultural games the Filipino community once had. The findings asserted this new strategy is as effective as the classic traditional teaching. LNL-modified instructional activities motivated students to become more enthusiastic in learning mathematics especially when culture-based materials or actions have been introduced to a serious and rigorous subject like mathematics.

**KEYWORDS:** contextualization, teaching strategy, street games, laro-ng-lahi

**SUBMISSION ID: R006-ILOILC-0000**



**Late Night Sleeping Habit and the Academic Performance of Grade 12  
Gates: A Basis for Classroom Intervention**

Ana Mae Burlas, Castroy Lua, Ervin Jhon Lopera, Kyle Rafael Pillas, &  
Moscoso Honeylen, Sto Tomas IHS  
(Adviser: Marvin Umali)

**Abstract**

**INTRODUCTION**

Sleep is an important part of a person's daily routine. It makes one ready to perform tasks for the day and make a day productive hence, enough sleep is indeed essential to feeling awake and alert, maintaining good health and working at peak performance. Apparently, in Grade 12 Gates students of Sto. Tomas Integrated High School shows poor sleeping habit i.e sleeping very late at night and tend to have poor performance in most of the subjects as initially observed by the group during the first quarter of the school year. This led the group to conduct an investigation on how the academic performance of the class is related to their late-night sleeping habit which could draw important realization on this neglected physiological undertaking of students in order for them to gain success in school.

**METHODS**

The study was of a descriptive type, i.e the use of a survey questionnaire served as the main tool for data gathering. The respondents of this study were Grade 12 Gates students who were observed to have poor sleeping habit during the first quarter of the school year. As to the statistical treatments used, simple mean averaging was used to determine the respondents' profile in terms of age, gender and first quarter average. And to determine the relationship of late-night sleep habit and academic performance of the respondents, Pearson Product Moment Coefficient was utilized.

**RESULTS**

With the data gathered and statistical treatments used, the results reveal that 58% of the respondents are 18 years old and 70% are male students. The class overall numerical performance during the first quarter of the school year is 79.5. majority of them responded to online games/social media as the main reason for their late sleep practice. The test of correlation reveals between late night sleep habit and academic performance reveals that there is a significant relationship with an r-value of .154 of and a p-value of .006 at .05 level of significance.

**DISCUSSIONS**

Based from the findings and conclusions drawn from the study, it strongly suggests that students' engagement to online games and social media may be one major topic for the next Parent-Teacher Conference as to make the parents aware of this and establish a mutual understanding of the role of family and school in solving this problem. Hence, class adviser, subject teachers, school administrators, and parents may craft homeroom intervention that would help Grade 12 students gain healthy sleeping habit.

**KEYWORDS:** sleeping habit, academic performance, intervention

**SUBMISSION ID: R04A-LAGUNA-0129**



**Laurelian Going Mandarin: Special Program in Foreign Language-Chinese  
Mandarin at Wenceslao Trinidad Memorial National High School**

Eladia Rodriguez, Maria Celita De Leon, & Marissa Garcia, Department of  
Education

**Abstract**

**INTRODUCTION**

Multilingualism has become very beneficial and significant in today's generation. Learning languages other than the native language helps to make a real connection with other people and provides a better understanding of the language and their culture. This study focused on the showcase of experiences in preparing a Special Program in Foreign Language-Chinese Mandarin in Wenceslao Trinidad Memorial High School which highlights the processes to implement the program among Grade 7 learners.

**METHODS**

This action research is a collaborative research because it involves both teachers and the principal of the school in researching and taking action for the implementation of the new program. It is a qualitative research as it presents the phenomenon experienced by the entire WTMNHS community. Observations, surveys, anecdotal notes utilization and unstructured interviews were used as research tools.

**RESULTS**

The aim to implement the Special Program in Foreign Language-Chinese Mandarin at Wenceslao Trinidad Memorial National High School was granted thru the requirements met by the school-approved by the Division of Batangas Office, Regional Office and Department of Education Central Office, and Department of Education for Curriculum Delivery. The program started by identifying the requirements, collecting the response of students, and processing the implementation. The requirements are the justification letter, letter of intent, endorsement letter, needs assessment of the school, interest of students to enroll in the subject using survey and the proposal and action plan of the program.

**DISCUSSIONS**

The result shows the process of implementation and suggestions on the enhancement of the program and gives tips to readers in understanding the processes about the program and for possible application of the said language program in their schools. Before it was implemented, there should be a discussion among stakeholders of the school and teachers and personnel must be aware of the program.

**KEYWORDS:** implementation, foreign language, multilingual, needs assessment

**SUBMISSION ID: R04A-BATANP-0691**



**LEAD Program (Leadership Engagement Activity Development): Strategic Intervention to Reduce Pupil's Behavioral Problems**

Cristin Macatangay & Nina Dorathy A. Samson, San Benito Elementary School

**Abstract**

**INTRODUCTION**

The purpose of this study is to make the pupils become more aware of bullying inside the classroom and to reduce the pupil's behavioral problems among Grade VI pupils of San Benito Elementary School this S.Y 2018-2019.

**METHODS**

This action research was intended for the 57 Grade VI pupils. The respondents are from Grade VI-Camia composed of twelve (12) males and sixteen (16) females and Grade VI-Ilang-Ilang with fifteen (15) males and fourteen (14) females. A survey questionnaire for awareness and experience about bullying was the main instrument used in gathering the pertinent data for the study. Descriptive method of research was used in this study. Mean and the standard deviation were used for data analysis.

**RESULTS**

Based on the result, the pupils' awareness of bullying has an average mean of 3.92 and a standard deviation of 1.98. The result shows that Grade VI pupils are aware of what bullying is and its different forms. The average mean of 2.71 and a standard deviation of 1.65 show that most Grade VI respondents experienced bullying with their classmates or schoolmates once in a while. Both physical and verbal bullying were experienced by them.

**DISCUSSIONS**

The research work was implemented during the month of December 2018 to February 2019. This research is timely as it sought to answer what the pupils' awareness and experience about bullying inside their classroom are. The LEAD (Leadership Engagement Activity Development) Program was designed by the researchers as a Bully Prevention Program.

**KEYWORDS:** bullying, awareness, experience, data

**SUBMISSION ID: R04A-LAGUNA-0324**



**Leadership Competence of School Heads of Senior High Schools in Sdo-Quirino: Basis for Improvement in School Governance**

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Department of Education-Quirino

**Abstract**

**INTRODUCTION**

Leadership plays an indispensable role in the effectiveness of an educational institution, right from the setting of goals to the accomplishment of goals. Various researchers have linked the school effectiveness with leadership. In the absence of a leadership goal accomplishment, school effectiveness is never guaranteed. In the view of Cheng and Townsend (2000) for education change and effectiveness, the role of the principal is often crucial to their success. The school head is challenged to create the culture of quality that penetrates even the smallest elements, processes, and the system in the institution. It is a common experience that under the same set of rules and regulations, with the same set of teaching staff and students from a similar background, an educational institution degenerates or maintains status quo, or rises to prominences. This is also borne out by a large number of research studies on the management of change in education. Mukhaopadhyay (2001).

**METHODS**

The research used a descriptive type of research. It described the perception of the respondents along with leadership practices of the School Heads of the Senior High School implementers. It used descriptive methods because it involved the collection of data to answer questions on the status of the respondents under the study.

**RESULTS**

Results of the study show that as per the assessment of respondents to the leadership practices of School Heads, all of the items in each component was perceived as moderately engaged with challenging the process as the least gaining the mean with 2.35 and inspiring a shared vision being the highest among the five with 3.21. The rest of the other components Modeling the Way, enabling others to act, encouraging the heart gained a mean of 2.87, 2.90 and 3.05 respectively.

**DISCUSSIONS**

Education in all countries of the world has been considered very important for personal and societal development. It is in view of the indispensable role of education in the development of man and modern society that various declarations on education have been made at the global level and in our country in particular. Considering the governments' huge investment in public education, its output in terms of quality of students, observable decline in students' performance, attitude and values have been at variance with government expenditure. It appears as if this unpleasant situation is not a reflection of the instructional quality in the schools.

**KEYWORDS:** Leadership Competence, Good Governance, School Heads,

**SUBMISSION ID: R002-QUIRIN-0145**



**Leadership Competencies and Leadership Qualities of Supreme Student Government Officers of Talipan National High School, School Year 2015-2016: A Basis for Developing a Training Program**

Rodante De Castro, Organization Of Social Studies Teachers In The Philippines

**Abstract**

**INTRODUCTION**

The main objective of this study was to identify the leadership competency as well as the leadership qualities of the Supreme Student Government officers of Talipan National High School during the School Year 2015-2016.

**METHODS**

The study utilized the descriptive method of research employing the qualitative approach in determining the leadership competencies and leadership qualities of Supreme Student Government officers of Talipan National High School, School Year 2015-2016 with questionnaires and informal interview as tools. Results were used as a means for developing a Training Program.

**RESULTS**

The findings revealed that the student leaders' leadership competence falls under Competent category. The student leaders' best qualities included: performing tasks competently and effectively; demonstrating positive leadership qualities and being well-organized.

**DISCUSSIONS**

A training program was designed to further boost and enhance these competencies and qualities.

**KEYWORDS:** Leadership competency, leadership quality, training program

**SUBMISSION ID:** R04A-QUEZON-0303



**Leadership for Sustainable Quality Improvement among Oblates of St. Joseph Schools in the Philippine Province: A Basis for Quality Improvement Program**

Sherill Villanueva

**Abstract**

**INTRODUCTION**

As observed by the researcher, the Oblates of St. Joseph Schools in the Philippine province, uphold a high level of standard when it comes to teaching and making sure that they are able to deliver the best results to everyone in the institution. Apparently, school leaders significantly vary in the manner in which they perform and aspire to create sustainable quality improvements in their respective schools. Thus, the consistency and the similarities in the manner in which they aspire for change differ. For this reason, it is important that the leader's actions demonstrate a clear commitment to the organizational mission, values, goals, and expectations that promote quality and perform excellently.

**METHODS**

The current study employs the descriptive research method which is aimed at obtaining information on the current state of phenomena. Through the use of a survey questionnaire, middle supervisors, principals, and religious administrators among the schools of the Oblates of St. Joseph in the Philippines are taken as respondents. Using quantitative analysis, the data are organized and categorized using statistical tools.

**RESULTS**

The respondents of the study will be grouped according to their profile. Using different indicators, the respondents will assess the level of leadership performance based on inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence; and the challenges encountered in terms of planning, observation and evaluation, parent relation, pupils' discipline, and curriculum and instruction. From the results, the data will also reveal the significant relationship between the level of leadership performance and challenges encountered; the significant difference between the respondents' leadership performance when they are grouped according to their profile. The results will be used to create a sustainable plan of development which will become the basis for quality improvement among the schools of the Oblates of St. Joseph.

**DISCUSSIONS**

The results will necessitate the needs for the leadership of school heads and for consistent implementation of programs that will sustain the schools' mission and vision for them to last. The different areas of implementation will be aligned and the challenges of the multi-faceted 21st-century school will be withstood.

**KEYWORDS:** leadership, sustainable, quality, improvement, program

**SUBMISSION ID: R04A-LIPAC1-0195**



**Leadership Landscape of Public Elementary School Heads of infanta  
District Division of Quezon**

Mary Ann Sarmiento, Department of Education - Quezon, Alitas Elementary  
School

**Abstract**

**INTRODUCTION**

The main goal of the study is to determine if there is a relationship between the leadership practices of School Heads and school success which is based on the School-Based Management level of practice of the school. This will lead to knowing the leadership landscape of school heads in Infanta District.

**METHODS**

Descriptive method of research was used. Quantitative data were presented in numerical form. The respondents of the study are from 19 public elementary schools in Infanta District, comprising of 268 teachers, 13 master teachers, and 17 school heads. The research instrument used was the questionnaire developed by James M. Kouzes and Barry Z. Posner entitled "Leadership Practices Inventory-Self Instrument. The researcher used Weighted Mean, Pearson-r and One-way Analysis of Variance (ANOVA) for the treatment of data.

**RESULTS**

The findings of the study revealed that school heads' leadership practices had a grand weighted mean of 8.19. This means that school heads of Infanta district are doing their job in their respective schools, they know their responsibilities and accountabilities. The results also showed that the null hypothesis was accepted which implies that there is no significant difference in the assessment of the school heads, master teachers, and teachers in the leadership practices of their principals in terms of the following variables, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Hence, a significant difference was found in the responses of the respondents in the leadership practices as to modeling the way.

**DISCUSSIONS**

The results show that Elementary schools are developing in terms of SBM level of success, it is recommended that more efforts should be done by the school heads to meet advanced level. The school heads may undergo more training that will help them to plan, implement and monitor programs and activities properly. The result of the school level of success show a good performance, therefore, there is a need for more training for master teachers and teachers that will help them to perform more/ well.

**KEYWORDS:** leadership landscape, leadership practices, school-based management

**SUBMISSION ID: R04A-QUEZON-0201**



**Leadership Objectivity of Principals in Public Elementary in Victoria  
District Division of Laguna as Related to Teachers Discipline and Teaching  
Performance**

Rhona Lyn Anonuevo

**Abstract**

**INTRODUCTION**

This study entitled "Leadership Objectivity of the Principal as Related to Teachers Discipline and Teachers Performance" in Victoria District during the S.Y. 2016-2017. Descriptive method of research was utilized in this study. The sample of the study consisted of 80 elementary teachers and 8 principals in the public elementary schools during the 2016-2017 school year in Victoria District.

**METHODS**

Descriptive Method

**RESULTS**

The elementary teachers in Victoria District were 32 to 37 years old, graduated Baccalaureate with MA units, and occupying Teacher III positions. On the other hand, their principals were 41 to 45 years old, mostly female, master's degree holder, and had served the institution for 11 to 15 years to 20 to 37 years.

**DISCUSSIONS**

The objectivity of principals was highly manifested through administrative leadership. This leadership behavior was highly established by the principal when coordinating with various job roles and responsibilities among themselves, their teachers and other school personnel. Elementary school teachers had the discipline for themselves and had a very good attitude and behavior towards work based on their responses. Yet, this was what they call passion in teaching. Teachers had high regard for learning that was why they had put the pupils' development first as their priority. Teachers' educational attainment and age were statistically significant in influencing administrative leadership, student-centered learning climate, human resource, and professional development. However, none of the profile variables of the teacher were found to be significantly related with the instructional leadership of principal. Also, none of the profile variables of the principal were found to be significantly related with their level of objectivity. This means that their leadership and management as an administrator play a vital role in bringing success or failure in their respective stations.

The objectivity of the principal was highly significant to teachers discipline as far as self-control, self-satisfaction, and self-motivation were concerned.

**KEYWORDS:** LEADERSHIP OBJECTIVITY OF PRINCIPALS IN VICTORIA DISTRICT, DIVISION OF LAGUNA

**SUBMISSION ID: R04A-LAGUNA-0134**



**Leadership Practices, Teachers' Morale, and Students' Performance in the  
Secondary Schools of Area III Division of Batangas**

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National High School

**Abstract**

**INTRODUCTION**

Leadership and governance are salient in school performance and achievement. More often than not it is a necessity to have a triangulation on leadership teacher's morale and students' performance to ensure productivity and excellence in the field of pedagogy. In this study, we concluded that there is a relationship between and among the leadership practices, teacher's morale and student's academic performance which is the heart and soul of the educative process.

**METHODS**

The research utilized a descriptive survey. Additionally, this research was a quantitative study. Quantifiable information was gathered and used for statistical inference of the responses through data analysis. One hundred sixty-seven respondents from six secondary schools in Area III Division of Batangas Province. This information was collected without manipulating the environment.

**RESULTS**

Based on the study it revealed that the leadership attribute most demonstrated by the principals is empowering while being visionary is the least demonstrated. Most of the secondary school teachers have moderate morale as measured by the Purdue Teacher Opinionnaire. Furthermore, two schools in the study showed average performance in the National Achievement Tests while the other four schools showed poor performance. There is a significant relationship between teachers' morale and the perceived ability of the principals to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. And finally, teachers' morale as measured by the Purdue Teacher Opinionnaire had a significant relationship with the National Achievement Test scores.

**DISCUSSIONS**

The result incurred the need for the principals need to improve their abilities to envision the way for their teachers by asking for feedback, building consensus, defining philosophical leadership ideas, and discussing the future and direction of the School-Service training are strictly recommended for teachers. There should have a manifestation of the principals' best leadership practices and interventions to motivate the academic community to perform at high levels of expectations for all the school stakeholders. As a return of investment, students' must be academic and non-academic performers within and outside the school border thereby ensuring transfer and practical application of learning is guaranteed. Studies of the same nature but in different disciplines and divisions may be conducted by other research enthusiasts.

**KEYWORDS:** leadership, teachers' morale, students' performance

**SUBMISSION ID: R04A-BATANP-1399**



**Leadership Skills of Supreme Pupil Government of Padre Garcia Central  
School: An Assessment**

Adrian Kasilag, Department of Education - Padre Garcia

**Abstract**

**INTRODUCTION**

This study examined the extent of leadership skills of Supreme Pupil Government of Padre Garcia Central School in terms of age, sex and grade level and what the common problems encountered are by the SPG in relation to their leadership skills. All officers were tested to do a leadership task.

**METHODS**

This study will use the descriptive quantitative method of research in presenting leadership skills. Descriptive research is the most common methodology because it summarizes the character of individuals or groups in the workplace. In gathering the much-needed data and information this study used perception questionnaire checklist actually framed by the researchers. It was constructed with two parts. Part I is about the respondent's profile such as age, sex, and grade level. Part II is the questionnaire about the leadership skills together with the common problem they encountered in relation to their leadership skills.

**RESULTS**

It shows that SPG has a higher percentage of "doing tasks always" which comprise 77% in obeying school's policies and regulations, 69% on obtaining high academic performance, and 77% in participating in different school's project and programs. It means that SPG has high leadership skills. From the common problem encountered by the SPG, out of 13 respondents, 5 were males and 8 were females, 2 of them were always not providing feedback, 8 were often providing feedback and 3 were sometimes not providing feedback. 11 out of 13 respondents were often not having time for the team and 2 were sometimes not having time for the time. However, 2 were always being too hands-off, 10 were often being too hands-off and 1 is sometimes being too hands-off. Two of them were often misunderstood motivation and 11 sometimes misunderstood. 8 of them often not delegating and 5 sometimes not delegating. Moreover, 3 of them often misunderstood their role and 10 of them sometimes misunderstood their role.

**DISCUSSIONS**

Primary Supreme Pupil Government officers are less skilled compared to intermediate officers regardless of age, sex and grade level. Training conducted to them should be adapted to their skills. Both primary and intermediate SPG officers are potential leaders of the future.

**KEYWORDS:** Supreme Pupil Government, extent, leadership task

**SUBMISSION ID: R04A-BATANP-0161**



**Leadership Style of MAPEH Administrators at General Mariano Alvarez  
Technical High School**

Lorelie Abrea, General Mariano Alvarez Technical High School

**Abstract**

**INTRODUCTION**

The main focus of this study is to determine the leadership styles of MAPEH Administrators (Department Head and Master Teachers) as these relate to the performance of the teachers in General Mariano Alvarez Technical High School. Data will be gathered through a questionnaire that will be answered by the MAPEH administrators and teachers which will be evaluated through a weighted average mean.

**METHODS**

The main instrument utilized in the study was a questionnaire that was divided into two parts. Part I was designed to elicit vital information about the respondents' profile. Part II dealt with the gathering of information on how the respondents' rated the administrators in terms of personnel administration, human relations, group's process, and evaluation. The questionnaire was given to the administrators and teachers. Gathered data were statistically treated through percentage, weighted mean, and overall mean.

**RESULTS**

The number of respondents for this study was 26; 7 or 28% were males and 18 or 78% were females. However, only 25 or 96.15% of the questionnaires were retrieved. Authoritarian Leadership style got 1.58 or rank one as the result to the questionnaire given to the administrators. Authoritarian Leadership style also got the highest weighted average of 1.73 or rank one as the result given to teachers.

**DISCUSSIONS**

The weighted average mean was used to answer the statement of the problem and test the hypotheses. In the Administrators' self-assessment, the interpretation shows that there is no significant relationship between the Authoritarian Leadership style and the practice of the performance of MAPEH Teachers. In the Teachers' assessment, there is no significant relationship between the Authoritarian Leadership style and the practice of the performance of MAPEH Teachers.

**KEYWORDS:** Leadership Style of GMATHS MAPEH

**SUBMISSION ID: R04A-CAVITP-1592**



**Leadership Style, Ethical Behavior and Job Satisfaction of Public Secondary School Principals: Basis for School Development Plan**

Delon Ching

**Abstract**

**INTRODUCTION**

The researcher assessed the leadership styles and ethical behavior manifested by the principal and how it affects the job satisfaction of teachers.

**METHODS**

Descriptive survey method was participated by 41 school principals, 1738 teachers, and 386 community respondents, SY 2015-2016. They are randomly selected from different public secondary schools in Laguna specifically Binan City, Calamba City, San Pablo City, San Pedro City, and Sta Rosa City.

**RESULTS**

The transformational and transactional leadership style of the principals were frequently observed. Most of them manifest idealized influence and inspirational motivation to their teachers and frequently give contingent rewards. Their ethical values were observed with high regard of interpersonal relationship, work values, task direction, and communication system. There is a significance in the regression analyses of principals' leadership styles and ethical behaviors as predictors of job satisfaction among teachers. There is a strong positive relationship of the job satisfaction of teachers to the ethical behavior and a moderate positive relationship to the leadership styles.

**DISCUSSIONS**

In promoting the teacher's job satisfaction, school principals should consider what particular or combination of transformational and transactional leadership styles may be good in addressing teachers' intrinsic and extrinsic job needs. It is also important for principals to know how they should act in the school to show their positive ethical behavior towards workmates to promote highly satisfied teachers who will perform better in their work field. This will improve the job satisfaction of teachers.

**KEYWORDS:** Leadership Styles, Transformational and Transactional, Ethical Behavior, Job Satisfaction

**SUBMISSION ID: R04A-CALAMB-0376**



## **Leadership Styles for Empowering Supreme Student Organization at Senior High School in Tuy**

Rafael Pedro Bautista  
(Adviser: Lucky Ivy Viaro)

### **Abstract**

#### **INTRODUCTION**

In a Senior High School in Tuy, the Supreme Student Organization represents and leads the student body. The study explored the different leadership styles and their contributions to being an effective leader.

#### **METHODS**

A descriptive design was used. Surveys were distributed to student and school leaders. Thirty students composed of SSG members and faculty with leadership experience at Senior High School in Tuy responded to a set of questionnaires. The Ritcher scale was utilized to assess the most effective leadership style. The "Leadership Styles" (Laissez-Faire Style, Democratic, and Autocratic) data were collected through quantitative analysis of its Empowerment to the SSG. The frequency distribution and weighted mean were the statistical treatment used for quantitative analysis of the data gathered.

#### **RESULTS**

Many of the Student leaders who answered the questionnaire found that Autocratic is the least effective and Democratic the most effective which were established from 1) Contributions of these leadership styles to empowering members or SSG and 2) Implications of inexperience, inadequate unity, and poor leadership Style to leadership. Development of Perspective and views were deemed important for effective leadership. Furthermore, poor leadership style attributes focused on initiative, inexperience, and communication with a slim difference in beneficiary capacity. Freedom of speech and expression was a common criterion for the leaders.

#### **DISCUSSIONS**

The results demonstrated the need for a democratic style in leadership and rarely, autocratic style to empower SSG; each style has its advantages depending on the situation. Leadership style appropriateness may contribute to SSG empowerment. The effectiveness of SSG empowerment is determined through leadership styles.

**KEYWORDS:** Leadership Styles, Laissez-Faire Style, Democratic, Autocratic, Supreme Student Government

**SUBMISSION ID: R04A-BATANP-0667**



## **Leadership Styles of School Heads in Relation to the Job Satisfaction of Teachers**

Junem Pasardoza, Department of Education

### **Abstract**

#### **INTRODUCTION**

This study aimed to identify the leadership styles of school heads in relation to the job satisfaction of intermediate teachers of Buhi District Sector 1, School Year 2016-2017.

#### **METHODS**

The descriptive-evaluative-inferential-correlational method of research with documentary analysis was utilized.

#### **RESULTS**

1. The Leadership Styles of School Heads as perceived by themselves and the Intermediate Teachers was generally "democratic-participative", 67.50%; "laissez-faire" 20.00%, and "humanist", 12.50%.

The Test of Significant Difference on the Leadership Styles of School Heads among the Different Types of Schools using Wilcoxon Mann Whitney U test resulted in a Z of 15.679 with the associated probability of  $z$  0.00003 ( $p < 0.001$ ). The null hypothesis was rejected.

The Job Satisfaction of Teachers among the Different Types of Schools as perceived by themselves was "Much Satisfied" : Qualitative Job Standards, (4.20); Workload and Pressure, (3.57); Considerations of Immediate Supervisor, (3.90); Professional Growth, (3.76); Relationship with School Head, (3.53); and Relationship with Co-Teachers, (4.32).

The Test of Significant Agreement on the Rank Orders of teachers' Job Satisfaction among the Teachers in the Different Types of Schools using Kendall Coefficient of Concordance W and the computed X<sup>2</sup> yielded to: qualitative job standards, 0.75 with 47.25 ( $p < 0.001$ ); workload and pressure, 0.84 with 45.36 ( $p < 0.001$ ); consideration of immediate supervisors, 0.71 with 14.91 ( $p < 0.05$ ); professional growth, 0.90 with 13.50 ( $p < 0.025$ ); relationship with school head, 0.82 with 12.30 ( $p < 0.05$ ); and relationship with co-teachers, 0.34 with 8.16 ( $p > 0.05$ ).

The test of Significant Relationship between the Leadership Styles of School Heads and the Teachers' Job Satisfaction using Spearman Rho correlation coefficient yielded to 0.89474 with the computed  $t$  value obtained from the  $t$ -test for correlation analysis of 8.0140 ( $p < 0.001$ )

#### **DISCUSSIONS**

1. The leadership style of school heads as evaluated by themselves and by their teacher were more of a democratic-participative style.

There is a highly significant difference between the leadership styles as perceived by the school heads and their teachers.

There is a highly significant agreement among the rank orders of teachers' job satisfaction in the different types of schools.

There is a highly significant relationship between the leadership style of school heads and the job satisfaction of their teachers.

**KEYWORDS:** Leadership Styles, School Heads, Job Satisfaction, Intermediate Teachers

**SUBMISSION ID: R005-CAMSUR-0094**



## **LEAP as an Intervention in Enhancing Reading Skills of Grade 3 and Grade 4 Pupils**

Marilyn Principe, Department of Education - Santa Rosa

### **Abstract**

#### **INTRODUCTION**

Reading is a necessity in our lives. It opens all kinds of doors to welcome creativity, imagination, and intellectuality. It opens our eyes to reality and to new experiences in life. That is a part of the huge importance of reading books in our life. It makes us more and knowledgeable. It builds our mind our soul, and our personality. The more we read, the more we understand; and the more we understand, the more we taste the sweet fruit of books. Yet, unfortunately, there is a big problem in reading in our society in general and in learners in particular. If a person knows how to read but can't comprehend the reading would be empty and meaningless and if a person can't read at all he is trying to catch the wind with bare hands" |. hopeless.

#### **METHODS**

The proposed innovation, intervention, and strategy was to continue the reading program which consists of 3 teachers to be able to help the pupils to read. Struggling pupils engaged in different activities. Assignments on reading were given to students. Marungko Approach and Fuller Method were used even though they are from higher grades. The duration of the remedial reading lasted for four months. Structured assessment tools were used in giving the pre-test and post-test.

#### **RESULTS**

This study was conducted based on the result of observations found from the pupils in Grade 3 and Grade 4 of Dita Elementary School. Some were identified as poor readers. There are 29 non-readers, having difficulty in pronouncing phonics sound and in word recognition. They could not recognize words in Filipino like the following iba, aba, dapa, babae, taba, mata. gata, pabo and suso and failed to read words in English with understanding, while the 53 slow readers pupils were having difficulty in reading the words.

#### **DISCUSSIONS**

The pre-test and post-test determined the significant difference in the implementation of the LEAP as an intervention in enhancing reading skills of Grade 3 and Grade 4 pupils. Marungko and Fuller methods helped the pupils who have a reading deficiency. The parents collaborated with teachers and were involved in teaching their children to read.

**KEYWORDS:** reading, Marungko method, fuller Method, struggling readers, intervention, instructional support, oral reading, word recognition, difficulty, PHIL-IRI

**SUBMISSION ID: R04A-STAROS-0053**



## **Learner Information System (LIS) in the District of Rosario, Cavite: An Assessment**

Kathleen Casipit, Department of Education

### **Abstract**

#### **INTRODUCTION**

In this study, the researcher is prompted to assess the implementation of the Learner Information System (LIS) in the District of Rosario, Cavite in terms of its Information Quality, Service Quality and Management Support System.

#### **METHODS**

The study used a researcher-made questionnaire which was validated through reliability and validity testing. Through random sampling, the study had one hundred ninety-three (193) teacher-respondents, eight (8) ICT Coordinator-respondents, and eight (8) School Administrator-respondents from the Rosario District, Division of Cavite. Frequency and percentage distribution, weighted mean and multiple regression analysis were used in this study.

#### **RESULTS**

In view of the findings revealed in the study, the following conclusions were drawn; (1) majority of the respondents manifested a moderate level of assessment in terms of LIS' Information Quality, Service Quality and its Management Support System, (2) more than three-fourths of the total respondents acquired only basic skills and knowledge in using computers, (3) lack of ICT related training among the respondents reflected, and (4) availability of working computers and internet facilities were not enough. The result manifested an over-all moderate level of assessment in the system's Information Quality, Service Quality, and its Management Support System.

#### **DISCUSSIONS**

In light of the aforesaid findings and conclusions, it was evident that system (LIS) seems to be an important tool in the education sector since most of the respondents find the system as a very useful tool. However, upon its implementation, it was found that the system suffers from some areas of concern in terms of its Information Quality, Service Quality, and its Management Support System.

**KEYWORDS:** LEARNER INFORMATION SYSTEM

**SUBMISSION ID: R04A-CAVITP-0374**



**Learner Reference Number Quick Response Identification Cards (LRN-QR IDs): Low-cost Innovation to Improving Student attendance and Monitoring**

Laurence Mercado, Banca-Banca Integrated National High School

**Abstract**

**INTRODUCTION**

Our school initiated a program to deal with students not wearing identification cards; habitual tardiness; and random absenteeism. Habitual tardiness and random absenteeism can influence other students to do the same, especially when school monitoring lacks accurate identification, fidelity, and longevity. Records of student behavior are important and can be a source of data to determine behavioral patterns that the school can address thru policies. The LRN-QR student IDs can be scanned by a cellphone application (QR Scan App). The technology is to serve as a deterrent to the above-said violations. Its data is a permanent Data Base securely accessible to both faculty and staff.

**METHODS**

At the beginning of the second semester of school year 2018-19, students with QR-IDs are scanned as they enter the school gate and again when they leave. The LRN-QR scan has four log categories: Morning Entry; Morning Exit; Afternoon Entry and; Afternoon Exit, thus the QR Scan App has four screen buttons representing each log category. The class advisers can view the Google Sheets of their sections via an internet link on their smartphone or computer. Each class advisers assess their student attendance and report the values to the author online for analysis.

**RESULTS**

The reported data from different sections are compiled for all grade levels and compared to previous attendance numbers by percent differences. Analysis of the reported data shows the following averaged attendance improvements: Grade 7= 15%; Grade 8= 22%; Grade 9= 13% and Grade 11= 33%. Identified students under 4P's in Grade 11 had a 38% improvement in class attendance. Habitual tardiness of identified students had a 46% reduction, many are 4Ps beneficiaries.

**DISCUSSIONS**

The LRN-QR program tackles the problems as a psychological-deterrent because it makes students aware that their violations would be accurately logged. Through proper utilization of Google Sheets, other analytics are possible and can produce printed documents for school use. One of the school problems is the random absenteeism of several students who are beneficiaries of the Pantawid Pamilyang Pilipino Program-4Ps of the Department of Social Welfare and Development. These students are required to achieve good attendance ratings, failure means possible denial of benefits under 4Ps. So far, utilization of the LRN-QR IDs has resulted in a 38% improvement in class attendance of 4Ps students.

**KEYWORDS:** Absenteeism, Tardiness, Learner Reference Number, 4P's, Psychological-deterrent, Google Drive, android, cellphone

**SUBMISSION ID: R04A-LAGUNA-0202**



**Learners' Addiction in Cyber Games and their Academic Performance:  
Basis for the Guidance Intervention Development and Sustainability  
Program**

Bernadita Vilbar Banaria & Nelia Cuenca, Department of Education

**Abstract**

**INTRODUCTION**

One of the perennial problems that our educators are facing today is the addiction of learners in cyber games. Most of the time, learners tend to neglect their obligations and responsibilities in school and at home and even spend more of their time playing different online games. Their studies are also neglected to result in dropping out of school. We are already in the modern world of technology. It implies that with the rising of technological advancement in our society today, part of it is the proliferating and unstoppable cyber games that learners are addicted to.

Further, this study explored learner-driven measures to address this problem in order to minimize learners' addiction to cyber games resulting.

**METHODS**

A descriptive method was used. Parents also participated in the focus group discussions about their children's behaviors. The participants were identified thirty-two (32) male Junior High School learners, specifically those who are addicted to cyber games. The existing home visitation records of learners addicted to cyber games were used to gather the needed data. The data collected through a quantitative and qualitative analysis were treated using the frequency count, weighted mean and percentage. Averaging method of computing grades in learner's report card was utilized as the basis for the academic performance of learners.

**RESULTS**

The results showed that learners who engaged in cyber games performed poorly before the guidance intervention. Learners demonstrating this type of behavior also manifested an adverse and uncontrollable behavior at home - going home late at night and neglecting responsibilities - yet, significantly improved after the implementation of the guidance interventions. More so, a significant difference in the average grades of learners addicted to cyber games before and after the intervention program was remarkable.

**DISCUSSIONS**

It is understood that guidance interventions in the learning process play a substantial role in the lives of learners. An educational facility should come up with an unswerving learner-motivated and learner-driven innovations and strategies as pull factors to bring learners back into the limelight of education. More essentially, this study also recognized the necessity of stakeholders in the learning process and the holistic development of learners.

**KEYWORDS:** learner's addiction, cyber games, academic performance, guidance intervention

**SUBMISSION ID: R012-SOUCOT-0048**



**Learners attitude towards individual Task and Group Task as Perceived by  
Grade 4 Pupils**

Dhina Cascante & Imelda Villanueva, Alfonso Municipal Association Of Research  
Educators

**Abstract**

**INTRODUCTION**

Performance task or assessment, defined as a "systematic process for gathering data about achievement," is an essential component of teaching. The impact of assessment is significantly observable on students' performance. Students are asked to perform a complex task or create a product. They are assessed on both the process and the end-result of their work. Many performance assessments include real-life asks that call for higher order thinking skills. The main concern of this study is to determine the student's attitudes towards individual and group task as perceived by Grade 4 learners.

**METHODS**

This study focused on learners' attitude towards individual tasks or group tasks as perceived by Grade 4 pupils in Pansin Elementary School. The self-constructed questionnaire was used. Mean Analysis and T-test were the statistical methods used in the study. Data were gathered from Grade 4 pupils of Pansin Elementary School.

**RESULTS**

This study examined learners' attitude towards individual or group tasks. A total of 153 Grade 4 pupils from Pansin Elementary School participated in the study. The respondents were given 5 individual questionnaires and 5 group questionnaires to assess learners' perception of what kind of tasks as well as the student's attitudes held positive results. The study found that there is no significant difference between the attitudes of learners toward doing individual task and group task. It showed that the main predictors of attitudes towards tasks and teachers and the social support were highly significant in understanding the attitude. Out of 153 pupils, 65% chose group tasks over individual tasks.

**DISCUSSIONS**

The results confirmed that the respondents always demonstrate positive attitudes toward both individual and group tasks. There is a significant difference between the attitudes of students toward doing group and individual tasks. Teachers must encourage students by providing activities that will increase their interest to learn. They showed and recognized learners' interest when planning activities for the lesson to ensure that they are relevant to learners and would identify what factor contributes to learners' highly favorable attitude.

**KEYWORDS:** ATTITUDE

**SUBMISSION ID: R04A-CAVTP-1032**



## **Learners Engagement in Strengthening Subtraction**

Marilyn Baral, Department of Education

### **Abstract**

#### **INTRODUCTION**

As teachers, we need to strive harder to have competent pupils in terms of Mathematics. This 4-month project focuses on the problem of Grade 2-Cattleya in performing subtraction. Grade Two-Cattleya having thirty-four pupils had been assessed in terms of subtraction. Among them, twenty-one pupils got below 25 scores out of 100 items. This means that only thirteen pupils or 38% got a score of above 25. After this project, 85% of the pupils will be able to grasp subtraction.

#### **METHODS**

Through diagnostic tests in subtraction, the teacher was able to identify 21 pupils as strugglers in terms of finding the difference of a number. Different intervention materials like flashcards, window cards, chips trading and various kinds of manipulative and counters like chips, popsicle sticks, and even cut-outs were used. Teaching and learning subtraction are more exciting through watching videos and introducing subtraction games to stimulate children's interest in learning subtraction. Sisterhood /Brotherhood was shown through the help of SPG Officers who guided the pupils during their free time. Varied kinds of exercises were provided as take-home activities using Kalendaryo ng Pagbilang as parent's role in the said project.

#### **RESULTS**

After 4 months of project implementation, 100% of the target pupils showed a relative increase in Basic Subtraction Facts, 85.71% of the target pupils scored 75 and above in Basic Subtraction Facts and 63.30% increase in the MPS from 16% to 79.3%.

#### **DISCUSSIONS**

Based on the results, it is advisable that teachers continue the program to meet the level of standards of students in their particular grade level. Close monitoring of their progress must be observed.

**KEYWORDS:** engagement, subtraction, diagnostic

**SUBMISSION ID: R04A-LIPAC1-0216**



## **Learner's Perceived Factors of Dropping-Out at Taysan National High School**

Diosa Lumbera, Phamela Bon Matanguihan, & Salome Flavier, Department of Education, Taysan National High School

### **Abstract**

#### **INTRODUCTION**

Early dropout from the education system leading into low qualification and most often to unemployment and other social problems is the cause for an increasing education divide in many countries. Some students fail to complete school and may become marginalized, unemployed, or otherwise underprivileged instead of becoming productive members of society. It is in this light that the researchers deemed it necessary to conduct a survey study on the increasing number of dropout students at Taysan National High School. It aims to unify the causes of dropouts and thereby recommend possible solutions on how these dropouts can continue their education.

#### **METHODS**

This study utilized the descriptive method of research. After working on the topic and identifying the problem, the researchers worked on developing the questionnaire which is structured based on the statement of the problem. The researchers used a Likert scale as a guide in interpreting the results of the study. For a clearer understanding of the data gathered, the statistical measures employed on the study were weighted mean, frequency, percentage, and ranking.

#### **RESULTS**

Poor guidance of parents was found to be the main home-related factor that affects the dropout tendency of students. The next two factors that very evidently affect student's retention to school were the low educational attainment of parents and broken homes. The least serious factor is the pressure from highly attained parents and inadequate place to study. Sarcastic attitudes towards slow learners is the top teacher-related factor. It is followed by too much strictness of the teacher. The least serious teacher-related factors were the inability to hold and maintain student's interest, poor teaching method, teacher's personality, and request errands during class hours. Among the given factors, laziness among students obtained the highest score and is interpreted as very evident. It has also been proven that a lack of interest in school is also a contributing factor to retention capacity. Moreover, the factor that emerged as least serious is being afraid of somebody.

#### **DISCUSSIONS**

It is slightly evident that home-related factors, teacher-related factors, and personal factors cause the dropping out of students. Likewise, among these three factors, personal related factors were found to be the main contributing factor affecting the dropping out tendency of students. It was found that there is a need to propose activities that may foster students' interest in learning.

**KEYWORDS:** learners, dropping out, guidance and counseling

**SUBMISSION ID: R04A-BATANP-1045**



## **Learners' Reading Strategies: inputs to Reading Proficiency Intervention Project**

Cendy G. Hernandez, LPT, Buhaynasapa National High School

### **Abstract**

#### **INTRODUCTION**

Reading is a series of interactive processes between the reader and the text, in which readers use their knowledge to build, create, and construct meaning. With the current explosion of research in second language reading, a focus on readers' strategies has begun. Reading strategies are of interest for what they reveal about the way readers manage their interaction with written text and how these strategies are related to text comprehension. As such, enhancing the learners' ability to read is necessary; equipping them with the awareness and understanding of what reading strategy fits their competencies is essential. In view hereof, this study aimed to determine the utilization of reading strategies, the efficiency of reading strategies in studying, with the end goal of formulating an intervention project in response to the results of the study.

#### **METHODS**

This study used the descriptive-correlational approach of research. The questionnaire was devised based on in-depth readings, interviews, and observations. It was validated by a pool of experts; pilot tested and was treated for reliability and consistency using Cronbach's Alpha Statistic. It was administered to 175 Grade 12 students of Buhaynasapa National High School, School Year 2018-2019, obtained through random sampling.

#### **RESULTS**

The study revealed that intensive reading obtained the highest composite mean of 3.18 interpreted as frequent. Likewise, they frequently utilized skimming and scanning as evident on the generated composite mean of 2.99. On the other hand, the overall assessment of the respondents towards their perception on the efficiency of utilizing different reading strategies obtained the composite mean of 3.25 interpreted as efficient. Using Pearson-r, the values obtained by skimming, scanning and intensive reading are greater than 0.5 ( $r > 0.5$ ) which implies strong correlation; therefore, there is a significant relationship between the respondents' utilization of various reading strategies and its efficiency in studying.

#### **DISCUSSIONS**

The study revealed that learners are efficiently utilizing various reading strategies accordingly in studying. Specifically, the respondents assessed that utilizing intensive reading is more efficient in academic reading compared to scanning and skimming. As such, a reading intervention project should be proposed in order to strengthen the knowledge of learners in utilizing appropriate reading strategy in a given reading task.

**KEYWORDS:** reading, reading strategies, reading proficiency, reading intervention project

**SUBMISSION ID: R04A-BATANP-1354**



**Learner's Religious Activities and Classroom Behavior: Basis for Values Enhancement Program**

Janice Egoc, Department of Education

**Abstract**

**INTRODUCTION**

At present, a lot of children misbehave inside the classroom, they do not even participate during their religion classes. Hence, the researcher investigated the learner's religious activities and classroom behavior as a basis for values enhancement program.

**METHODS**

The descriptive-evaluative design was employed in this research. Moreover, questionnaires were used in data gathering. There were 149 learners and 16 teacher-advisers who were chosen as the respondents of the study. Respondents were given a task to answer the questionnaires. They were also exposed to focus group discussion.

**RESULTS**

The results of the study showed that learners are often engaged in different religious activities in the home, church, and school. Although learners sometimes showed favorable classroom behavior there were also times when they misbehave inside the classroom. Furthermore, correlation analysis showed that there is a strong positive correlation between the learner's religious activities and classroom behavior.

**DISCUSSIONS**

The results demonstrate the need for parents to prioritize and give more time in teaching and molding their children to love God and guide them in their spiritual development. Children should be made to realize that being religious has greater benefits, especially in their daily activities and decision-making. The teachers should integrate into their daily lessons some religious concepts and the importance of engaging the children in religious activities in the home, church, and school. The values enhancement program designed should be used by the school to strengthen the values formation and improvement of classroom behavior of pupils.

**KEYWORDS:** Religious Activities, Classroom Behavior, Values Enhancement Program

**SUBMISSION ID: R012-SOUCOT-0045**



**Learning Action Cell (LAC) in Reading: Its Influence on Academic Performance of Grade 2 Pupils in Pagatpat Elementary School**

Maria Paz Gacutno, Teacher

**Abstract**

**INTRODUCTION**

This study aimed to assess the learning action cell in reading and its influence on grade 2 pupils' academic performance in Pagatpat Elementary School of West 2 District, Division of Cagayan de Oro City for the school year 2017-2018.

Specifically, the study sought to answer the following questions: 1. What is the extent of implementation of the Learning Action Cell in reading as perceived by teachers along with the following components: content knowledge, pedagogical skills, assessment strategies? 2. What is the pupils' academic performance? 3. Is there a significant relationship between pupils' academic performance and the extent of implementation of Learning Action Cell in reading as perceived by teachers along with the following components: content knowledge, pedagogical skills, and assessment strategies?

**METHODS**

The study used the descriptive design to describe the existing probability of the variables. Data were obtained from 138 for Grade 2 pupils' academic performance in reading. The data for this study were gathered from a sample of two hundred thirty (230) grade 2 pupils and five (5) grade 2 class advisers in Pagatpat Elementary School.

**RESULTS**

The Learning Action Cell (LAC) session in reading in terms of content knowledge was always (Mean: 3.66) implemented, in terms of pedagogical skills was always (Mean: 3.72) implemented, and in terms of assessment strategies were always (Mean: 3.68) implemented as perceived by teacher-respondents. Among the two hundred thirty (230) pupil-respondents, a dominant number of 80 or 35% had Satisfactory academic performance in reading whose grades range from 80 to 84%, 60 or 26% had Very Satisfactory academic performance (85-89%), 47 or 20% were Fairly Satisfactory academic performance (75-79%) and only 43 or 19% had an Outstanding academic performance (90-100%).

**DISCUSSIONS**

The Implementation of Learning Action Cell (LAC) sessions as part of the continuing professional development (CPD) of teachers most particularly in teaching reading has enhanced teachers' teaching competencies in reading. The implementation of LAC sessions for teachers in teaching reading has significantly influenced grade 2 pupils' reading proficiency which is reflective of pupils' academic performance most particularly in reading. In terms of content knowledge and assessment strategies, it has significantly influenced Grade 2 pupils to achieve higher grades in reading.

**KEYWORDS:** Learning Action Cell, Content Knowledge, Pedagogical skills, assessment strategies

**SUBMISSION ID: R010-CAGDOC-0004**



## **Learning Action Cells (LAC) Sessions:**

Judith Fortuna

### **Abstract**

#### **INTRODUCTION**

Education in the country is research-based and while there are so many seminars about action research with different speakers and different levels there is still only a few who had the capacity to make a worthwhile action research. Some had done this just to comply and others use it just for promotion. Not really realizing the importance of this in the teaching-learning process, for the professional development and teaching strategies of teachers, and holistic development of students especially those who are at risk and for improving the much desired high MPS and of education as a whole.

#### **METHODS**

The descriptive type of research was utilized to determine the level of knowledge and skills of the 28 teachers of Gumaca Integrated School in Inaclagan, Gumaca, Quezon in making action researches.

The researcher-made survey questionnaire which utilized the 4-point Likert scale for the responses was the main tool used in this study. It is a structured type of questionnaire in which teachers check the columns which correspond to their responses. The mean is computed based on the answers of the respondents in the questionnaire.

#### **RESULTS**

Based on the findings, the following conclusions are arrived at: 1. The teachers of the Gumaca Integrated School are:

- a. aware of the meaning and importance of Action Research
- b. slightly aware in most parts of it
- c. novice and advanced beginner in making it

They consider time as very much a problem and financial aspect as a problem in making it. They didn't find support from the superior as a problem and the cooperation of respondents is not so much a problem.

The researcher then, recommended the following:

Provide training with an emphasis on the following:

- 1) meaning and importance of action research
- 2) how to write each part of action research

Provide time, during Learning Action Cells (LAC) Sessions, where teachers can concentrate on making it.

Use the Maintenance and Other Operating Expenses (MOOE) to support the needs of teachers in making the actions research

#### **DISCUSSIONS**

The results demonstrate the need to look deeper into the situation of teachers why they wouldn't have data-driven research that would precisely and accurately give the appropriate intervention and innovations in able to increase the MPS and lessen the perennial problems of students.

As of January 2019, two teachers were able to finish their action research and 21 teachers are presently in the process of doing their research papers.

**KEYWORDS:** action research, learning action cells (LAC) sessions, Likert Scale, Maintenance and Other Operating Expenses, novice, advanced beginner

**SUBMISSION ID: R04A-QUEZON-0199**



## **Learning Aid Module for "Did Not Meet Expectations" and "Fairly Satisfactory" Grade 8 Science Students**

Aris Bantoc

### **Abstract**

#### **INTRODUCTION**

This research concerns mainly the development of learning aid modules for the "did not meet expectations" and "fairly satisfactory" level students. It would attempt to find out the effectiveness of using the said learning aid module.

#### **METHODS**

The study used a true experimental design. The two groups were arranged based on their average grades in the first and second grading periods. The researcher used a pre-test to measure the academic performance of the students as to what they have learned during the third grading period and to ensure that the assigning of the two groups were not significantly different. The experimental group underwent treatment using the learning aid module as remediation and reinforcement while the control group was subjected to the traditional method. Both groups were subjected to post-test.

#### **RESULTS**

In the post-test, the mean score of students in the experimental group is 24.6 with a standard deviation of 5.04 compared to the control group with a mean score of 21.08 with a standard deviation of 5.11. the difference between the mean is 3.52 in favor of the experimental group. The t-value between experimental and control group post-test obtained a t-value of 6.53 which is higher than the tabular value of 2.0106. This indicates that using the learning aid module could improve the academic performance of learners.

Therefore, the hypothesis that "there is no significant difference between the post-test scores of experimental and control group respondents" is rejected. It is interpreted that the use of the learning aid module is more effective than the traditional method of remediation for "did not meet expectations" and "fairly satisfactory" Grade 8 Science students.

Dadap (2007) concluded that the best instrument to enhance the positive transfer of learning was through the use of modules. They found that modules simulate a human mentor.

#### **DISCUSSIONS**

The developed learning aid module is an effective tool for reinforcement and remediation for "did not meet expectations" and "fairly satisfactory" grade 8 science students. Lastly, the learning aid module is commendable for Grade 8 Science students. The future researcher could do parallel studies on different learning areas.

**KEYWORDS:** Learning aid module, did not meet expectations, fairly satisfactory, remediation, reinforcement

**SUBMISSION ID: R04A-QUEZON-0000**



**Learning Approaches Employed by the Elementary School Mathematics Teachers: Basis for a Training Design**

Chona Landayan, Teacher 3

**Abstract**

**INTRODUCTION**

One of the major subjects in the school curriculum is Mathematics. It serves as an instrument in all disciplines and a tool to have an effective manpower development. Because of the fast-changing technology in our society, teaching Mathematics aims to cope with the needs of every individual. Educators should ensure that students are given the right opportunity to understand the scientific background and the economic, social and cultural aspects.

**METHODS**

This study employed the descriptive correlational method with the aid of questionnaires. The respondents of this study were two hundred one (201) elementary school Mathematics teachers of Tanauan City East District and Tanauan City South District.

**RESULTS**

The findings of the study imply that the group of teachers believes that different learning approaches are very highly effective in teaching Mathematics to improve student achievement. Moreover, the problems encountered by teachers in teaching this subject affect the learning process specifically students' achievement.

**DISCUSSIONS**

Based on this study, the researcher would suggest to have a training for teachers who are teaching Mathematics about learning approaches and the problems they encountered in teaching this subject. Most of Mathematics teachers are very young in service and they need to learn more strategies and techniques to make their teaching effective.

**KEYWORDS:** perceptions, concrete/semi-concrete / abstract approach

**SUBMISSION ID: R04A-TANAUA-0056**



**Learning Approaches in Grade Three Mathematics instructions: Its  
Implications to Administration and Supervision in the District of Tanauan  
City East Division of Tanauan Sy 2016-2017**

Kristine Joy Perez, Teacher 3

**Abstract**

**INTRODUCTION**

The researcher wants to determine the problems encountered by the teacher in teaching Mathematics. She believes there must be some reasons why teachers cannot impart effectively what they expected to accomplish. She would also like to find out the implication and the different instructional strategies to administration and supervision.

**METHODS**

This study employed the descriptive correlation method of research. The principal aim in employing this method is to describe the nature of a situation as it exists at the time of the study by exploring particular phenomena such as administrative and supervisory behaviors. Involved here is the collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. On the other hand, correlation studies determine the extent to which different variables are related to each other in the population of interest.

**RESULTS**

The findings of the study implied that the group of Grade 3 teachers and their school heads believed that: 1) different learning approaches were highly effective in teaching Mathematics to improve the student achievement and 2) the profile of the respondents had a significant relationship on the effectiveness of the learning approaches they used in mathematics.

The findings also imply that problems encountered by teacher merely affect the teaching-learning process specifically the student achievement.

**DISCUSSIONS**

The results implied that the use of Cooperative Learning, Community Based Instruction, and Concrete/Semi-Concrete/ Abstract Approach was highly effective. Teachers and school heads believe that different learning approaches are highly effective in teaching Mathematics.

The school heads and teachers must join hands in improving the learning outcomes by exerting efforts in thinking of newer strategies and techniques which will benefit the school populace in general.

**KEYWORDS:** Abstract Approach, Community Based Instruction, Cooperative Learning Approach, Learning Approaches, Administration and Supervision

**SUBMISSION ID: R04A-TANAUA-0051**



**Learning Barriers in Developing Mathematical Skills of Grade Seven  
Students: Direction for Appropriate Instructional Remediation**

Armelyn Viernes, MAED

**Abstract**

**INTRODUCTION**

This study was undertaken to determine the relationship between the learning barriers and the development of mathematical skills of Grade 7 students in Dolores Macasaet National High School (formerly Manuel Macasaet National High School) S.Y. 2017-2018"

**METHODS**

Descriptive research designed was used to determine if the learning barriers are really a hindrance in developing mathematical skills of 251 grade 7 students. A teacher-made survey questionnaire and teacher-made test for mathematical skills were used as instruments. The mean perception of the respondents in learning barriers and respondent's level of performance in mathematical skills were measured by getting the mean and by using Pearson-r correlation.

**RESULTS**

The important findings are summarized as follows: The respondents "agree" that assessment procedure and comprehension are barriers in developing mathematical skills based on their mean perception. However, the respondents are "undecided" as revealed by their mean perception in the availability of learning materials, computational ability, foundation in learning Mathematics, interest and study habits as barriers. So, they are not sure if the said learning barriers are a hindrance or not in developing their mathematical skills.

**DISCUSSIONS**

The mean level of performance with regard to mathematical skills is assessed to be "fair" in all indicators as mental computation, estimation and approximation application, and problem-solving. All computed standard deviations show homogeneity in responses. Therefore, the hypothesis that there is no significant relationship between learning barriers and mathematical skills is not supported. This is supported by the findings on the relationship at a 5% level of significance.

**KEYWORDS:** LEARNING BARRIERS IN DEVELOPING MATHEMATICAL SKILLS OF GRADE SEVEN STUDENTS

**SUBMISSION ID: R04A-QUEZON-0037**



## **Learning Cycle Technique in improving the Writing Competency of students of LNHS**

Alejandro Tatlonghari, Looc Integrated School

### **Abstract**

#### **INTRODUCTION**

This study aimed to find out if the Learning Cycle Technique of Prewriting activities will help students improve their skills in writing. At the end of this study, the respondents would realize how effective or not the Learning Cycle Activities as manifested in the result of the comparison of the level of improvement of their writing competency. Moreover, as they discover the glitches during the conduct of the Learning Cycle Technique, they would also decipher the solutions to the perceived problem/s.

#### **METHODS**

This study used the mixed method of Pre-test-post-test design under the quasi-experimental scheme. Moreover, a qualitative approach was utilized to test the attitude response of the respondents to the activities, thus, open-ended questions were administered.

#### **RESULTS**

After a thorough analysis of the pre-test-post-test result, it was found that the learning cycle techniques in writing activities of the respondents really improved their writing ability. Their vocabulary skills were developed. The styles and the logic of writing also were developed. Thus, LCT was effective. Besides, the respondents' response to open-ended questions revealed that a little portion of localized-related and indigenized-related factors was involved.

#### **DISCUSSIONS**

This research was conducted among the grade 11 STEM class of Looc NHS. The process of the LCT was designed with due considerations on the school's location and indigenous characteristics. This research is holistic and heuristic at the same time; Holistic because in writing, the totality of the human person is given attention; Heuristic because this research partly dived into the attitudinal response of the respondents to the activities.

**KEYWORDS:** Learning Cycle Techniques, Prewriting activities, localized, indigenized, the learning process

**SUBMISSION ID: R04A-CALAMB-0373**



## **Learning Empowerment through Activities to Rescue Slow Readers (LEARS)**

Teresa Martinez, San Juan Elementary School

### **Abstract**

#### **INTRODUCTION**

Reading is how we discover new things and how we develop a positive self-image. The ability to read is a vital skill in being able to function in today's society. It is important because it helps to expand the mind and develops the imagination. With this, the Department of Education implements the conduct of Phil IRI or Philippine Informal Reading Inventory both in English and Filipino in each grade level which aimed to determine the reading ability, speed and reading comprehension of pupils within a given timeframe. At San Juan Elementary School in the Municipality of Ternate, Project LEARS-Learning Empowerment through Activities to Rescue Slow Readers develops school-aged learners' love and appreciation for reading through the use of varied techniques to rescue those slow readers and make them better as they can be.

#### **METHODS**

Project LEARS aimed to rescue pupils in grade III who are slow readers in Filipino from 51 out of 88 or 58% to 100% readers in Filipino selections among grade III pupils of San Juan Elementary School by the end of S.Y. 2017-2018. It utilized the following strategies and interventions in improving the reading ability of pupils in Filipino: (1) training of teachers on teaching strategies used in reading; (2) Using talking pen and other interactive reading materials; (3) provision of take-home reading materials; (5) active involvement of parents and stakeholders in the duration of the program; (6) peer tutoring and lastly (7) giving recognition to improved learners in reading.

#### **RESULTS**

After several sessions of Project LEARS reading program intervention, it showed that 88 or 100 % of the subject who underwent the program improved their reading ability in Filipino. The innovations, techniques, and interventions provided by teachers involved in the program greatly contributed to the success of the project.

#### **DISCUSSIONS**

Exposure and sending of teachers in reading-related training, use of talking pen and other interactive reading materials, provision of take-home reading materials, active parental involvement and stakeholders support, peer tutorial and giving recognition gave impact on the success of the RML reading program intervention. It is indeed suggested that the program has to be continuously implemented most especially to learners who suffer difficulty in reading. Moreover, intensive profiling and assessment of pupils' reading ability should be done at the beginning of the school year so that pupils at risks will be addressed ahead of time.

**KEYWORDS:** mam terry

**SUBMISSION ID:** R04A-CAVTP-0865



## **Learning Environment and Grade Iii Pupils Academic Achievement**

Evangeline Hernandez

### **Abstract**

#### **INTRODUCTION**

Different studies were made about education. In this study, we assess the learning environment and its relationship to the pupils' academic achievement and were validated by school heads and grade three teachers.

#### **METHODS**

This study used a descriptive survey and correlation research design method. The respondents of the study were the 20 school heads and 65 teachers. The subjects were 741 pupils from selected schools in Silang I and Silang II. The questionnaire was the main instrument used in the study. Weighted mean, mean, standard deviation, ranking, frequency, count and percentage, and chi-square were the statistical tools used to analyze the gathered data.

#### **RESULTS**

The school heads perceived that there was an inadequacy in the physical environment. They also perceived the psychological environment as very satisfying. The school heads and teachers have different perceptions in various areas of the physical and psychological environment. Majority of the pupils have satisfactory achievement. The learning environment is highly related to the academic achievement of the pupils.

#### **DISCUSSIONS**

The result of the study should be well known to teachers and be discussed to ensure their consistency of perceptions between the school heads and teachers. The learning environment should be adequate to learners. This can be done with the aid of the government and other private companies and even parents.

**KEYWORDS:** Learning Environment, Academic Achievement, Physical Environment

**SUBMISSION ID: R04A-CAVITP-1367**



## **Learning Experiences of Foreign Students in ESL Classes**

Guillermo Alvarez, TMCSHS

### **Abstract**

#### **INTRODUCTION**

This research study examined the learning experiences of the five foreign students in ESL Classes at the Cavite State University Indang-main campus to develop qualitative data collection method using written diaries, structured and unstructured recorded interviews and to use it to explore participants' learning experiences.

#### **METHODS**

The five participants were undergraduate BSMT, BSN, BSBM, and BSAT students who were provided ten-day diaries each, after the submission of each day diary, interviews followed immediately. Students' learning experiences were captured while immersed in the course, using a semi-structured video diary. Participants entered the faculty office and sometimes in the classroom at different time points throughout the research study and responded to open-ended questions. Following thematic analysis, students were found to arrive with mixed feelings towards individual and group work and expected learning outcomes. Purposive sampling was used to ensure the deepest possible understanding of the learning experiences, particularly the foreign students in adopting classroom multicultural settings.

#### **RESULTS**

The findings provide a base for future investigation into the long-term impact on student development, skill transfer, and transformative learning experiences of international students. The semi-structured recorded interviews /video and a written diary yielded rich data, contributing to the literature by offering a simple, yet effective, qualitative research method that can be implemented in a variety of contexts.

#### **DISCUSSIONS**

The results show the learning experiences of the foreign students were the participants acquired the learning by engaging them to the different activities, both individual and by group participation. On the other hand, writing and speaking activity reflected in the data collected that has a huge learning acquisition. Furthermore, the participants of the study needed to give them an opportunity to participate.

A thorough study was also recommended in identifying the learning experiences of students so that the school and teachers can assess the feedback on how these learning experiences can be corrected or enhanced. It was also recommended that the next researchers should consider more participants and should not be limited to foreign students, but also naturally born Filipino students because this will give better feedback to the stakeholder's responsibility in the academic performance of students in general.

**KEYWORDS:** Learning Experiences, Academic Language Performance in ESL class

**SUBMISSION ID: R04A-CAVITP-0162**



## **Learning Factors Related to the Performance of Secondary Students in Social Studies in Batangas City Division**

Epitacio Abela, Batangas State University

### **Abstract**

#### **INTRODUCTION**

This study aimed to assess the learning factors affecting the performance of Social Studies of secondary students in Department of Education, Batangas City. Specifically, it aimed to 1) determine the academic performance of the student respondents, 2) assess the learning factors related to Social Studies performance in terms of 2.1) teachers factor, 2.2) classroom environment, 2.3) instructional materials, and 2.4) family factors, 3) find out which among the factors is the leading cause affecting the performance of secondary students in Araling Panlipunan, and 4) proposed plan of action to improve the performance of secondary students in Social Studies.

#### **METHODS**

The researcher used the descriptive-correlational method of research. According to Arriola (2006), this method is used to determine whether or not there is a relationship that exists between two or more variables, and if there is, to what extent or degree that relationship is. The researcher used this method because he wants to determine if there is a relationship between learning factors and the academic performance of the secondary student. The researcher used the descriptive-correlational method of research. The respondents of this study were composed of 200 secondary students selected through incidental sampling from 18 secondary schools of Batangas City Division. The main instrument used is a survey questionnaire. The findings of this study revealed that the level of performance of students in Araling Panlipunan was average.

#### **RESULTS**

The teacher's factor, classroom environment factor, instructional materials factor and family factor assessed as to a great extent and moderate extent. Classroom environment factors are the leading cause affecting the performance of secondary students in Araling Panlipunan.

#### **DISCUSSIONS**

The respondents assessed that teacher's strategy in presenting the lessons affects their performance. Another factor affecting the performance of students was the teacher mastery of the subject matter. Classroom management was also identified by the respondents that really affect their performance., Some of the factors identified were the instructional materials used by the teacher and family factors as well.

**KEYWORDS:** learning factors, performance

**SUBMISSION ID:** Education



## **Learning Modalities and Pupils Academic Performance: Bases for National Achievement Test Remediation Program**

Gene Jr. Labadia, Department of Education - Sarangani

### **Abstract**

#### **INTRODUCTION**

Public school teachers regularly strive to raise the level of student achievement every school-year. This student achievement was measured by the annual National Achievement Test (NAT). The test aims to provide empirical information on the achievement levels of pupils/students to serve as guide for educators in their respective courses of action. Despite the efforts of teachers, there was a decline in students' National Achievement Test performance. In this study the researcher determines pupils' preferred learning modalities and level of academic performance, as bases for the development of National Achievement Test (NAT) Camp Remediation Program.

#### **METHODS**

The descriptive method of research was utilized in this study and a normative survey technique was used for gathering data. Two sets of instruments were used to gather the numerical data using the survey method: The Learning Modality Inventory Test, and pupils' progress report card (Form 138-E). Seven hundred seventy-one pupils, enrolled in eleven schools of Southwest Alabel District were selected using Slovin's formula and given questionnaires at their respective schools. Quantitative analysis was used in the inventory of pupils' preferred learning modality and academic performance.

#### **RESULTS**

The study was conducted for the purpose of determining pupils' learning modalities in South West Alabel District. The dominant pupils' preferred learning modality was visual modality and their level of academic performance was Satisfactory; these pupils learn best using visual representation. The findings revealed that the academic performance of pupils who have a visual modality preference set a high difference compared to auditory modality and tactile modality learners. These served as bases of the researcher for the development of a National Achievement Test (NAT) Camp Remediation Program; the program integrates the three learning modalities in the delivery of remedial instruction.

#### **DISCUSSIONS**

The results of the study implied the need for a Remediation Program that is aligned with pupils' preferred learning modality. This is an innovation in South-West Alabel District that caters to the needs of pupils in their testing skills and it is helpful for pupils who need remediation in strengthening their knowledge of the basic language assessment.

**KEYWORDS:** learning modalities, academic performance, National Achievement Test Remediation Program

**SUBMISSION ID: R012-SARANG-0042**



**Learning Module in Improving the Oral Language Fluency of Grade 7  
students in Coral na Munti National High School**

Arlene Cristino- Teacher III

**Abstract**

**INTRODUCTION**

English is known as the international language. Through the English language, we could communicate or interact with other people all over the world. We could even change the world just by knowing how to speak English. For students, they could learn more about the English language which they could use in finding their chosen careers inside and outside their country. The English language could also be the way to unlock a person's true ability in his speaking, writing, and listening skills. In this study, the researcher found the oral language fluency level of Grade 7 students and created a Learning Module as a tool to improve it.

**METHODS**

The researcher employed the descriptive method of research and utilized questionnaires as the main instrument in gathering data. The oral language proficiency level and the academic performance in English were given emphasis.

**RESULTS**

The oral language fluency of Grade 7 students was assessed by students themselves in terms of diction, articulation and word recognition. Proper diction and articulation help them convey their feelings and emotions. On the other hand, word recognition helps students understand the text they are reading. When it comes to academic performance, students performed to a great extent as measured from the competencies given to them.

**DISCUSSIONS**

The results of the study proved that there is a great need for Grade 7 students to improve their oral language fluency as seen from the outcomes of the study. The researcher believed that with the help of a Learning Module, students will at least develop the skills in oral language. The next step is planning for dissemination and advocacy on how to utilize the learning module. It will be used by the English teachers as a remedial tool to assess the performance of students in oral language.

**KEYWORDS:** oral language, fluency, academic performance, learning module

**SUBMISSION ID: R04A-BATANP-0170**



## **Learning Outcomes in Mathematics through the Implementation of E-Games Learning among Grade Six Pupils of Bagong Pook Elementary School**

Aldine Panganiban, Department of Education Rosario East Bagong Pook Elementary School

### **Abstract**

### **INTRODUCTION**

Learning Mathematics presents various challenges for many children. Motivating them with traditional teaching methods such as lectures and written materials becomes more difficult daily. That is why digital games and educational games are becoming increasingly considered to have a promising role in the education process. Teachers can ensure that learners are actively engaged in the learning process by providing tasks that match each individual needs and skills. In this study, the researcher wants to find out the effectiveness of E-Games on the learning outcomes in Mathematics among Grade Six pupils of Bagong Pook Elementary School.

### **METHODS**

The descriptive method was employed to assess the effectiveness of E-Games in the learning outcomes of Grade Six pupils of Bagong Pook Elementary School. In this study, rank and weighted mean were the statistical tools used for data analysis. Respondents were the 40 Grade Six pupils (17 girls and 23 boys) from two sections of Grade Six who are currently studying this school year 2018-2019. Purposive sampling was employed in this study. It is used to select a sample which the researchers believed, based on prior information and knowledge of the sample respondents, will provide data needed in the study. For the responses in the researcher-made questionnaire, the Likert-Type Scale was considered.

### **RESULTS**

Based on the result on how effective E-games is in improving the classroom learning environment, the result garnered the average weighted mean of 2.75 and verbally interpreted as agree stating that E-Games can create an interactive environment in the classroom. As to effectiveness of E-Games in improving the learner's attitudes towards Mathematics, the average weighted mean is 3.58 and verbally interpreted as absolutely agree stating that E-Games were challenging yet time consuming. In the effectiveness of E-Games in improving Mathematics achievement of pupils, it garnered the average weighted mean of 3.33 with a verbal interpretation of absolutely agree indicating that using E-Games in teaching and learning process will improve their mathematical skills and knowledge on numeracy. On the advantages of using E-Games in the classroom, the average weighted mean is 3.41 and interpreted as absolutely agree stating that E-games help them with fast strategic thinking and problem solving.

### **DISCUSSIONS**

The results demonstrated how effective E-Games was in the learning outcomes of Grade Six pupils of Bagong Pook Elementary School. Incorporating Mathematical games or E-Games into teaching could create a fun, interactive, and engaging learning environment for pupils and teachers. Educational games can be used as an effective form of teaching to increase the motivation of students, better understanding of the subject matter as well as improving collaboration among pupils.

**KEYWORDS:** E-games, effectiveness, teaching and learning process

**SUBMISSION ID: R04A-BATANP-0900**



**Learning Outcomes of Cooperative Teaching Strategies in Solving Triangle  
Trigonometry among Selected Grade 9 Students at Francisco Osorio  
National High School S. Y. 2018-2019**

Genevieve Carrillo

**Abstract**

**INTRODUCTION**

Emergence of this research started in the author's search for a more productive facilitated teaching strategy. Collaborative and cooperative teaching strategies are the author's way of increasing the academic performance in Mathematics yet the need to develop it strategically creates a meaningful scenario and a greater difference in the curriculum of Trigonometry.

**METHODS**

This study utilized the descriptive-comparative analysis research design. Thirty-eight (38) Grade 9 students with an achievement level of less than satisfactory level in their Second Quarter Final Grades underwent a Modular Intervention Program integrated into their curriculum.

**RESULTS**

The results affirmed that there is a significant difference between the pre-test and post-test after the series of strategic cooperative modular intervention was given. These indicate that 96% of the respondents have an increased performance level in their post assessment. Most students in the intervention program have effectively completed tasks with shared responsibilities and portrayed zealousness in solving problems. The learning outcomes of learners with facilitated teaching displayed an advanced result in their session assessments and in turn created an atmosphere where creative thinking is visible.

**DISCUSSIONS**

Cooperative teaching strategies have significant effects on the learning outcomes of students' performance in Mathematics. It is evident that most respondents elicit a positive behavior when group collaboration took place. The issue of instructional competence which is inversely proportional to the degrading academic performance rate of students in Mathematics is the sole reason modification of innovative teaching strategies and integration of collaborative learning should transpire. Thus, there is a need for research innovations, for meaningful development of classroom instruction, and for the breadth of positive learning outcomes to provide a dynamic change in the discipline of Triangle Trigonometry.

**KEYWORDS:** Triangle Trigonometry; Learning Outcomes; Cooperative Teaching Strategy; Collaborative Strategies

**SUBMISSION ID: R04A-CAVITP-1391**



**Learning Outcomes of HUMSS Learners through the 21st Century  
Advanced tools in Senior High School in Tuy**

Rhealyn Lizardo  
(Adviser: Lucky Ivy Viaro)

**Abstract**

**INTRODUCTION**

The objective of the study is to find out the learning outcomes in using 21st Century Advanced Tools of HUMSS learners in a Senior High School in Tuy.

**METHODS**

The study applied the descriptive method of research. The researchers conducted survey-questionnaires together with a set of semi-structured questions as the main data gathering instrument. There are 60 HUMSS respondents; 30 students in Grade-11 as well as in Grade-12 in Senior High School in Tuy S. Y. 2018-2019. The frequency distribution and weighted mean were the statistical treatments used for quantitative analysis.

**RESULTS**

The study showed that students could provide quality work and communicate messages easily through mobile phones, computers, and internet tools. In some instances, respondents also voiced problems encountered in using twenty-first century tools such as poor personal interaction because they are more focused on their modern technology gadgets instead of face-to-face communication.

**DISCUSSIONS**

The use of these tools greatly benefits learners to learn effectively and improve academic excellence. However, there are some perceptions of the respondents regarding problems encountered in using gadgets as they are not building relationships with others because of the attention given to their mobile devices, computers, or to the internet which could have otherwise been spent personally with friends.

**KEYWORDS:** Learning Outcomes, 21st Century Advanced Tools

**SUBMISSION ID: R04A-BATANP-0675**



**Learning Practices and Difficulties Encountered in Practical Research by  
the Students in Kasiglahan Village Senior High School**

Raul B. Chua Jr., Luvie C. Buquel, & Daniel A. Dapitan, Kasiglahan Village Senior  
High School

**Abstract**

**INTRODUCTION**

The Enhanced Basic Education Curriculum (RA NO 10533) requires learners to conduct research work as one of the requirements under Practical Research and Inquiry, Investigation, and Immersion. To assist learners in producing a study, the researchers conducted this action research to identify areas that learners find difficult which will serve as a major baseline for enhanced instructional delivery.

**METHODS**

This research used a descriptive-quantitative method utilizing structured-interview questionnaires and unstructured interviews through focus group discussions to gather data. The quantitative data were treated using frequency and weighted mean while qualitative data were analyzed through root cause analysis utilizing a why-why diagram. The study involved 236 randomly sampled participants from a population of 567.

**RESULTS**

Data revealed the following student's practices in research: students do tasks in an order of importance and devote less of their free time finding possible topics; they exert more effort in their studies when they find the material interesting, otherwise they either give up or study only the easy parts; respondents access online references for information instead of libraries; and learners read materials about topics that interest them but they find it difficult to identify research problems due to unfamiliar terminologies.

Learners have basic grammar skills and common vocabulary. In terms of difficulties encountered in research courses, data revealed that formulating research questions is first, followed by performing statistical tools to treat the data, and planning data collection, crafting research instruments and analysis procedures.

**DISCUSSIONS**

Data revealed that learning practices are reflective of their ability to engage themselves in research work and the processes it entails. However, due to some factors, learners encountered difficulties which cause limitations in terms of gaining the competencies expected of them. The assignment of non-specialized teachers in research courses is a contributory factor in terms of critical content and applications of concepts and processes. Motivation of learners in the conduct of the study is affected due to less assistance and due to an insufficiency of background of teachers.

**KEYWORDS:** learning practices, difficulties encountered, practical research

**SUBMISSION ID: R04A-RIZALP-0317**



## **Learning Reading through the CVC Pattern**

Merlinda Rebong, Department of Education Juvielyn Maloles

### **Abstract**

#### **INTRODUCTION**

The descriptive method was used in this study. One hundred twenty (120) pupils served as subjects based on the result of their School Readiness Assessment (SREA) in Grade I. Administrators should encourage their teachers to develop enrichment activities for use in teaching CVC patterns.

#### **METHODS**

The descriptive method was used in this study. One hundred twenty (120) pupils served as subjects based on the result of their School Readiness Assessment (SREA) in Grade I. Administrators should encourage their teachers to develop enrichment activities for use in teaching CVC patterns.

#### **RESULTS**

It was found that 93% of the respondents had no reading habit and only 7% had reading habits. Administrators should encourage their teachers to develop enrichment activities for use in teaching CVC patterns.

#### **DISCUSSIONS**

Students need to develop good reading habits and good/appropriate reading materials. Colorful and bold letter charts, flash cards, and other activities should be used by teachers to teach pupils how to read CVC patterns.

**KEYWORDS:** LEARNING READING THROUGH CVC PATTERN

**SUBMISSION ID:** R04A-LAGUNA-0109



## **Learning Skills Power Up: Improving Pupils Study Habits at Mabini Central School**

Lenie Bautista, Mabini Central School

### **Abstract**

#### **INTRODUCTION**

The main cause of academic problems of a learner is poor study habits. Learners of today's society are often not aware of the value of good study habits for their success. Many children do not know how to study effectively and efficiently. The issue of poor study habits among learners of Mabini Central School has been of much concern to researchers. They believe that this study will prove beneficial to a number of people. The purpose of this study therefore is to help every learner find ways to develop their study skills and improve the way they study. Thus, the researchers became interested to conduct this study.

#### **METHODS**

The respondents of the study were Grades III-VI pupils of Mabini Central School composed of one hundred fifty learners. A set of questionnaires was given for pupils to answer. Pupils were observed as regards their behavior and attitudes towards the formation of good study habits. Pupils were supervised during their remedial instruction periods as well as after lunch when some needed the help of a teacher in the preparation of some assignments. Grouping of pupils with their respective leaders/ monitors was strictly implemented and followed.

#### **RESULTS**

The researchers used questionnaires and interviewed some respondents to assess what the findings will be, and after collecting all data they found that majority of pupils' responses showed that some have not yet acquired the proper study habits thus, study habits were generally weak. Some had a favorable way of making their assignments, but many needed to be guided. Only a few have an interest in studying for a test. Many pupils nowadays resort to TVs and playing even when studying is needed. There are many obstructions in the home to good study habits.

#### **DISCUSSIONS**

After gathering all data we have come to conclude and generalize that the following were found fruitful in improving the study practices of pupils of Mabini Central School: Contests among groups with regard to accomplishments and prizes and incentives for the group with the most accomplishments. Preparing a program for study, utilizing off-periods particularly after lunch time for studying, seeking the cooperation of parents regarding study practices of their children, and daily evaluation of pupils' learning, were found effective.

**KEYWORDS:** learning skills, study habits

**SUBMISSION ID: R04A-BATANP-1121**



**Learning Strategies of Information and Communications Technology (ICT)  
Senior High Students and its Impact to the Academic Performance**

Cristine A. Salazar & Jean V. Villanueva, Tinga Sorosoro Integrated School  
(Adviser: Ma. Queencita Realingo)

**Abstract**

**INTRODUCTION**

Active learning strategies help to initiate learners and faculty into effective ways to help learners engage in activities based on ideas about how people learn. This study is focusing on learning strategies being practiced by the ICT Senior High Students and its impact to their academic performance. It also defined the relationship of the profile variables and the learning strategies executed by students in acquiring knowledge.

**METHODS**

A descriptive-quantitative research was employed. The researchers selected Grade 12 ICT Senior High Students of Gulod Senior High School and Tinga Sorosoro Integrated High School (TISISI). These mentioned Senior High Schools are identified as affiliated schools of District Six of the Batangas City Division.

**RESULTS**

This study reveals that majority of the respondents were female, has a monthly income of 3,001-5,000, and has Grade 11 general average of 85-89. It was identified that students are constantly reflecting on their classroom experiences and acquired knowledge as their learning strategies. Also, they preferred real objects that make their sensory operative and functional. Moreover, this study also showed that these learning strategies help students improve their self-esteem. The researchers realized that in terms of the profile of the respondents, sex and family income have no significant relationship between their learning strategies. However, students' learning strategies have shown significant relationship to their academic performance.

**DISCUSSIONS**

The researchers realized that in terms of the profile of the respondents, sex and family income have no significant relationship between their learning strategies. However, students' learning strategies have a significant relationship to their academic performance.

**KEYWORDS:** Keywords: Learning Strategies, Academic Performance, ICT students,

**SUBMISSION ID: R04A-BATANC-0075**



## **Learning Strategies Used by Learners in Accomplishing Esl Tasks**

Jan Michael De Asis, Majada In Integrated School

### **Abstract**

#### **INTRODUCTION**

The study focuses on strategies utilized by learners when accomplishing language tasks. It also investigates how these strategies affect the academic performance of eighty Grade 10 students of a public junior high school that have been studying English as a Second Language. The study will be employing a quantitative research design as it will be utilizing the version of Rebecca Oxford's Strategy Inventory for Language Learning (1990) and will be correlated with students' academic performance. The findings of the study have indicated that Social Strategy stands out as the strategy used by learners the most while the Memory strategy resulted as the least.

#### **METHODS**

Correlational survey research was conducted to obtain the necessary information to gather the answers to the stipulated questions. Survey research was conducted to know the different strategies used by students using the questionnaires formulated by Rebecca Oxford in 1990 with which was correlated with the grades that students have during the first quarter.

#### **RESULTS**

The findings of the study have indicated that Social Strategy stands out as the highest strategy being used by learners with the mean of 3.42 while the Memory strategy resulted as the lowest with the mean of 3.08. The summary of the performance of students during the first quarter indicated that the overall performance has an average of 81.51 and can be considered under Satisfactory.

A significant correlation exists between metacognitive strategy and the academic performance of students which is set at 0.341 from which the correlation is significant at a 0.01 level as well as a significant correlation between social strategy and the academic performance of students which is at 0.318 from which the correlation is significant at the 0.01 level.

#### **DISCUSSIONS**

The researcher has reached the following conclusions regarding the conduct of this study. First, the mostly used strategy among the respondents is social strategy. Second the learner's performance for the First quarter is that majority of them have performed under Satisfactory level. Third, a correlation exists between metacognitive strategy and the academic performance of students.

**KEYWORDS:** language learning strategies, ESL learners, metacognitive strategy, social strategy

**SUBMISSION ID: R04A-CALAMB-0002**



## **Learning Strategy in Text Comprehension**

Melchora Bolambao, Department of Education

### **Abstract**

#### **INTRODUCTION**

This study aims to fortify the interest in the scholarly investigation of students' text comprehension difficulties and to explore the wide horizon of probable factors and conditions surrounding such phenomenon.

#### **METHODS**

This study which adopted the descriptive and developmental design dealt on the formulation of prototype learning activities aimed to improve Grade 11 students' performance in text comprehension, particularly in "interpretative and applied levels of comprehension", which were found to be more challenging to students. The design of the learning activities is based on guidelines inferred from the merits of research findings.

#### **RESULTS**

The research population involved a total of ninety (90) Grade 11 students of Urdaneta City National High School in Urdaneta City, Pangasinan, enrolled during the School Year 2017-2018. Female students dominate the research population at 67. They belong to families with varied ranges of income, many of whom were gauged as "Very Low". The students access a broad range of media types. The students' level of performance in text comprehension range from "Outstanding" to "Fairly Satisfactory", majority of whom registered as "Outstanding", while the remainder range from having "Very Satisfactory", "Satisfactory", and "Fairly Satisfactory" levels of performance. Moreover, majority of students obtained a perfect score in "literal, interpretative, and critical" levels of comprehension in contrast to their inferior scores under "applied comprehension". A synopsis of the scores revealed that students were more challenged in terms of interpretative and applied levels of comprehension.

#### **DISCUSSIONS**

The study's findings were discussed in comparison and in contrast with previous researches in the same field. Several recommendations are offered based on the merits of the findings which tapped the agency of teachers, school, administrators, parents, and instructional material designers as regards their complementary roles in improving instructional conditions and strategies in the constant pursuit to develop students' performance in text comprehension.

**KEYWORDS:** Text Comprehension Strategies, Supplemental Learning Material

**SUBMISSION ID: R001-URDANE-0027**



**Learning Style-Based Enrichment Activities for Grade 9 Technical Drafting  
in the Division of Batangas**

Nina Grace Aquino, Department of Education

**Abstract**

**INTRODUCTION**

Students learn in different ways. They are unique in transmitting knowledge from different sources. And now, using the K-12 curriculum, Technology and Livelihood Education offers the Technical Drafting that covers different competencies. Believing that the way students learn affect their performance in a subject prompted the researcher to conduct the study. It focused on the learning styles of Grade 9 students in Technical Drafting, and determined their competence in its components. It also investigated the academic performance of students and teachers' assessment on learners' learning styles based on the Silver model.

**METHODS**

Descriptive method of research using questionnaire was utilized to gather empirical data for the study on learning competencies and learning styles while documentary analysis was used to gather the academic performance in Technical Drafting of students.

**RESULTS**

Most respondents were moderately competent in Technical Drafting, approaching proficient level on academic performance and moderately manifested as regards their learning styles. The manifestation of the latter was independent of the learning competencies in architectural, electrical and electronics, sanitary and plumbing, and mechanical components. The learning competencies of structural component was found to be significant on the sensing-thinking or mastery style

**DISCUSSIONS**

The result demonstrated the need for learning-style-based enrichment activities to help students in better understanding lessons and for them to get higher grades in Technical Drafting. It also drew the conclusion that learning styles must meet the learning competencies of the subject to achieve the highest level of proficiency for students.

**KEYWORDS:** learning style, Technical Drafting, competency

**SUBMISSION ID: R04A-BATANP-2149**



## **Learning Style-Based Module and Grade Seven Students' Performance in Statistics**

Rico Herrero, Punta Integrated School

### **Abstract**

#### **INTRODUCTION**

The “Trends in Mathematics and Science Study” in 2003 showed that Philippines' 8th grade students' skills and competencies in Math ranked a pitiful 42nd out of 46 participating countries while the Philippine 4th grade students placed 23rd out of 25 participating countries (Carballo, 2014). Locally speaking, the latest National Achievement Test revealed that Punta Integrated School placed last among 21 schools in Calamba City in Mathematics to be which is a fact that drives the researcher to conduct this study.

#### **METHODS**

A quasi-experimental design was utilized in this study to compare the formative tests and post-test results of the two groups of respondents-comparison and experimental group. Forty-six student-respondents were considered in the first group who have counterparts on the second one based on their pre-test scores for a total of ninety-two student-respondents. Learning styles of the experimental group were also considered to ensure that there was an equal number of members from three subgroups-visual learners, auditory learners, and kinesthetic learners. The researcher used the VAK inventory of Neil D. Fleming to determine the learning style of every student-respondent. On the other hand, an adapted validation tool was used to determine the degree of adequacy of the developed learning style-based module and a total of fifteen-five psychometricians and ten mathematics specialists were requested to validate the learning style-based module.

#### **RESULTS**

It was found that the developed learning style-based module was generally Very Adequate to use in teaching Statistics to Grade 7 students with the overall mean of 4.67. The organization, presentation, relevance of the activities, language and the measures of constructs were considered. There was a significant difference between the performances of the experimental group and the comparison group as revealed by the computed p-value of 0.0038 which was less than the level of significance of 0.01.

#### **DISCUSSIONS**

Visual learners performed best among the student-respondents in experimental group. Thus, developed module for the visual learners effectively transferred learning. Student-respondents in experimental group performed better than those who were in controlled one during formative assessments and post-test. There is a significant difference between the performances of the two groups of student-respondents-experimental and comparison groups. Thus, the developed learning style-based module was effective.

**KEYWORDS:** Learning Styles, Visual Learning, Auditory Learning, Kinesthetic Learning, Module

**SUBMISSION ID: R04A-CALAMB-0164**



**Learning Style of Grade Six Pupils in Bukal Elementary School in Padre Garcia District: Implications to Effective English Teaching**

Julieta Morales, Department of Education

**Abstract**

**INTRODUCTION**

The main role of the teacher is to facilitate the learning of students. Hence, he or she must devise ways on how to motivate students to learn. One of the ways to motivate students to learn is to determine and dwell on their strengths and interests, learning preferences and styles. Students learn in various ways. It is claimed that individuals learn better when they are learning in different ways and that they have different learning styles that work best for. Teachers must therefore devise teaching-learning approaches to address these varied learning styles. The responsibility for engaging in learning, including control, direction and focus, belongs to the individual learner. It is therefore helpful to encourage students to identify and understand their learning styles.

**METHODS**

Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study. According to Sanchez (2011) descriptive method of research describes and interprets what is. it is concerned with conditions of relationships that exist, practices that prevail and beliefs, processes that are going on, effects that are being felt or trends that are developing. The process of descriptive research goes beyond mere gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described.

**RESULTS**

This portion of research is devoted to the presentation of findings or results after giving solutions to the learning style in English of Grade 6 pupils of Bukal Elementary School. After each class discussion, the researcher investigated the outcome of the activities being used and measured pupils' understanding through formative tests. The results of the quizzes were tallied and analyzed. The frequency, percentage, and ranking of the scores mean was used to analyze the level of understanding after being exposed to a lesson which use collaboration as a technique in teaching.

**DISCUSSIONS**

The study covered the application of learning styles in teaching of prepositions among Grade VI pupils in Bukal Elementary School. The learning style was considered in teaching. This determined the performance of pupils in each lesson in prepositions. The output of the study was an instructional supplementary material.

**KEYWORDS:** Learning Facilitate Motivate Strengths Interests Approaches Preferences Responsibility Engaging Collaboration

**SUBMISSION ID: R04A-BATANP-0279**



## **Learning Style of intermediate Pupils in Mainit Elementary School**

Raymark Brucal, Mainit Elementary School

### **Abstract**

#### **INTRODUCTION**

Learning occupies an important role in schools. Without learning all efforts of pupils as well as of teachers are bound to become purposeless. It is an active process and not a passive observation of knowledge. It is not the mere reading of books or listening to lectures. Learning is an enrichment of experience. In learning, there is an interaction of the environment with the organism.

Based on the researchers' observation it was noted that when inside the classroom, pupils learned in various ways and styles; others learned by visual, auditory, reading/writing and kinesthetic. Relevantly, some pupils learned through visual materials, listening skills, reading different resources and note-taking and by involving themselves in some hands-on activities. Based on the foregoing findings, the researchers were inspired to prepare learning activities which are suited for the observed learning styles of pupils. In this sense pupils exposed to extensive exercises will develop a character of a progressive and skilled individual in all significant disciplines.

#### **METHODS**

The descriptive method of research was adopted with the aid of a researcher-made questionnaire as the primary tool in gathering data. Pupils in the intermediate levels served as the respondents of the study. Slovic's formula was used to determine the sample size of respondents. The study used frequency, ranking, and percentage, weighted mean and chi-square test in treating data.

#### **RESULTS**

The results of the study disclosed that the profile characteristics of pupils were not significantly related to their learning styles. Lastly, the prepared learning activities to address the diversity of pupils' learning styles may be used by the intermediate teachers in their respective grade levels.

#### **DISCUSSIONS**

Based on the findings and conclusions, the researchers offer the following recommendations. First, that the learning activities be validated, tried-out and revised prior to the utilization by elementary teachers, that varied teaching strategies be used by elementary teachers to cater to the varied learning styles of intermediate pupils and that a parallel study is conducted focusing in other learning style models.

**KEYWORDS:** learning style, teaching strategies

**SUBMISSION ID: R04A-BATANC-0233**



## **Learning Style Preferences of Grade 7 Students in Aglipay High School**

Angelika Bernabe  
(Adviser: Janette Tomas)

### **Abstract**

#### **INTRODUCTION**

Educators have noticed that some students prefer certain methods of learning more than others. These traits referred to as learning style, compose a student's unique learning preference. Varied learning styles may aid teachers in the planning of small group individualized instruction. The purpose of this study was to compare the student learning styles of Grade 7 students of Aglipay High School.

#### **METHODS**

The descriptive method of research was used in this study with questionnaires as data gathering tools. It is descriptive in the sense that data obtained were analyzed and described. The respondents were the three sections of Grade 7 students. On another aspect, the study compared preferences based on respondents' learning style preferences. As this is a school-based research, 103 Grade 7 students were taken under study. As to gender, there are 50 male and 54 female student respondents in the study.

#### **RESULTS**

Based on the result, the study shows that learners perceived and processed information differently. The finding showed that Grade 7 students have kinesthetic, individual, visual, auditory, and group learning styles. Most students like to be active in the classroom. Auditory learning was the least learning style. Visual, kinesthetic, and individual was the major learning styles of Grade 7 female students. Visual and group learning were the major preferences of male students in learning. Female students like to learn in a group while male students preferred group style as their minor learning preferences. The study revealed that learning styles influence a student's ability to acquire information.

#### **DISCUSSIONS**

The results demonstrate that learning preferences facilitate the way students learn. Students have different learning styles that are reflected in different academic strengths, weaknesses, skills, and interests. Furthermore, this study suggests that since students' learning is dependent on learning styles, and these styles vary between students then teachers should be aware of these differences and alter their preparation and instructional methods accordingly.

**KEYWORDS:** visual learning, auditory learning, kinesthetic learning, learning style, preferences

**SUBMISSION ID: R002-QUIRIN-0041**



**Learning Style Preferences of Senior High School Students of Aglipay High School S. Y. 2018-2019**

Jonathan Bagaoisan, SHS Student  
(Adviser: Jaydee Plaida)

**Abstract**

**INTRODUCTION**

Learning preferences are personal learning strengths and weaknesses and different approaches to learning. Learning style according to Reid (1995), refers to an individual's natural, habitual and preferred way of absorbing, processing, and retaining new information and skills. Auditory, Visual, and Kinesthetic are the modalities that are measured in this study. This further sought students' preferences in learning as Multiple Intelligence is being observed and practiced in teaching-learning processes.

**METHODS**

Descriptive-Quantitative Research Design was used in the study. Total enumeration sampling is being used as a sampling method. Respondents assessed their learning preferences through a Likert Scale of 1 to 4 wherein 4 connotes that a respondent strongly agrees with the statement while 1 is when he or she strongly disagrees. After gathering data, researchers used varied statistical tools for the interpretation of data. Simple Mean and Percentages are used to know the average profile of respondents in terms of age and gender. Gathered data were independently interpreted through a simple mean. The significant difference of auditory, visual and kinesthetic was also measured through t-test.

**RESULTS**

Results show that respondents vary in learning preferences. Auditory learning preference, posted a mean of 3.032 or 105 of the respondents prefer to listen to the instructions of teachers for them to understand better. 84.033% of respondents prefer learning through the sense of hearing. Kinesthetic learning weighted 3.026 mean which asserts that respondents agree that they learn better if they are doing the activity and Visual posted a mean score of 2.936. Collectively, it asserts that respondents have differentiated learning preferences. Moreover, results show that there is no significant difference when results are grouped in terms of auditory, visual, and kinesthetic learning preferences.

**DISCUSSIONS**

Based on the results, it can be inferred that Senior High School students have varied learning preferences and is hereby recommended that teachers should consider Multiple Intelligences for better learning processes.

**KEYWORDS:** Learning, Education, Multiple Intelligence

**SUBMISSION ID: R002-QUIRIN-0036**



**Learning Style, Multiple Intelligence and Academic Performance in Oral Communication of the Grade 11 Students of Tanza National Comprehensive High School**

Raul Almonia, Department of Education

**Abstract**

**INTRODUCTION**

This study was undertaken in Tanza National Comprehensive High School, Daang Amaya II, Tanza, Cavite to assess Grade 11 students' learning style, multiple intelligence and academic performance in Oral Communication. Specifically, the study determined the type of learning style; type of intelligence; the academic performance in Oral Communication; the relationship between the learning style and multiple intelligence; the relationship between the learning style and academic performance; and the relationship between the multiple intelligence and the academic performance.

**METHODS**

The descriptive-correlational research design was utilized in this study. All the 244 population of Grade 11 students under the Oral Communication subject were included in this study.

Descriptive statistical tools such as frequency count, percentage, mean, weighted/average mean and standard deviation were used to answer the objectives of this research. Likewise, the chi-square test was applied to determine the relationship between variables under study.

**RESULTS**

The tests revealed that there is a very high significant relationship between intrapersonal and academic performance and a high significant relationship between the logical-mathematical with academic performance, between the linguistic and academic performance and between the visual-spatial and the academic performance.

**DISCUSSIONS**

Findings revealed that Grade 11 students were dominantly aural in learning style preference while they were dominantly intrapersonal as to multiple intelligences. The results of the findings on Grade 11 students revealed a satisfactory level of academic performance.

Test statistics revealed on the learning style and multiple intelligences that first; there is a very high significant relationship between the visual learning style and intrapersonal intelligence while there is no significant relationship with the other intelligences. Second; there is no significant relationship between the aural learning style and the multiple intelligences. Third; there is a highly significant relationship between reading/ writing with visual-spatial and with bodily-kinesthetic but there is no significant relationship with the rest of the intelligence types. Fourth; there is a highly significant relationship between kinesthetic with visual-spatial and with intrapersonal but there is no significant relationship with other intelligence types.

Finally, the findings implied that Grade 11 students have a satisfactory level of performance in Oral Communication as a result of having good aural learning style and good intrapersonal intelligence.

**KEYWORDS:** LEARNING STYLE; MULTIPLE INTELLIGENCE; ACADEMIC PERFORMANCE

**SUBMISSION ID: R04A-CAVTP-1555**



## **Learning Style-Based Approach (Lsba) in Teaching Difficult topics in Grade 9 Science**

Florissa De Jesus, Looc Integrated School

### **Abstract**

#### **INTRODUCTION**

Learning-style based approach (LSBA) is an innovative teaching approach that provides solution not only on how to improve students' learning and understanding on difficult topics in biology, but also makes it more interesting for students to learn since each activity is specially modified in such a way that it will suit their learning style or preference. In this way, students will be more positively oriented on studying and learning the concepts because not only their minds are focused on what they are supposed to learn, but also their heart.

#### **METHODS**

The study used a quasi-experimental design to determine if LSBA led to the improvement of academic achievement of Grade 9 Science students during the first grading period of SY 2016-2017 in Calamba Bayside NHS. Two Grade 9 Science classes (each composed of stratified randomly-selected 45 students) served as control and experimental groups. LSBA was applied in the experimental group while traditional teaching was used in the control group. The experimental group was divided into three groups (Auditory, Visual, and Kinesthetics) based on the result of the Learning Style Assessment. Each group was given activities that were performed simultaneously during class hours. Descriptive and quantitative analysis was used to determine significant difference between pre-post-test scores.

#### **RESULTS**

The study showed that most students belong to auditory and visual groups, as compared to the kinesthetic group. The statistical analyses also revealed a significant difference between control and experimental groups' pre-post-test scores and a significant difference between the pre-post-test scores in both the control and experimental groups. The study found that LSBA helped improve Grade 9 students' academic achievement in science by correctly recognizing their learning styles.

#### **DISCUSSIONS**

Despite students' differences in learning styles, no significant differences in post-test scores were noted between the three groups of learners. Thus, no learning style can be concluded superior to others. However, an increase in the post-test scores of students (indicating an improved achievement) in the experimental group was noted, which may be attributed to the use of LSBA. Also, proper identification of students' learning style can promote a more interesting teaching-learning process, which would lead to the enhancement of students' learning.

**KEYWORDS:** learning styles, learning style-based approach, LSBA, Grade 9 Science

**SUBMISSION ID: R04A-CALAMB-0253**



**Learning Styles among Grade 5 Learners and their Academic Performance  
in Selected Elementary Schools of Polomolok East District**

Lolit Corbes, Department of Education

**Abstract**

**INTRODUCTION**

The researcher conducted the study to find out the learning styles of Grade 5 learners. Learning Styles were categorized into visual, kinesthetic, auditory, and natural. Teachers should know learners' passions and capabilities for them to develop learning tasks which are interesting and stimulating.

**METHODS**

A descriptive-correlational method was used. Using a fishbowl technique, the researcher identified the names of learners. There were 120 respondents answered a set of adopted questionnaires. Statistical tools such as frequency, mean, percentage, and Pearson r were used in the study.

**RESULTS**

Grade 5 learners adopted different learning styles. The level of learners' academic performance was satisfactory. The most often used by learners were visual, auditory, and natural learning styles. Visual and auditory styles yield the biggest influence on the academic performance of pupils. This led to the conclusion that incorporating learning styles in teaching is important.

**DISCUSSIONS**

The results imply the need for various strategies to be used in teaching for the learning process to be effective. Learners will not motivate to learn when teachers do not figure out their learning styles preferences. Incorporating different styles in teaching contributes to the development of learners.

**KEYWORDS:** Learning styles, statistical tools, academic performance, learners, strategies, learning process, descriptive-correlational, development

**SUBMISSION ID: R012-SOUCOT-0046**



**Learning Styles and Academic Performance of Grade Ten Students at  
Natalia V. Ramos Memorial Integrated School, Concepcion, Batangas City:  
Basis for Learning Activities**

Rebecca R. Pagcaliwagan, Natalia V. Ramos Memorial Integrated School

**Abstract**

**INTRODUCTION**

The researcher found that there is a need to enhance the learning styles and academic performance of Grade Ten students of Natalia V. Ramos Memorial Integrated School. Thus, the researcher wants to emphasize the status of the learning styles and academic performance of Grade Ten students of Natalia V. Ramos Memorial Integrated School.

**METHODS**

This study used the descriptive method of research where the researcher utilized a self-made questionnaire that would supplement data or information needed in this study. The variables considered in this study included the academic performance of students in English, Science, Math, Filipino and Araling Panlipunan, learning styles of students-respondents, learning competencies that students are having difficulties. The researcher made a questionnaire for students.

**RESULTS**

The student-respondents found weak points and took into consideration all those concerns in the implementation of the learning styles and academic performance. This could be accounted for the improvement scheme by the School head or teachers since it is their function to initiate and implement school reform programs particularly on the implementation aspect.

**DISCUSSIONS**

This learning activity aims to help the school specifically the Junior High School of Natalia V. Ramos Integrated School in the Batangas City Division would motivate students, parents, and teachers to show good performance in everything that they do.

**KEYWORDS:** Learning Style, Academic Performance, Learning Activities

**SUBMISSION ID: R04A-BATANC-0373**



**Learning Styles and Guided inquiry-Based Teaching Strategy in Filipino as  
a Subject towards the Developed Critical Thinking Skills of Grade 11  
Students**

Francis Ann Sotto, Teacher III Delon Ching-Instructor

**Abstract**

**INTRODUCTION**

Differentiated Instruction helps develop a student's thinking ability considering varied learning modes. Educational leaders encourage teachers to use teaching methodologies that suit all levels of student's capability. With this, the study determined the learning styles of Grade 11 students using Visual, Auditory and Kinesthetic (VAK) and use it in making varied activities integrating it to Guided Inquiry-Based teaching strategy and how it becomes effective in developing students' critical thinking skills in Filipino as a subject.

**METHODS**

Descriptive and pre-experimental research designs were utilized. Predetermined learning styles of the student was used in constructing varied learning activities. Pre-tests and post-tests were administered before and after the use of Guided-Inquiry based teaching strategy for the assessed critical thinking skills of 40 Grade 11 clustered selected students. This was holistically structured in developing the critical thinking skills of students to ensure a greater impact on academic achievement in the subject Filipino.

**RESULTS**

The study revealed that most of the student-respondents were visual learners, however, activities were still set depending on the student's learning style. The use of Guided-Inquiry Based teaching strategy in Filipino as a subject helps meet students' level of critical thinking to proficient in terms of analyzing, interpreting and explaining. It also guides students to become approaching proficient in giving logical perspectives as to reflecting and evaluating concerns. It is evident that the use of Guided Inquiry-Based instruction considering varied activities framed VAK learning styles is effective in ensuring a greater impact on the academic development of the student specifically in critical thinking.

**DISCUSSIONS**

Even though most of the students in the class are visuals it is right for teachers to prepare learning activities that suit the learning style of each to ensure greater academic achievement in Filipino as a subject. Encourage Filipino teachers to use Guided Inquiry-Based instruction in their class hour for it may result in a more developed learner. Focus class discussion on critical thinking perspective may be done for a meaningful learning experience for students using innovative practices like Guided Inquiry-Based Instruction.

**KEYWORDS:** Learning Styles, Guided Inquiry-Based, Critical Thinking Skills

**SUBMISSION ID: R04A-CALAMB-0383**



**Learning Styles and Learning Beliefs of Grade 8-Kulasisi, Batubato and Mynah at Gov. Feliciano Leviste Memorial National High School**

Noemi Galanta, Department of Education

**Abstract**

**INTRODUCTION**

One of the most common and widely-used categorizations of the various types of learning styles is Fleming's VARK model: visual learners, auditory learners, and kinesthetic or tactile learners. Understanding each of these types of learners will aid teachers in preparations of their daily plans including activities.

**METHODS**

The researcher utilized the descriptive method of research to assess the learning styles of students, the learning beliefs of teachers about their students and other factors that affect the learning of the students. A sample population of 150 out of 275 second-year students enrolled during the school year 2010-2011 and the 6 second year Mathematics teachers both of Gov. Feliciano Leviste Memorial National High School were the chosen respondents of this study.

The questionnaire was based on the reading materials of related literature and studies from unpublished researches, books, magazines, journal, bulletin, and the internet.

**RESULTS**

The research revealed that the learning styles of students of II-Bengala Kulasisi, and Mynah are visual, auditory, and kinesthetics in the order of their frequency occurrences among the students.

It reveals that visual learners visualize vivid and detailed pictures in their thoughts and teach people by showing them how things are done. With a 74% percentage of responses; they put things together when they look at the picture and read the directions with 70 %, and get distracted with visual distractions and interpret mood by looking at facial expressions.

As for the learning beliefs of teachers about how their students learn, they are as follow: Students learn more when they have a hands-on experience of what the teacher is teaching when the information is presented with visual aids and learn when they do their assignments.

Kinesthetic learners create mnemonics or jingles to aid memorization with 46% of responses; they learn when they hear the voice, pitch and speech of their teacher garnered 32% and 30% of responses went to sitting in front to avoid distractions.

**DISCUSSIONS**

Since students have diverse learning styles, the Mathematics teachers should discover the more prevalent learning styles of his students at the start of the school year so that he can make a plan of activities that will cater to this varied styles in learning.

**KEYWORDS:** visual learner, auditory learner, kinesthetic learner

**SUBMISSION ID: R04A-BATANP-2081**



## **Learning Styles and the Class Participation Rate of Grade 11 Students in General Mathematics**

Ian Patrick Guardaquiber, Buhaynasapa National High School

(Adviser: Anamae S. Evangelista)

### **Abstract**

#### **INTRODUCTION**

The ability to learn is possessed by humans, some learning is immediately introduced by a single event, but much skill and knowledge accumulate from repeated experiences. As such, individuals learn best in their own unique ways. By identifying the learning styles of individuals, one can acquire an understanding of the appropriate teaching method by teachers and a more correct method of learning by students. Thus, this study aimed to determine the effects of various students' learning styles to their class participation rate in General Mathematics.

#### **METHODS**

A correlational method was used in this study with a validated questionnaire as a research instrument. The study made use of 184 respondents out of 341 Grade 11 students of Buhaynasapa National High School, School Year 2017-2018, across tracks and strands. It was obtained through random sampling with the use of Slovin's Formula at a 5% margin of error.

#### **RESULTS**

The study revealed that 33% of the respondents' population are visual learners, 24% are social learners, 18% are verbal learners, both 8% are solitary and kinesthetic learners, and 5% are logical learners. However, the remaining 4% comprises aural learners. On the other hand, most of the respondents are frequently participating in group work generated a composite mean of 3.25. However, written activities are the least rated are with the obtained mean of 3.15, still interpreted as frequently participate. When correlated with the learning styles of students, the computed p-values of class discussion, oral recitation, written activities, and group work are less than the 0.05 level of significance. Thus, students learning styles are significant to the extent of their class participation in General Mathematics.

#### **DISCUSSIONS**

There are seven known types of learning styles namely visual, aural, verbal, kinesthetic, logical, social and solitary. Among these styles, visual and social learning are the most prevalent. Majority of the respondents are frequently participating in class discussion, oral recitation, written activities, and group work. In addition, students' learning styles are significant to the extent of their class participation in General Mathematics. Clearly, there is a need to review current teaching practices to align the learning styles of students with demands of the competencies stipulated in General Mathematics resulting in an enhanced teaching and learning process.

**KEYWORDS:** learning styles, class participation rate, General Mathematics

**SUBMISSION ID: R04A-BATANP-1098**



## **Learning Styles of Grade 10 Students in Mathematics: A Basis for the Development of Instructional Activities and Programs**

Jeffrey Abad, Lucsuhin National High School

### **Abstract**

#### **INTRODUCTION**

Everyone has a distinctive way of learning varying from the preference of learners. Students use various learning styles to understand lessons and perform a good performance towards the subjects. Learning style is the cognitive, effective and psychological behaviors of a person which are primary indicators of how learners see, interact with, and react to the learning environment.

Students have distinctive approaches to learning lessons under this subject. Some tend to prefer a learning approach which is different from others. However, some use a learning style similar to the rest. Using the VARK learning model developed by Neil Fleming, learning styles can be in the form of visual, aural, read/write, and kinesthetic. In this study, the learning styles will be served as the basis for the development of instructional activities and programs.

#### **METHODS**

This study employed the descriptive design as a research method. The subjects of this paper involved 100 Grade 10 students who underwent the subject during the academic year 2017-2018. The questionnaire contained the four learning styles under the VARK learning model of Neil Fleming. The statistical tools utilized were frequency/percentage, weighted mean, composite mean, and ANOVA.

#### **RESULTS**

The findings revealed that VARK learning styles were used by the respondents in different areas of the subject particularly the aural learning style which affects the performance of students in the subject. It was also found that there was no significant difference between the academic performance of students and their learning styles in terms of visual, read/write, and kinesthetic and had no significant difference between the academic performance of students and their learning styles in terms of aural. Development programs were proposed to address the problem upon the results.

#### **DISCUSSIONS**

The results of the study imply that a club/organization could be established to collaborate with one another as a way of improving the academic performance of students which relies on the use of aural learning style. Moreover, tutorials of lessons covered in Mathematics 10 could be conducted by teachers and student officers at least once a month open to all Grade 10 students that focus not only on visual, read/write, and kinesthetic learning styles but also on aural. Development of classroom discussions such as effective voice volume of teachers, recitations, and use of sound or audio clips as tools for instruction should also be given emphasis.

**KEYWORDS:** Vark, aural learning style, development program

**SUBMISSION ID: R04A-BATANP-1694**



**Learning Styles of Grade 10 Students of San Nicolas District: Basis for Enhancement Activities**

April Rhose Masikat, Maabud National High School

**Abstract**

**INTRODUCTION**

Learning comes in different ways. There have been many studies that sought to examine how learners will learn more and easier and it shows that learning styles are various approaches or ways of learning. They involve educating methods, particular to an individual that is presumed to allow an individual to learn best. It is believed that most people favor some method of interacting with, taking in, and processing stimuli or information.

**METHODS**

A descriptive methods design was used in this study. The survey questionnaire was the major data gathering instrument used in the study. One hundred Grade 10 learners of secondary public schools responded. Questionnaires were utilized to gather empirical data for the study on the profile of the respondents, which learning styles learners possess, and the factors that affect them.

**RESULTS**

Learners' learning styles really varies, which was agreed by both respondents to a good extent and was not significantly affected by the different identified factors that affect the learning styles of learners even is of a very great extent intensity. This indicated that there was a significant relationship between the learning styles of learners and the different identified factors. Most of the learners were mastery learners, followed by self-expressive learners, understanding, and interpersonal. In accordance with this, the researcher believed that these learning styles should be enhanced as learners utilized them in studying. Different activities were proposed for learning styles' enhancement of learners. These activities were intended to be utilized by TLE teachers, department heads and learners. Thus, performing these activities, teachers would gain an understanding of the learning styles of students.

**DISCUSSIONS**

The results show that the learning styles of learners and the effects of each factor. Intervention activities were proposed to enhance the learning styles of learners. Teachers must be familiar with the learning styles of their learners. They should take learning styles and factors that affect it into serious consideration in planning a curriculum guide, daily lesson log/plan, and other related learning activities to produce a very positive yield. Match their teaching styles to the learning styles of learners to be more rewarding and satisfying. And pursuing researcher focusing on learning styles and factors affecting it will strengthen the web knowledge thereby ensuring its development.

**KEYWORDS:** interpersonal learner, learning styles, mastery learner, self-expressive learner, understanding learner

**SUBMISSION ID: R04A-BATANP-0711**



## **Learning Styles of Grade Five Pupils: Basis for Enhancing Teaching Strategies**

Sheilaver Mangune, Master Teacher II

### **Abstract**

#### **INTRODUCTION**

The study of learning styles is one of interest in educational circles. Knowledge of student learning preferences can provide a bridge to course success in an education mode. If optimal student learning is dependent on learning styles, then teachers should be aware of these differences and alter their preparation and instructional methods accordingly. The primary purpose of this research was to determine the learning styles of most of Grade five pupils of Potol-Sta. Isabel Elementary School as the basis for the teaching styles that teachers should use to enhance the academic performance of pupils.

#### **METHODS**

The descriptive survey method was used in this study. The descriptive method means that a survey was made to discover the learning styles of Grade five pupils and some teacher's teaching strategies. The researcher used the "VAK Learning Styles Self-Assessment Questionnaire" which was validated by the principal of the school Mrs. Noema V. Quintino. The researcher personally distributed the questionnaires and conducted the survey. The questionnaires had 30 questions with 3 options to choose from. First option pertaining to VISUAL learning style, the second option to AUDITORY learning style, while the third option to KINAESTHETIC learning style. Questionnaires were collected and data obtained were tabulated in tables and interpreted using the simple percentage.

#### **RESULTS**

Based on the survey conducted by the researcher, there were 70 or 63% of the 111 respondents who had Visual learning style. They had a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. To cater to the needs of these visual learners, teachers were encouraged to use visuals aids and PowerPoint presentation in teaching.

#### **DISCUSSIONS**

The results revealed that Grade Five pupils of Potol-Sta. Isabel Elementary School had different learning styles and that majority of them were VISUAL learners. Considering these learning styles in choosing teaching styles of teachers may enhance the academic performance of learners.

**KEYWORDS:** Learning Styles, Grade Five Pupils,

**SUBMISSION ID: R04A-CAVITP-1547**



## **Learning Styles of Grade Two Pupils in Tabaco North District**

Melisa Brutas, Department of Education

### **Abstract**

#### **INTRODUCTION**

Modern learning is about putting learners at the heart of the process. It is giving the best and developing the best in the exercise of the teaching profession. Learners possess different capabilities and they learn in various ways. Some learners preferred a method and approach distinct from others to assimilate concepts and remember information. The State mandates that education must be learner-centered. There is a need to identify the individual preferred learning style along with class discussion, preparation assignments, and study habits to attain the maximum effectiveness of the teaching-learning process. Thus, the researcher pursued this study.

#### **METHODS**

The descriptive type of research was employed in this study with the aid of survey questionnaires. The perceptions of parents and teachers on the different learning styles were measured through questionnaires and the level of perceptions were determined using the 5 Point Likert Scale. Problems met were ranked as to its intensity.

#### **RESULTS**

The parents and teachers have different perceptions regarding the learning styles of Grade Two pupils. The level of perceptions of teachers on the learning styles of Grade Two pupils is most evident with a rating of 12.27 while on the perception of parents is moderately evident rated at 8.79 respectively. Since the average z-computed value of -350.34 is less than the z-tabular of +2.575 at 0.01 level of significance, the null hypothesis is thus rejected.

#### **DISCUSSIONS**

The researcher recommended that the parents and teacher should go together in monitoring the learning styles of their children. They should be more motivated to assist their children to address their learning needs. The parents must be more aware of the learning needs of their children and learning styles so proper guidance and support be given. The problems met by teachers should be addressed to minimize the barriers in addressing the different learning styles of pupils.

**KEYWORDS:** Learning Styles of Grade Two Pupils in Tabaco North District

**SUBMISSION ID: R005-TABACO-0041**



## **Learning Styles Preferences of Grade 10 Students in the District of Maragondon: input for Differentiated instruction**

Lovelyn Mendoza, Department of Education

### **Abstract**

#### **INTRODUCTION**

Learning style is one of the most important factors that greatly affect the academic performance of a student. Since learning is the primary goal of teaching, teachers of different levels should use varied techniques and strategies that would suit the learning capabilities of his students. Hence, understanding the learning styles of students would give the assurance of attaining the competencies as prescribed from each learning area.

#### **METHODS**

This study was conducted to identify the different learning style preferences among the 272 Grade 10 students from the selected public high schools in the district of Maragondon. The conceptual model following the input-process-output process was used to conduct the research. Furthermore, the results from the questionnaire were interpreted using quantitative analysis.

#### **RESULTS**

The findings showed that majority of the respondents preferred Auditory learning style. Whereas, the visual learning style was the least preferred of the respondents. In addition, some of the respondents preferred the combination of the two or three learning styles which categorized them as bimodal or trimodal. From the results, the researcher found that there is no significant difference in the learning style of the respondents when grouped according to sex. On the contrary, the difference in the learning style of the respondents when grouped according to their general averages was evident.

#### **DISCUSSIONS**

The result led to the conclusion that each learner can have not just one learning style preference. Moreover, teachers should ensure a student-centered classroom environment that would cater to the academic needs of learners and prepare appropriate instructions that are within their capabilities. Therefore, teachers need to know and to understand their students' abilities and interests and use the right teaching tools which are suitable for them.

**KEYWORDS:** Auditory, Bimodal, Differentiated Instruction, Kinesthetic, Trimodal, Visual

**SUBMISSION ID: R04A-CAVTP-0090**



**Learning Styles: Strategy in Enhancing K to 12 Curriculum of Grade Six-  
Apitong of Aplaya Elementary School**

Nancilita Lopez, Department of Education

**Abstract**

**INTRODUCTION**

Learning styles play a vital role in the implementation of the K to 12 Curriculum. It is the innate ability of pupils to perceive and process information in every learning situations that cross there way. The researcher, therefore, decided to pursue the study that would identify the learning styles that is frequently used by Grade Six-Apitong Pupils of Aplaya Elementary School in the implementation of K to 12 Curriculum. The Achievement level Result in Filipino was the focus of the study. It is strongly believed that this study will help teachers, parents, pupils and school administrators. For teachers, they can easily incorporate what best learning styles that would suit to his learners. It will serve as the bird's eye view of the parents to know the needs of their children. Further, the result of this study will be of great used for the school administrator to help teachers upgrade their teaching performance as well as for pupils to discover the learning style that will enrich him and learn to integrate it so he can learn more easily and raise his performance level.

**METHODS**

A combination of the quantitative and qualitative method was used for 42 pupils, 24 are males and 18 females. Quantitative because the researcher launched an experiment, Project SINE MO TO which provides viewing as a springboard in every lesson in Filipino. Pre and Post-test in Filipino were administered. The result of it was determined by the MPS. The researcher also utilized qualitative through survey questionnaires which were prepared, validated, distributed, tallied and interpreted.

**RESULTS**

Result of the study revealed that among the 42 pupils of Grade Six-Apitong, 76% of them openly used visual as their learning style. It was followed by kinesthetic, group and tactile. The MPS of the Pre-test was 41.03% while the Post-test was 82.93%.

**DISCUSSIONS**

The result indicated that despite the different learning styles, Visual is on the first place which is very relevant to the K to 12 Curriculum which included viewing as one of the basic skills to be developed in Filipino: listening, speaking, reading, writing, and viewing. Meaning to say that the Project Sine Mo To was a success as reflected by the result of the Post-test. This project can also be applied in other learning areas, but we must not forget to consider the individual differences of our pupils and other learning styles that can contribute to their learning and development.

**KEYWORDS:** learning styles, enhancing, innate ability

**SUBMISSION ID: R04A-BATANP-0785**



**Learning to Read, Loving to Read (L2r2): A Reading Program towards Poor Reading Comprehension among Grade 7 Students of Banaba West National High School**

Lea Carla Campos, Banaba West Integrated School

**Abstract**

**INTRODUCTION**

One of the academic problems of students is poor comprehension and this problem is solvable. There are some factors that contribute to successful reading comprehension. These are through adequate prior knowledge, the ability to derive conjunctures and improve language proficiency. Poor reading comprehension has been one of the oldest issues that should be alleviated instantaneously. This moved the researcher to create the reading program, Learning to Read, Loving to Read (L2R2). The reading program practiced different activities that increase the reading comprehension of students.

**METHODS**

This study utilized the descriptive research design with teachers and students as the respondents. It focused on finding out the reasons behind the poor reading comprehension and determining the difficulties that the respondents encountered in reading selection with comprehension in Banaba West National High School. The main instrument for the study was a survey questionnaire and interview guide to substantiate the importance of the study.

**RESULTS**

The study shows a positive result of the reading program after it was modeled and practiced. It showed a great improvement in the reading comprehension of Grade 7 students. Majority of students agree that they do not have enough background knowledge on what they are reading and most of them do not have the mastered vocabulary skills that affect their reading comprehension. Also, teachers strongly agree that developing interest in reading other materials written in the English language can build their reading comprehension. The Post Phil-IRI result proved that there is a significant increase in students' reading level.

**DISCUSSIONS**

Based on the result, a positive impact of the reading program to poor reading comprehension of 29 Grade 7 students was revealed. The total number of students under frustration level lessened from 29 to 5. This proved that the problem in poor reading comprehension can be solved through the implementation of a reading program that is monitored and supervised.

**KEYWORDS:** Reading Comprehension, Reading Program, Poor Reading Comprehension

**SUBMISSION ID:** R04A-BATANC-0325



## **Learning Views of Humss Students in San Juan Senior High School on Philippine Literature**

Stephen Sabile, San Juan Senior High School

### **Abstract**

#### **INTRODUCTION**

Learning view takes place at students' heads where it is invisible to others. Learning is an experience where an individual experiences permanent and lasting changes in knowledge, behaviors, or ways of processing the world. Every student has their own interest and they can integrate this into their favorite subject. Philippine Literature is being taught to Senior High School students particularly in the 21st Century Literature and Creative Writing subjects. The learner demonstrates an understanding of how communicative competence is best explored through the different domains of literacy enabling him/her to analyze, do a critical evaluation, and make critical choices to suit different purposes without sacrificing socio-cultural values and attitude.

#### **METHODS**

The study used the descriptive method of research and random sampling in determining the samples of the study. It included Grade 11 and 12 HUMSS students of San Juan Senior High School. F-test and T-test were used in this study.

#### **RESULTS**

As to learning into instruction, students find Philippine Literature as an easy subject and they discover new things about the Philippines through this. In terms of strategies, students apply collaborative learning in class. When it comes to problems, students cannot pronounce unfamiliar words, they have an inadequate background of literary genres in the learning package and students cannot relate literature into their personal experience. There is no significant relationship between the learning views of students as to instruction, strategies, instructional materials, evaluation, and their profile. It helped them to be aware of the subject and rich culture of the Philippines. The strategies used in learning Philippine Literature are considered appropriate, enjoyable, effective, and a helpful tool in improving reading and listening comprehension, generating interest in reading, promoting a positive attitude and boosting enthusiasm to learn.

#### **DISCUSSIONS**

There are different views of learning in each student. Learning styles can serve as a guide in selecting appropriate strategies and instructional materials to maximize student learning. Strategies that assess critical thinking skills must be developed to enhance the use of instructional assessment of a student's level of learning. Teachers must be encouraged to discover more innovative materials, strategies and methods to improve their teaching pedagogy. In addressing the problems of students in learning Philippine Literature, a proposed activity must be made.

**KEYWORDS:** Philippine Literature, Learning Views, Strategies, Instructional materials, Evaluation

**SUBMISSION ID: R04A-BATANP-0760**



**Lebel ng Kasanayan sa Pagbasa ng Mga Mag-Aaral sa Ikatlong Baitang:  
Batayan sa Pagbuo ng Kagamitang Pagsasanay sa Pag-Unawa sa Binasa**

Celeste Q. De Guzman, Francisco De Castro Elementary School

**Abstract**

**INTRODUCTION**

Ang Pagbasa ay ang pagkilala at pagkuha ng mga ideya at kaisipan sa mga sagisag na nakalimbag upang mabigkas nang pasalita. Ang kawalan ng kaalaman at pag-unawa sa kasanayang ito ay nakakaimpluwensya nang malaki sa pagkatuto ng mga mag-aaral.

Batay sa resulta ng paunang pagsusulit (Phil IRI Test) at sa kinalabasan ng mga kasanayang di-namaster sa ikalawang markahang pagsusulit, natuklasan ang kahinaan ng mga mag-aaral sa pag-unawa sa binasa kung saan, may bilang na isandaan (100) ang nasa antas ng kabiguan. .

Dahil dito, ang mananaliksik ay nagsagawa ng isang pag-aaral upang matukoy ang lebel ng kasanayan sa pagbasa ng mga mag-aaral sa ikatlong baitang.

**METHODS**

Pamamaraang palarawan ang ginamit upang matukoy ang kaugnayan ng mga kagamitang pagsasanay sa pagbasa sa pagpapataas ng antas ng pang-unawa. Ang mga datos ay tinuos sa pamamagitan ng bahagdan (percentage), kadalasan (frequency) at tamtaman (mean).

**RESULTS**

**DEMOGRAPIK PROFAYL NG MGA MAG-AARAL AYON SA EDAD AT KASARIAN**

Ayon sa tala, sa 100 kalahok, 34 o 61% ang lalaki at 25 o 57% ang babae. . Mahigit animnapu (60%) bahagdan ay nasa 8 taong gulang.

**LEBEL NG KASANAYAN SA PANIMULANG PAGSUUSULIT**

Pinakamataas ang lebel ng kasanayan ng mga mag-aaral sa pagkuha ng detalye (M= 3.10) Katamtaman. Pinakamababa sa Pagsusunud-sunod ng mga Pangyayari (M=1.76.)Mahina-hina. Ang pangkalahatang mean na 2.23 ay nasa lebel na "Mahina-hina"

**LEBEL NG KASANAYAN SA PANAPOS NA PAGSUUSULIT**

Ang pangkalahatang mean na 4.18 ay nagpapakita na ang mga mag-aaral ay nasa lebel ng "Mahusay"

**PAG-UNLAD NG KASANAYAN SA PAG-UNAWA NG MGA MAG-AARAL**

Ang mean sa panimulang pagsusulit na 2.23 ay nasa lebel na Mahina-hina samantalang sa panapos na pagsusulit ang mean na 4.18 ay nasa lebel na Mahusay. Ang antas ng pag-unlad ay 1.95.

**DISCUSSIONS**

Ang lebel ng kasanayan ng mga mag-aaral sa pag-unawa sa panimulang pagsusulit ay nasa lebel na Mahina at Mahusay sa panapos na pagsusulit. Malaking bahagi ang ginampanan ng mga guro sa mabilis na pag-unawa sa binasa ng mga mag-aaral gamit ang mga kagamitang pampagsasanay. Ang mga guro ay dapat maging malikhain sa pagtuturo ng pagbasa upang maging kapana-panabik ang oras ng pagbabasa ng mga mag-aaral. Ang mga magulang ay nararapat na makipagtulungan sa mga guro sa pamamagitan ng paglalaan ng oras at panahon sa pagsubaybay sa pagbabasa ng kanilang mga anak.

**SUBMISSION ID: R04A-CAVITC-0092**



**Lebel ng Kasanayan sa Pagbasa ng mga Mag-Aaral sa Ikatlong Baitang:  
Batayan sa Pagbuo ng Kagamitang Pagsasanay sa Pag-Unawa sa Binasa**

Celeste Q. De Guzman, Francisco De Castro Elementary School

**Abstract**

**INTRODUCTION**

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Batay sa resulta ng paunang pagsusulit (Phil IRI Test) at sa kinalabasan ng mga kasanayang di-namaster sa ikalawang markahang pagsusulit, natuklasan ang kahinaan ng mga mag-aaral sa pag-unawa sa binasa kung saan, may bilang na isandaan (100) ang nasa antas ng kabiguan. .

Dahil dito, ang mananaliksik ay nagsagawa ng isang pag-aaral upang matukoy ang lebel ng kasanayan sa pagbasa ng mga mag-aaral sa ikatlong baitang.

**METHODS**

Pamamaraang palarawan ang ginamit upang matukoy ang kaugnayan ng mga kagamitang pagsasanay sa pagbasa sa pagpapataas ng antas ng pang-unawa. Ang mga datos ay tinuos sa pamamagitan ng bahagdan (percentage), kadalasan (frequency) at tamtaman (mean).

**RESULTS**

**DEMOGRAPIK PROFAYL NG MGA MAG-AARAL AYON SA EDAD AT KASARIAN**

Ayon sa tala, sa 100 kalahok, 34 o 61% ang lalaki at 25 o 57% ang babae. . Mahigit animnapu (60%) bahagdan ay nasa 8 taong gulang.

**LEBEL NG KASANAYAN SA PANIMULANG PAGSUUSULIT**

Pinakamataas ang lebel ng kasanayan ng mga mag-aaral sa pagkuha ng detalye (M= 3.10) Katamtaman. Pinakamababa sa Pagsusunud-sunod ng mga Pangyayari (M=1.76.)Mahina-hina. Ang pangkalahatang mean na 2.23 ay nasa lebel na "Mahina-hina"

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**DISCUSSIONS**

Ang lebel ng kasanayan ng mga mag-aaral sa pag-unawa sa panimulang pagsusulit ay nasa lebel na Mahina at Mahusay sa panapos na pagsusulit. Malaking bahagi ang ginampanan ng mga guro sa mabilis na pag-unawa sa binasa ng mga mag-aaral gamit ang mga kagamitang pampagsasanay. Ang mga guro ay dapat maging malikhain sa pagtuturo ng pagbasa upang maging kapana-panabik ang oras ng pagbabasa ng mga mag-aaral. Ang mga magulang ay nararapat na makipagtulungan sa mga guro sa pamamagitan ng paglalaan ng oras at panahon sa pagsubaybay sa pagbabasa ng kanilang mga anak.

**SUBMISSION ID: R04A-CAVTP-1729**



**Lebel ng Kasanayan sa Pagbasa sa mga Mag-Aaral sa Unang Baitang  
Pangkat Apolinario Dela Cruz Gamit ang Pinadaling Paraan Ng Pagbasa ni  
Tysel**

Julie Ann Sarte

**Abstract**

**INTRODUCTION**

In this study, learners are expected to become a reader before going to second grade.

**METHODS**

This research used the "experimental" method, using copies of reading materials and getting the number of readers and percentage who are ready for the second grade.

**RESULTS**

All data are reliable and put in tables to give a definite interpretation. Using frequency and percentage is needed. Table 1 represents the gender of learners: table 2, age; table 3, learners with Early Childhood Education background and table 4, based on the post-test result.

**DISCUSSIONS**

The research demonstrates learners become readers within four (4) months. The number of non-readers will reduce if intervention starts during the opening of the school year. Checking and listing of learners' progress report will help to know the reading capabilities of the learner in first grade.

**KEYWORDS:** Lebel ng Kasanayan sa Pagbasa

**SUBMISSION ID:** R04A-QUEZON-0242



**LED to LEARN: Enhancing Pupils Academic Performance in Grade V  
Pupils of Lower Daan Elementary School**

April Rose B. Polinar

**Abstract**

**INTRODUCTION**

Audio visual aids are important in the education system. Audio visual aids are those devices which are used in classrooms to encourage the teaching process and make it easier and interesting. The teacher uses different methods and materials to teach their students. With the passage of time, different methods and techniques are introduced into the field of education and the teacher uses a different kind of aids to make effective teaching. Thus, this intervention "LED to Learn" Strategy was designed to cater to the interest of these pupils towards their schooling.

**METHODS**

Descriptive-universal sampling was used in the study. This will help describe the improvement of pupils' performance during the triangulation as to how effective is the program to pupil's academic performance.

**RESULTS**

It is very relevant that pupils had difficulty in most of the subject areas as shown in the table; such factors greatly affect the MPS of Grade-V pupils. The result prompted the teacher to conduct a study as to which factors affect the prevailing problem. The result urges the teacher to give attention and find a solution or way to solve this problem for it might greatly affect the schools' performance. The teacher used the LED screen as an aid in teaching so that those pupils who have difficulties in identifying teachers' lesson will enrich their comprehension and find the lessons interesting.

**DISCUSSIONS**

The performance in the first quarter was shown, its observation was clearly discussed then the intervention program designed was introduced. When teachers use educational television programs during classes as a teacher's aid, the relationship between them and their learners changes. Usually, the status quo of the classroom is the teacher who imparted knowledge, while students absorb the information. Educational videos change the status quo in a way of making the educator and children peers who can share and discuss the viewing experience. Further concluded that there is a great impact of audiovisual aids in the teaching-learning process, wherein students find the method of teaching very effective. The teacher should be more creative and use different strategies to arouse pupils' interest. School may be provided with more LED screens to boost the interest of Grade V pupils learning. School Head may call the attention of the parents of pupils with chronic absenteeism.

**KEYWORDS:** led to learn, learning thru led

**SUBMISSION ID: R013-SURSUR-0148**



## **Lessening Habitual Tardiness among Selected Senior High School Students through Reward System**

Perry Piano, Department of Education

### **Abstract**

#### **INTRODUCTION**

This action research has been funded by BERF. The research problem came because of observed habitual tardiness of some secondary school students in public schools. Students' tardiness as a habit can have a negative effect on their school success. Explored in this study were the factors that cause student tardiness and the effect of giving rewards to habitually tardy students when they come to class early.

#### **METHODS**

The descriptive survey under the quantitative method of research determined how a reward system lessened student tardiness. The study involved 14 senior high school students from the Maura N. Sibulo National High School. A researcher-made questionnaire (on students' background profile), a checklist (on the factors that cause student tardiness) and Form 2 were the primary tools for gathering data.

#### **RESULTS**

As to the background profile of respondents, most were females; born in years 1999 and 2000; 17 years old; wake up at 5:30 A.M.; cook food as a chore; go to school at 7:00 A.M.; live in a place with a home to school distance more than 500 meters but less than 1 kilometer away; and just walk as a means of going to school. As to the factors that cause student tardiness, Environmental factor obtained an overall weighted mean of 2.51, true to a moderate extent. As to the effectiveness of the intervention in reducing or eliminating tardiness, during Morning and Afternoon meetings combined, the average mean of the percentage of decrease of tardiness is -10.66. As to the significant difference between the times a student is late for school before and after the intervention, in the morning and afternoon meetings combined, the computed T-value was 4.284, highly significant.

#### **DISCUSSIONS**

The results indicate that the effect of factors to tardiness is true to a lesser extent (TLE). In the morning and afternoon meetings combined, there was an increased occurrence of tardiness among the respondents before the intervention program and was reduced during and after the intervention program.

**KEYWORDS:** Tardiness, Senior High School Students, Reward

**SUBMISSION ID: R005-CAMSUR-0022**



## **Lesser Yam "Tugi" Flour by Products**

Rina Vitaliz, Department of Education, Camp Vicente Lim Integrated School

### **Abstract**

#### **INTRODUCTION**

The study primarily focused on the lesser yam "Tugi" flour by-products, lesser yam "Tugi" Butterscotch, Lesser Yam "Tugi" Macaroons and Lesser yam "Tugi" Okoy. It aimed to further explain Findings on the following problem areas: the procedure in making lesser yam "tugi" flour by-products such as butterscotch, macaroons and okoy, the nutritive value of lesser yam "tugi" flour based on laboratory tests, the most acceptable product, the level of acceptability of lesser yam "tugi" flour by-products as to its sensory qualities and the significant difference in the evaluation made on the level of acceptability of lesser yam "tugi" flour by-products as to their sensory qualities.

#### **METHODS**

The study was primarily experimental in nature. The acceptability of lesser yam "tugi" flour by-products was determined through sensory evaluation of the five groups of evaluators composed of (20) elementary students (20) secondary students (20) college students (20) housewives and (20) professionals.

#### **RESULTS**

Based on the outcome of the study, the following findings were gathered (1) There are similar processes involved in preparing lesser yam "tugi" flour such as lesser yam "tugi" butterscotch, lesser yam "tugi" macaroons, and lesser yam "tugi" okoy (2) In laboratory test result carbohydrates are the major dry matter component of lesser yam "tugi" flour. Most of the carbohydrates are the major dry matter component of lesser yam "tugi" flour. Most of the carbohydrates is starch, which counts 83% dry weight of tuber, followed by 82% sugar,  $0.47 \pm 0.68\%$  crude protein,  $5.05 \pm 0.04\%$  moisture content,  $2.38 \pm 0.03\%$  ash content,  $1.56 \pm 56\%$  crude fiber, and  $0.47 \pm 0.68\%$  crude fat.

The starch itself is mainly amylopectin (branched chain starch) and exists in the cell as starch grains.

#### **DISCUSSIONS**

The criteria of appearance garnered the highest weighted mean of 4.23 interpreted as very appealing while the texture had the lowest mean of 4.07 and interpreted as fine. For the level of acceptability of macaroons, a grand mean of 4.65 was obtained. The criteria of appearance garnered the highest weighted mean of 4.83 interpreted as very appealing while the taste had the lowest mean of 4.42 interpreted as very delicious, and for the level of acceptability of the okoy, a grand mean of 4.27 was obtained. The criteria of appearance garnered the highest weighted mean of 4.23 interpreted as very-appealing, while the taste had the lowest mean of 4.19 and interpreted as fine.

**KEYWORDS:** lesser yam, tugi, appearance, aroma, taste, texture

**SUBMISSION ID: R04A-CALAMB-0364**



## **Lesson Exemplars in Viewing for Teaching 21st Century Literature**

Gracely Flor Dalagan

### **Abstract**

#### **INTRODUCTION**

Having quality learning resources in this new K-12 curriculum has been the great problem of most teachers in the field especially in Grades 11 and 12 wherein curriculum guides are only given and the teacher will have to double their time and effort in preparing lessons through surfing the net. This has become a common problem for senior high school teachers in the field. Having access to quality resources and materials is the key. In this study, quality lesson exemplars for teaching 21st Century Literature in Senior high school students through viewing, as one of the macro skills in language teaching, are produced to assure students learning and appreciation to literature.

#### **METHODS**

The lesson exemplars contain 5 viewing lessons such as 1 movie, 1 music video, 1 documentary, 1 news, and 1 advertisement. Each contains 4 lessons that will cater to the learning competencies of the subjects' curriculum guide and considers the following qualities: age appropriateness, significant message, and relevance to students' learning. The lesson exemplar was validated by experts composed of Master Teachers, School Heads, and an I.T. expert while Senior High School teachers validated the "usability" through using the material.

#### **RESULTS**

The mean was used to determine the levels of usability and quality of the content of the lesson exemplars. Based on the result of the validation, the material had good contents and were usable. It is therefore suited to learners' learning styles. The validators rated the content tool with a "very high validity" while the usability tool rated "very high validity". However, there were revisions and suggestions made, which were made the bases for the revision and finalization of the lesson exemplars.

#### **DISCUSSIONS**

The material developed was suited to the learning style of the learner. Learners nowadays use multimedia technology as a means of learning by integrating it with technology in teaching; this will make a fun learning experience. These lesson exemplars in viewing enable learners to be involved in each activity because it interests them the most. In addition, the researcher recommends to further use the material to know its effectiveness to other learners. All lessons are guides and may be adopted and modified depending on the context and students' needs.

**KEYWORDS:** lesson exemplar, teaching literature, viewing, macro skill,

**SUBMISSION ID: R013-SURSUR-0106**



**Lets Up in Math (Learning Experiences through Teaching Strategies in Uplifting Pupils Performance in Mathematics)**

Ana Micaila Matanguihan, Arsenia T. Gloriani, & Edcel P. Race, Banlic Elementary School

**Abstract**

**INTRODUCTION**

Mathematics is a powerful tool created not only for the gifted but for every individual to savor and experience. It is a subject that enhances the ability of learners in terms of numbers and solving problems. Through their experiences and knowledge, they can apply mathematics in analyzing real-life situations. Learning Experiences through Teaching Strategies Uplifting Pupils Performance in Math (LET'S UP in MATH) is aligned with DepEd target to increase the performance level of pupils in Mathematics. LET'S UP in Math specifically addresses the result of Mathematics subject since the MPS of the said learning area did not reach the mastery level for the past three years SY 2014-2015

-67.00%, SY 2015-2016-47.79%, SY 2016-2017-55.08%. Furthermore applying different teaching techniques, best practices and using manipulative materials in Mathematics could really help in enhancing pupils understanding and performance in Periodical Test of Grade 3 Maya of Banlic Elementary School.

**METHODS**

The study used the mixed method (qualitative and quantitative method) to determine the effectiveness of Learning Experiences through Teaching Strategies Uplifting Pupils Performance in Mathematics (LET'S UP IN MATH) in which the researchers conducted surveys and interviews with the parents, pupils, and Mathematics teacher. The study focused on one section of Grade 3 Maya with 40 pupils.

**RESULTS**

The result of the study shows the intervention is effective for pupils. Using Learning Experiences through Teaching Strategies, the performance in Mathematics has been achieved.

**DISCUSSIONS**

Learning experiences through Teaching Strategies in Uplifting Pupils' Performance in Mathematics (LET'S UP IN MATH) can be an effective strategy in uplifting the mathematical skills of primary learners. It also increases the interest of learners to participate in the activities. With such, teachers should attend training seminars related to upgrading teaching strategies suited for diverse learners.

**KEYWORDS:** Learnings, Experiences, Techniques, Strategies, Uplift, Performance, LETS UP

**SUBMISSION ID: R04A-CALAMB-0170**



**Level of Absenteeism of Grade Iv Pupils of Josol Elementary School and its  
Effect to their Academic Performance**

Jennifer Leysa

**Abstract**

**INTRODUCTION**

The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly. In recognition of the importance of regular school attendance to quality education, attendance becomes a priority goal (At-Risk Youth in Crisis Handbook, 1993). Educators have long emphasized the importance of class attendance. Only in the classroom may the student hear the teacher's presentation, participate in class discussions, and enjoy the benefits of spontaneous interactions. It comes as no surprise that students with high absence rates earn lower grades than students with better attendance (Redick & Nicoll 2010).

Absenteeism is the practice or habit of being absent from work or school or conceptually defined as "Chronic Absence". In the context of school, it is habitual or intentional failure to attend school. While every pupil may miss some school activities now and then, absence becomes a problem when the pupil is away from school for many days (Murcia, 2011).

**METHODS**

This study utilized the descriptive-correlational method of research. A method designed to determine if two or more variables are associated with each other, descriptive-correlational method is used to describe the present behavior or characteristics of a particular population. A design which uses some form of correlation to describe data.

**RESULTS**

Based on the findings of the study the respondents stated that the reasons of their absenteeism were socioeconomic status, physical factor, health factor, distance of the school from home and the respondents say that having many household chores resulted in their absences in school.

According to Sentamu (2013), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children. Considine and Zappala (2012) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children.

**DISCUSSIONS**

The results need to give much attention most especially to the school administrator, teachers, and the researcher. Furthermore, teachers and school administrator must join hands in creating lifelong learners and be based in 21st-century learning.

**KEYWORDS:** Level of Absenteeism, Academic Performance, and Grade IV Pupils

**SUBMISSION ID: R012-SOUCOT-0004**



**Level of Acceptability of Grades 5 and 6 Teachers on Rubrics Design as Performance Basis of Pupils in English**

Rebecca Tibay, Department of Education

**Abstract**

**INTRODUCTION**

The quality performance of pupils depends on teachers. Every classroom teacher is interested to know how far and how deep he can facilitate, orient and guide his pupils with the knowledge, ideas, abilities, skills, and attitudes that he wishes to build up in order to achieve his teaching objectives and to make his pupils responsive to the changing needs of the society. He is in the best position to determine the strengths and weaknesses of his pupils, the needs of his pupils and the goals he wants to achieve.

**METHODS**

The researcher used the descriptive methods to find out the level of usability of K-12 Rubrics in English as an evaluative tool of pupils in the District of Pililla.

A descriptive study can provide information about the naturally occurring status, behavior, attitudes or other characteristics of a particular group which is the main objective of the present research in its determination of the extent of usability of K-12 rubrics in English as an evaluative tool of pupils in the District of Pililla, Division of Rizal.

**RESULTS**

The perception of teachers on the acceptability of the use of rubrics design as performance basis for pupils in content is within the high level. It can be inferred that teachers have this level of acceptability since they are very knowledgeable on the content of their lessons and as a result, they know how rubrics can help them in the formative and summative indicators as a clearer picture of the strengths and weaknesses of their class.

**DISCUSSIONS**

After a thorough analysis of data, the researcher recommends that: The teachers should keep an anecdotal record so that they will have a good basis of identifying who is in need of assistance either academics or behavioral in nature. They should integrate various teaching and assessment methods and strategies to also fit the academic motivations of children identified in relation to their various learning styles and needs.

**KEYWORDS:** RUBRICS, DESIGN, PERFORMANCE, ACCEPTABILITY, LEVEL

**SUBMISSION ID: R04A-RIZALP-0062**



## **Level of Acceptability of Qr Code-Integrated Identification (Id) Card for Monitoring Students' attendance**

Dan Robin D Santos, Student  
(Adviser: Van Russel Robles)

### **Abstract**

#### **INTRODUCTION**

This study primarily seeks to adopt, develop a Quick Response (QR) Code-integrated ID cards and find out whether the developed tool will be helpful as per the perceptions of both teachers and students.

#### **METHODS**

This study utilized the use of Descriptive/Developmental approach focusing on the acceptability of the tool, with Purposive Sampling technique wherein all teachers of the school (24 teachers) and Supreme Student Government (SSG) Officers (14 officers) responded through a simulation process and a questionnaire checklist. The analysis of the tool will be based on four (4) aspects; Functionality, Speed and Accuracy, User-Friendliness, and Data Transferring. Data gathered were collected for quantitative analysis and significant differences in the perception of the two groups of respondents.

#### **RESULTS**

After garnering all the respondents' weighted mean of the four aspects in the questionnaire checklist, the study revealed that both teachers and student leaders highly accepted the developed QR code-integrated IDs. Among the four aspects, it can be gleaned that the User-Friendliness aspect's mean is the highest compared to the four aspects which imply that the developed QR-code integrated ID can be easily adopted and used by its users. However, the research found that there was a significant difference in the perception of the two groups of respondents. But even the respondents have varied perceptions on the tool, it is still projected to be helpful to the attendance system of the school based on the summary of the respondents' "Very Much Accepted" overall rating on the QR Code-integrated IDs.

#### **DISCUSSIONS**

Results clearly showed that both teachers and students of the school accepted the developed QR code-based tool. This demonstrated the need for the implementation of the QR code system for the innovation to be assessed and to be effective. However, future researchers must develop functional QR scanners with attendance systems since the study focuses on the development of new IDs, aside from the downloadable scanner and attendance system that is suggested in the study. The success of the project will rely on the continuous development of the study.

**KEYWORDS:** acceptability, QRCode, Identification, monitoring, students, attendance

**SUBMISSION ID: R04A-RIZALP-0010**



**Level of Acceptability to Sinugbuanong Binisaya as the Medium of instruction in Elementary Schools in General Santos North District, General Santos City Division School Year 2017-2018**

Rowena Pombo, Department of Education - General Santos City

**Abstract**

**INTRODUCTION**

The connections between education and language are significant and evident in many different ways. This study aimed to determine the level of acceptability to Sinugbuanong Binisaya as a medium of instruction in elementary schools in General Santos North District, General Santos City Division School Year 2017-2018 to address the issues and concerns of teachers and parents when it comes to the use of Sinugbuanong Binisaya.

**METHODS**

Descriptive phenomenology research was employed to generate data on the level of acceptability of MTB-MLE relative to practices, beliefs, and management of teachers using Sinugbuanong Binisaya as a medium of instruction. Respondents were 66 Grades 1 to 3 teachers of General Santos North District. A Focus Group Discussion was conducted involving 5 teachers and 3 parents who determined issues and concern in using Sinugbuanong Binisaya as a medium of instruction.

**RESULTS**

Findings revealed that the demographic percentage of respondents according to the number of years in teaching rarely indicate that most of the teachers teaching the MTB-MLE were used with the K to 12 curriculum in which Sinugbuanong Binisaya was used as a medium of instruction. Acceptance of teachers in the implementation of the language policy revealed that 100 percent of teachers as the primary implementers of the MTB-MLE is not attained because of the transition period from the bilingual education to the mother-tongue based education. Problems encountered by teachers include the absence of books in the mother tongue, lack of vocabulary, and multicultural/multilingual differences affect teaching in MTB. Moreover, learners' performance in English was affected by the implementation of the said curriculum. Although teachers are trying their best to explain the lesson using the Sinugbuanong Binisaya, still, learners cannot fully comprehend because they are not fluent in using the same mother tongue.

**DISCUSSIONS**

Based on the results, tracking the background of teachers in terms of their experiences and readiness of MTB-MLE implementation is encouraged. Teachers need to be properly oriented, trained and supervised in the implementation of MTB-MLE and supported by their school heads. Academic support from the specialist on various issues of mother tongue teaching is also required. There is also a need for the provision of the books and instructional materials to increase learners' understanding. Finally, a similar study may be conducted in order to validate the results.

**KEYWORDS:** Sinugbuanong Binisaya, MTB-MLE, Acceptability, Mother Tongue, L1, First Language

**SUBMISSION ID: R012-GENSAN-0009**



**Level of Acceptance of interpersonal Values among Grade Ix Students:  
Basis for a Proposed Values Intervention Program**

Chen Daryl Berdos, Teacher 1

**Abstract**

**INTRODUCTION**

One of the most common problems in both public and private schools is the behavior of pupils, particularly their interpersonal values and acceptance of the challenges that they encounter in their life. If all pupils are properly guided by their parents and elders, the problems encountered by the Department of Education will be lessened or minimized.

**METHODS**

A descriptive survey method of research was used in this study. This is the most appropriate in the conduct of the study particularly in the Level of Acceptance of Interpersonal Values among Grade IX Students of Libi Integrated School, Malapatan 2 District, Malapatan, Sarangani Province. According to Calmorin (2012), this method seeks the real facts in relation to a current situation. Furthermore, this also involves describing, comparing, contrasting and interpreting conditions that exist.

**RESULTS**

It can be seen on the table that generally, students highly agree on the interpersonal values with a weighted mean of 4.45. This means that they highly accepted the interpersonal values namely: benevolence, universalism, self-direction, stimulation, achievement, power, security and conformity. Of the eight interpersonal values, benevolence and security posted the first two highest means with 4.62 and 4.56 respectively described as very highly agree and interpreted as highly accepted while the lowest is power with 3.76 described as highly agree and interpreted as highly accepted. This implies that students are more favorable to doing things for other people, sharing with others, helping the unfortunate and being generous.

**DISCUSSIONS**

This result was supported by Schwartz (2012) stating that benevolence ranked the highest importance which derived from the centrality of positive, cooperative social relations in the family, the main setting for initial and continuing relations. Also, this study was supported by Lemay (2011) stating that people value possessions, in part, because they afford a sense of protection, insurance, and comfort.

**KEYWORDS:** Level of Acceptance, Interpersonal Values

**SUBMISSION ID: R012-SOUCOT-0049**



**Level of ALS Students Computer Literacy: Basis for Computer Modules and Worksheets instruction**

Ronnie Gado, ALS

**Abstract**

**INTRODUCTION**

The use of computers has become a way of life in the modern world and this makes it important for just about anyone to learn basic computer skills. This study focused on the level of computer literacy of ALS students of Sto. Tomas South District as the basis for computer modules and worksheets instruction.

**METHODS**

The study employed a descriptive-evaluative type of research wherein it examined the current scenario in school. A questionnaire was used as a primary data gathering instrument. Forty-five (45) student respondents participated in the study.

**RESULTS**

Findings showed that most ALS students do not have a computer. There is an average rating in terms of ability to use a computer, knowledge about computer applications, and the ability to use a computer's basic program. Results also revealed that there is a significant relationship between the level of computer literacy and academic performance of students.

**DISCUSSIONS**

Computers are the most outstanding of technological devices which become part of daily routines. To be able to make use of such facility, recognizing the potential role of computers and being technologically literate is essential and these will start from basic computer instruction especially to students enrolled in ALS who stopped in schooling for many years.

**KEYWORDS:** computer literacy, modules, worksheets, crafted, academic performance, instruction

**SUBMISSION ID: R04A-BATANP-1011**



**Level of Application Skills in Bread and Pastry Production of TVL Grade 11  
of Kapayapaan Integrated School**

Catherine Capistrano, Department of Education - Calamba City

**Abstract**

**INTRODUCTION**

This Study aimed to assess the level of Application Skills in Bread and Pastry Production (BPP) of TVL Grade 11 students of Kapayapaan Integrated School (KIS) where they were engaged in actual work that enhanced their knowledge and skills. Through their practicum, they were able to apply what they have learned in school and prepared them for the different SHS exits especially for the world of work and entrepreneurship.

**METHODS**

Descriptive method was used in the gathering of data using questionnaires, interview, rubrics, and observation. The statistical methods used were frequency and percentage, and weighted mean. The respondents of this study were 45 SHS students from TVL Track in Bread and Pastry Production of KIS

**RESULTS**

Results revealed that Pre-test and Post-test, strategies, facilities and curriculum, criteria, rubrics and instructional materials of the level of Application Skills in Bread and Pastry Production of TVL Grade 11 of KIS were generally evaluated as in Skills. This means that there are factors to consider in achieving fully acquired skills in the application of TVL Grade 11 students of KIS. The major problem considered in the implementation of Bread and Pastry was lack of financial assistance. The evaluation of the SHS TVL Grade 11 students as respondents are significantly related in terms of the Pre-Post-Test, Curriculum, Competency, Practicum, Rubrics, and Criteria.

**DISCUSSIONS**

In order to attain the maximum level of improvement on the Level of Application Skills in Bread and Pastry Production of TVL Grade 11 of KIS, it is recommended to enhance students' learning opportunity to gain maximum skills by strengthening students practicum. Students are encouraged to address the challenge they encountered on the prevailing issues that beset the Level of Application Skills in Bread and Pastry Production of TVL Grade 11 of KIS.

**KEYWORDS:** Application Skills, Competence, innovative, instructional materials, and implementation

**SUBMISSION ID: R04A-CALAMB-0146**



**Level of Awareness and attitude of Selected Elementary Pupils towards  
Children with Special Needs at Subic Elementary School**

Nellie Jane Alcazar, Department of Education

**Abstract**

**INTRODUCTION**

The researcher wanted to find solutions on how attitudes and awareness of the respondents toward children with special needs affect their self-esteem. It is hoped that people in society will understand that their attitude towards special children contributes to a special child's self-esteem.

**METHODS**

This study used the descriptive method of the research in determining the level of awareness and attitude on children with special needs for the building of their self-esteem. With this method, the researcher was guided and was able to identify the level of awareness and attitude of elementary pupils towards children with special needs.

**RESULTS**

Majority of the respondents were all aware of special children and only a few were not. It seems that 75% of them were fully aware and 25% were not, that means there are still needs for improvement or enhancement program that will make them fully aware. The findings show that pupils have a positive attitude towards children with special needs. Therefore I conclude that pupils enrolled in this school have a good background and are much oriented towards children with special needs.

**DISCUSSIONS**

This research dealt with the awareness and attitude towards special children as these relate to their self-esteem. It first examined the respondents' profile such as age, gender, and Grade level. This profile was assumed to have a direct relationship on the awareness and attitude of special children. It identified the awareness and attitude of the respondents' categorized as either a positive or negative attitude. It further sought to find out which among the respondents' attitude affects the self-esteem building of special children. The study also measured the level of awareness of pupils towards children with special needs. Certain aspects of the paper relate to awareness and attitude towards children with special needs, but the researchers consider several issues that make educators unique.

**KEYWORDS:** level, awareness, attitude, special, elementary, pupils

**SUBMISSION ID: R04A-BATANP-1756**



**Level of Awareness and Extent of Integration of Gender and Development  
for Effective Classroom Management**

Abegail Bacquian, Prenza Elementary School, Lian, Batangas

**Abstract**

**INTRODUCTION**

This study assessed the level of awareness of teachers about Gender and Development and the extent of integration of its perspective into their lessons.

**METHODS**

The study utilized a descriptive method of research which used questionnaires in gathering the necessary data. Ninety-six teacher-respondents from the district of Lian were involved in the study. Descriptive statistics such as frequency, percentage and weighted mean and inferential statistics such as T-test were used to create an adequate interpretation of the level of awareness and extent of integration of GAD for effective classroom management.

**RESULTS**

The salient findings are: among the 96 teacher-respondents, 90 (93.75%) were females and 53 of them (54. 17%) were 10 years and below in the service. The respondents were moderately aware of the Gender and Development as regards its objectives and content, guidelines and principles. Their extent of integration of GAD perspective to classroom management was at a great extent in terms of methodology/ teaching techniques as to question and answer method and group discussion, communication, classroom design, classroom rules, discipline, scheduling, and organization. There was no significant relationship between the respondents' awareness on Gender and Development and their profile variables. No significant difference existed between the responses of the teacher-respondents on their awareness on GAD perspective and its integration as a strategy for effective classroom management. Thus, a proposed framework was designed to strengthen the awareness and integration of GAD for effective classroom management.

**DISCUSSIONS**

The results indicate the need to implement the designed framework that strengthens the awareness and integration of GAD in classroom management. Furthermore, it suggests that GAD programs, with the cooperation of concerned agencies, should be strengthened in schools and the involvement of communities should also be given attention.

**KEYWORDS:** Gender and Development, classroom management, integration, perspective, gender-sensitive, awareness

**SUBMISSION ID: R04A-BATANP-0600**



**Level of Awareness and Practices on Climate Change by Stakeholders in  
Angelita Zobel Elementary School, Calatagan District**

Prima Rapas

**Abstract**

**INTRODUCTION**

Climate change is a phenomenon that affects human living in different aspects of life. It is an event that is very hard to end because of the activities of humans. There are different activities of man that influence the occurrence of climate change. Angelita Zobel Elementary School is in one of the flooded barangays in the municipality of Calatagan. Ability to lessen the impact of climate change in the education of Calataguenos, particularly pupils of Angelita Zobel Elementary School is a great challenge. One of the ways to face these challenges is to consider the awareness and practices of the people in the school and community towards climate change.

**METHODS**

The research design employed in this study was the descriptive-correlational and comparative research method. The main data-gathering instrument used was the questionnaire. Computation of frequency, percentage, weighted mean, Pearson r and One-way Analysis of Variance (ANOVA) were employed in the treatment of data. Two hundred twenty stakeholders comprised of Grade 4 pupils, Homeroom PTA Officers, and teachers of Angelita Zobel Elementary School were the respondents of the study.

**RESULTS**

The stakeholders of the school show their level of awareness and practices on climate change. It was revealed that the stakeholders have high awareness and high extent of practice on climate change. But some of the stakeholders do not undergo training on climate change which affects their awareness and practices, especially in the community. To improve the climate change practices in the community, a proposed action plan with activities is made to strengthen the climate change program of the community through the assistance of the school.

**DISCUSSIONS**

The results demonstrate the need to establish or create a multi-sectoral climate action team composing of the stakeholders who are responsible for the climate change program and activities of the school. The school should continue the activities or teachings about climate change like seminars and symposium and strengthen the activities for the community to improve stakeholders' practices. The school must implement strictly and monitor the implementation of the activities in the climate change program of the school and the community to lessen the impacts of climate change particularly flooding.

**KEYWORDS:** stakeholders, awareness, practices, climate change

**SUBMISSION ID: R04A-BATANP-0100**



**Level of Awareness in Waste Management of Students of San Vicente  
Manalupang National High School: A Basis for Effective Proper Waste  
Management Implementation Program**

Jovita Landicho, Lecería B. Ilao, & Jennifer C. Rosales

**Abstract**

**INTRODUCTION**

In this study, we probed the possible solutions that must be implemented to raise awareness and proper application towards waste management.

**METHODS**

The descriptive method of research was used. Current situations and practices in waste management were gathered and analyzed. Ninety (90) students from Grade 7 to 10 were also interviewed. Frequency and weighted mean were the utilized statistical tools.

**RESULTS**

Based on data gathered, it revealed that paper was the most common waste that was being generated by learners. Then, it was followed by plastics and garden waste. In other instances, it also showed that disposable nappies were the least common waste that is being created by students. Knowledge and understanding of waste management practices are important in taking care of the environment. Composting and collection were the practices learners were very much aware of since these have been promoted by the school. The processes of disposal, reduce, reuse, and waste segregation were identified as the practices that the respondents were only moderately aware of.

**DISCUSSIONS**

The results indicate that it is essential that practices of proper waste management be disseminated and implemented. These will cultivate the sustainability and maintenance of proper waste management. The plan that will be proposed consists of information dissemination of facts and thoughts about waste management and several practices like putting up colored trash bins, i.e., the project entitled "Project BMTH" and "Project TMP". These project plans will be implemented and monitored by the teachers and students. These will build an efficient way of managing waste and disciplining students in school.

**KEYWORDS:** waste management, implementation program, awareness

**SUBMISSION ID: R04A-BATANP-2256**



**Level of Awareness of Teachers in the Implementation of Child Protection Policy in Tayabas West Central School II**

Maria Lyka Gollena, Department of Education, Tayabas City

**Abstract**

**INTRODUCTION**

DepEd launched a child protection policy through D. O. No. 40, s. 2012 to promote zero tolerance policy for any form of child abuse, exploitation, violence, discrimination, bullying, and other related offenses. Building a protective net around children is the responsibility of all members of society whether directly charged with the care of children or not. A Child Protection Policy in schools is an attempt to extend child protection beyond the legislation pertaining to children and will go a long way in keeping children safe from many dangers. Thus it is necessary to explore conceptions of child protection among school staff and thereby proposed a review of policy and program approaches so that implementation of the policy will be best facilitated.

**METHODS**

This study utilized a quantitative-descriptive method of research focusing on evaluating the level of awareness of teachers in Tayabas West Central School II regarding the implementation of child protection policy. Seventeen (17) teachers were chosen purposively as respondents of the study. A questionnaire was used as the primary data gathering instrument. The formula for T-test, percentage and the weighted mean were used to treat data.

**RESULTS**

Pre-test showed that most of the teachers of Tayabas West Central School II were moderately aware in the Implementation of Child Protection Policy when it comes to identifying the different violence against children committed in the school and roles and responsibilities of teachers. Meanwhile, post-test revealed that teachers became fully aware of the implementation of child protection policy because of the used of Info-graphics Materials made by the researchers to enhance the level of awareness of teachers. There exists a significant difference between pre-test and the post-test result thus null hypothesis was rejected.

**DISCUSSIONS**

Keeping the above findings provide important details about ways to promote awareness of educators in the implementation of child protection policy in a particular institution. It recommends further research into policy and programmatic approaches to strengthen the implementation of this policy because every person in the education service plays a role in keeping children and young people safe. Building a safe learning environment, identifying pupils who are in distress or at risk of harm and then taking suitable action are vital to ensuring children are always safe at school.

**KEYWORDS:** Child Protection Policy, implementation, awareness, info-graphics material, safe learning environment

**SUBMISSION ID: R04A-TAYABA-0002**



## **Level of Basic Computer Literacy: A Basis for Action Plan**

Mary Grace Dumanig, Department of Education - Calamba

### **Abstract**

#### **INTRODUCTION**

The Department of Education implemented programs in the schools concerning computer technology. One of these programs in the DepEd Computerization Program (DCP) mandated in DepEd Order no. 78, 2012. DepEd turns to technological innovations and out-of-the-box solutions to make quality education accessible to more Filipinos. Thus, it optimizes the power of information communication technology (ICT) to broaden access to basic education, enhance the methodology of teaching, and upgrade the system to manage the bureaucracy. In support with the DepEd Order No. 78, 2012 which is the DepEd Computerization Program and its objectives, the ICT department of Punta Integrated School, with the leadership of the researcher, conduct this action research to determine the level of Basic computer literacy of Grade 7 Learners of Punta IS to come up data which will be the basis in creating an action plan and Curriculum Innovation to enhance the teaching-learning process for the 21st century learners.

#### **METHODS**

It used a quantitative research design to gather the necessary information/data. The checklist will be used in students' computer Hands-On to determine their basic knowledge and skills in basic Computer Operations and the use of common application software such as Microsoft Word, Excel and PowerPoint.

#### **RESULTS**

Results of the study clearly revealed that student-respondents have basic knowledge in basic computer literacy in terms of basic computer operations, Microsoft PowerPoint and web browsing however in using Microsoft Word, Excel and Printing the student-respondents shows limited knowledge on these skills.

#### **DISCUSSIONS**

This study will be a great help to teachers and school heads to produce a curriculum that helps students to excel in the field of Computer Technology and improves the teaching-learning process for the 21st Century.

**KEYWORDS:** Computerization, Innovation, Computer Operation, Application Program

**SUBMISSION ID: R04A-CALAMB-0138**



**Level of Competence and Challenges Experienced by Grade 12 Students in  
Conducting Research at Callejon National High School**

Jamaica Denise S. Ramos, Callejon NHS  
(Adviser: Morlan Pasia)

**Abstract**

**INTRODUCTION**

This study aimed to determine the level of competence and challenges experienced by Grade 12 students in conducting research at Callejon National High School as a basis for interventions.

**METHODS**

This study used the descriptive method of research utilizing a questionnaire as the main data gathering instrument. The study was conducted at Callejon National High School for the school year 2018-2019. The subjects of the study were 45 Grade 12 students: 25 from the Technical Vocational and Livelihood track and 20 from Academic track. Respondents were selected through random sampling. The following statistical tools were used in the study: weighted mean, frequency, percentage, and rank.

**RESULTS**

The study revealed that most of the respondents are 17 years old and there are more male than female respondents. Their grade in Practical Research 1 is 80-84 suggesting that they are approaching proficiency level. The study also revealed that students are all moderately competent in terms of their knowledge, skills, and attitude towards research with a weighted mean of 3.07, 2.83 and 2.93, respectively. Furthermore, there are a number of issues and challenges experienced in conducting research like the cooperation of group members, time management, stress management, and resources in conducting review of related literature.

**DISCUSSIONS**

The results reveal that the level of competence by Grade 12 students in conducting research needs to be improved by means of intervention programs and giving of technical assistance. Issues and challenges must be taken into consideration to further improve the research competencies of students. Through this study, administrators may start intensifying the research culture in the school.

**KEYWORDS:** Research, Senior High School, Intervention Program

**SUBMISSION ID: R04A-QUEZON-0050**



**Level of Competence of School Heads in Basic Computer Skills: input for  
Division Ict Training Program**

Cheryll Bermudo, Department of Education Masbate Province Division

**Abstract**

**INTRODUCTION**

The pervasiveness of communication technology around the world necessitates the government to embark on a cohesive and coordinated strategy on how to prepare its citizens to survive, live and thrive in a digital world. The Department of Education, a prime catalyst of change, is confronted also with this demand. This study entitled "Level of Competence of School Heads in Basic Computer Skills: Input for ICT Training Program" determined the level of competence of the school heads in Masbate Province Division in basic computer skills. Primarily the study is an offshoot to responsive and relevant Division ICT Training Program.

**METHODS**

The study utilized a questionnaire checklist which contains the basic computer skills where the respondents rate their level of competence using a Likert Scale of 1 to 5. The study was conducted among 575 elementary and 120 secondary school heads. Complete enumeration was employed since the study aimed to assess each school head's level of competence to provide them with an ICT training program tailored to their needs.

**RESULTS**

The results show that only 22.50% of secondary school heads are "very highly competent" in basic computer skills, 13.13% are "highly competent" and 14.79% are "competent". Another significant finding of the study is that half of school heads are "less competent" and "not competent" in basic computer skills. Furthermore, the study revealed that only 15.39% of elementary school heads are "very highly competent" in the enumerated basic computer skills, 12. 21% are "highly competent", 14. 84% are "competent" but a majority are "less competent and not competent".

**DISCUSSIONS**

The study found that secondary school heads of Masbate Province Division are highly competent in computer operations/concepts and word processing but they are less competent in the use of multimedia, internet, email, and spreadsheets. Similar results were found among elementary school heads. It was found that elementary school heads are highly competent only in word processing. They are less competent in the use of multi-media, internet, email, and spreadsheets. To address the difficulty, the majority of the school heads responded they need technical assistance through ICT skills training and provision of ICT packages with an internet connection. Hence, this study recommends to the ICT unit of the division for a comprehensive ICT skills training and provision of technical support to the schools.

**KEYWORDS:** Competence, Computer skills, School Heads, Training Program

**SUBMISSION ID: R005-MASBAP-0004**



**Level of Competency among Teachers of Palahanan Elementary School on the Utilization of Computer**

Jovy Atienza, Department of Education

**Abstract**

**INTRODUCTION**

The researcher produced this study to assess the level of competency among teachers of Palahanan Elementary School as regards their ICT skills and the pertinent teaching-learning process during the school year 2016-2017.

**METHODS**

The questionnaire was used as the main instrument in gathering data. The data was analyzed using descriptive statistical methods such as ranking and weighted mean. The respondents of the study were the 22 teachers of Palahanan Elementary School, in San Juan West District, San Juan, Batangas during the school year 2016-2017.

**RESULTS**

Based on the findings of the study, the researcher drew the following conclusions: (1) Most teachers recorded pupils' grades with a computer. (2) Most of the teachers made their tests with computers. (3) Microsoft Word is a popular computer application used by teachers. Most of the teachers are competent using this application. (4) Microsoft Excel is the second computer application used by teachers. Most of the teachers are competent using this application.

**DISCUSSIONS**

To highlight the findings and conclusions of the study, the following recommendations were hereby endorsed: (1) Motivate teachers in using the internet. If necessary, the school should have access to the internet. (2) Encourage teachers to maximize their computer utilization on their teaching process. (3) Teachers must have knowledge of using Microsoft Publisher. (4) Implementation of Action Plan about the utilization of computers on the teaching process was highly recommended.

**KEYWORDS:** Key Words: competence, utilization, computer, integration

**SUBMISSION ID: R04A-BATANP-1147**



## **Level of Competency of Senior High School Teachers and its Impact on the Self-Motivation of Grade 11 Students**

Rose Ann Bagunas, Edvic V. Ocampo, Ralph Vincent De Mesa, & Joemar Guerra, Maximo T. Hernandez Memorial National High School

### **Abstract**

#### **INTRODUCTION**

This study tackled the perceived level of competency of teachers in the senior high schools of Ibaan in terms of creativity and innovation, communication skills, and application of technology to the workflow. Moreover, this study dealt with determining the level of self-motivation of Grade 11 senior high school students. Lastly, it aimed to establish whether there was a significant difference between these two variables.

#### **METHODS**

The foregoing study was a descriptive research that involved the collection of quantitative information tabulated along a continuum in numerical form. It also encompassed data that described events which were organized, tabulated, and depicted.

#### **RESULTS**

Upon the assessment and evaluation of the said data, the findings revealed the student-respondents strongly agreed that almost all the competencies needed by the senior high school teachers to have a successful teaching-learning experience were evident. Grade 11 senior high school students experienced self-motivation to a moderate extent. Lastly, it established that there was a significant relationship between the perceived level of competency of teachers in the grade level and the self-motivation of students.

#### **DISCUSSIONS**

A proposed plan of action was designed to disseminate the information gathered by the study as well as to conduct a seminar to increase the self-motivation of learners. It was recommended that community/institutional linkages or partnership be conducted to arrive at creative ways in developing teachers' competence and foster self-motivation among students.

**KEYWORDS:** Competency, Self-Motivation, Skills, Seminars

**SUBMISSION ID: R04A-BATANP-1089**



**Level of Compliance and Preparedness in Drrm of Select Schools in Mabini District**

Roberto Manalo

**Abstract**

**INTRODUCTION**

This research aims to assess the level of compliance and preparedness in Disaster Risk Reduction and Management of ten (10) elementary schools that comprise 50% of the total number of elementary schools in the district of Mabini. As one of the primary concerns of any school, compliance to DRRM should be identified to prepare necessary precautionary measures in the occurrence of natural and even man-made calamities. Preparedness level in responding to such calamity will be assessed.

**METHODS**

This paper utilized the descriptive research design which used questionnaires as the main tool for gathering data. The questionnaires were distributed and retrieved personally by the author. Validation of responses was done through average mean, frequency, percentage and ranking procedures.

**RESULTS**

The summary of data gathered from the respondents revealed that 95% of the identified schools had a very satisfactory level of compliance and preparedness relative to Disaster Risk Reduction Management. School heads and coordinators were equipped with the necessary knowledge and skills in conducting needed drills to anticipate and decrease damages during the occurrence of certain disasters. There is also a high manifestation that even the school community had a commendable readiness and preparedness. The most identified problem is the insufficiency and unavailability of equipment and first aid materials.

**DISCUSSIONS**

The study discusses that the select schools of Mabini District are ready to respond to the disasters identified. It was highly recommended that activities being conducted relative to DRRM be sustained and intensified. It has also been suggested that equipment be procured so that problems that may occur will be resolved that will contribute in mitigating disasters. Compliance to orders and memoranda pertaining to DRRM should always be considered.

**KEYWORDS:** Disaster, preparedness, risk reduction, mitigating

**SUBMISSION ID: R04A-BATANP-1119**



**Level of Compliance of Senior High Schools Relative to School Facilities: A  
Basis for Capability-Building Seminar for School Heads**

Racquel Austria, Department of Education - Cabuyao

**Abstract**

**INTRODUCTION**

There are numerous problems being faced by our schools today that affect student learning and therefore contribute to the low academic performance of students and high drop-out rates. Some of the challenges are classroom size, poverty, broken family, social media, bullying, lack of parent involvement, absenteeism, child labor, health, and funding. In the Philippines, 80% of the 55 million is considered "out-of-school youths". That is, 57% of our population is unable to have full access to education. One of the main causes is poverty.

**METHODS**

The participants in this action research were 50 teachers of the 3 schools of District V-B. Since the student-population of 1,176 is quite large, the Slovin Formula was used to determine sample size. As a result, there were 166 male and 133 female samples, with a total of 299 which were proportionate to the number of enrollees per section. The researcher used the descriptive method of research. A survey-questionnaire prepared by the researcher, validated by the division research coordinator was distributed to 50 (population) teachers and 299 SHS students. The frequency of responses with the corresponding percentage was tallied and ranked.

**RESULTS**

Based on the frequency of responses among Grades 11 and 12 Senior High School student-samples and teachers, it was found that absenteeism, with a frequency of 347 (99.4%) came out to be the first common problem among the SHS students. It is followed by cutting of classes, with a frequency of 313 (89.7%) as second, excessive use of social media, with 294 (84.2%) as third, inattentiveness in class, with 253 (72.5%) on the fourth place and tardiness, with 249 (71.3%) as the fifth perceived problem. It is followed by smoking, 243 (69.6%), lack of parents' involvement, 224 (64.2%), cyberbullying, 220 (63.0%), peer problems, 216 (61.9%), early pregnancy, 174 (49.9%), drinking, 163 (46.7%) and the least perceived problem is the use of drugs, 153 (43.8%) on both Grades 11 and 12 students.

**DISCUSSIONS**

Problems on absenteeism and cutting of classes can be considered as factors leading to high drop-out rate if not given an effective intervention program. These identified common problems affect the low academic performance of students as evidenced by the results of Mean Percentage Scores (MPS) of Periodical Tests and other test measures which are below the national standard of 75% proficiency level. A review of the existing intervention program needs to be done.

**KEYWORDS:** Compliance, School Facilities

**SUBMISSION ID: R04A-CABUYA-0011**



## **Level of Compliance with the Ten Principles of Organizational Justice in Bendita National High School**

Marionne Joy Galvez, Bendita National High School, Department of Education

### **Abstract**

#### **INTRODUCTION**

Organizational Justice has been described as the perception of employees whether they are being treated fairly or not by the company they are working in. Thus, Organizational Justice has been researched all over the world because of its potential to create powerful benefits for the organization and most especially to the performance of the employees.

#### **METHODS**

The study was conducted in Bendita National High School wherein 35 respondents participated in this study. The method used was Descriptive Method Design. The questionnaire used was a validated instrument by Dr. Rosalie Corpus. Weighted Mean was computed to analyze data gathered, and the 4 Point Modified Rating Scale was used in interpreting these computed data.

#### **RESULTS**

In the Equity Principle, a 3.18 mean means that what the respondents received from the organization are not proportional to their contributions. In the Perception Principle, 3.38 mean means that not all felt a sense of fairness. In the Voice Principle, 3.44 mean, this shows that the respondents felt being part of the decision making. In the Interpersonal Justice, 3.39 mean means that the respondents felt a sensitive, dignified, and respectful treatment. In the Consistency Principle, 3.4 mean means that leadership behavior contributes to the teacher's perception of fairness. In the Egalitarian Principle, 3.51 mean means that the administrator's decision making is free of self-interest. In the Correction Principle, 3.33 mean means that the administrators make sure to correct faulty decisions. In the Accuracy Principle, 3.35 mean means that the decisions were based on accurate information. In the Representative Principle, 3.39 mean means that the decisions done in the school represented the majority. In the Ethical Principle, 3.54 mean means that administrators follow prevailing moral and ethical standards.

#### **DISCUSSIONS**

The findings show that the lowest organizational justice principle in the school is the Equity Principle. What the employees receive were not proportional to their contributions. On the other hand, the highest organizational justice principle evident is Ethical Principle. Thus, the administrators were able to show honesty, integrity, authenticity, sincerity, equality, trustworthiness and honor in decision making. These adhere to ethical standards in creating a healthier school climate. According to Kim (2006), teachers who perceived that they were treated fairly by their school head tend to develop and maintain a communal relationship with the school.

**KEYWORDS:** Organizational Justice

**SUBMISSION ID:** R04A-CAVTP-0270



**Level of Confidence of K to 3 Teachers in the Execution of Developmentally Appropriate Practices in the Early Language Literary and Numeracy (DAP in ELLN)**

Mildred Gabuat, Department of Education Imus City

**Abstract**

**INTRODUCTION**

We know that literacy and numeracy skills are the foundation for success in learning and in life. Any teacher or parent will tell you how amazing it is to watch children develop confidence in these skills, and how disappointing it is when they fall behind. The purpose of this study is to get the level of confidence of K to 3 teachers in the execution of Developmentally Appropriate Practices in the Early Language Literacy and Numeracy (DAP in ELLN) in Imus Pilot Elementary School.

**METHODS**

A non-experimental descriptive-quantitative method of research was utilized. The data were collected to 42 teachers represented by the K to 3 teachers of the school. Majority of the teacher-respondents are females, belonging to the 31-40 age group, married, baccalaureate degree graduates and with units earned in Master of Arts as the highest educational qualifications and have been teaching for 10 years below.

**RESULTS**

Teachers agreed that they are interested in attending seminars/INSET and learn more about DAP in ELLN and in applying DAP in ELLN to help their learners. Teachers indicated their least agreement on items which stated that materials for DAP in ELLN are easy to prepare. The respondents' overall mean is 3.63 that signify to the statement related to interest about DAP in ELLN. In other words, teachers' level of confidence in the execution of DAP in ELLN is positive and with most agreement on statements related to interest in and least agreement on resource utilization and availability.

**DISCUSSIONS**

Based on the findings, given enough motivation and supervision to prepare materials collaboratively is highly recommended.

**KEYWORDS:** Developmentally Appropriate Practices (DAP)

**SUBMISSION ID: R04A-IMUSC1-0041**



**Level of Disaster Preparedness of Learners and Educators: Basis for a  
Proposed Disaster Preparedness Plan**

Gretchen Sua, Teacher 1

**Abstract**

**INTRODUCTION**

One of the concerns of the Department of Education today is the disaster preparedness of both learners and educators. It is a National Program supported by the Department of Education ensuring the safety of both learners and the educators. The Department of Education issued the Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Framework (DepEd Order No. 37, s. 2015) to guide DRRM efforts in Basic Education sectors towards resilience-building in offices and schools and to ensure that quality education is continuously provided and prioritized even during disaster and or emergencies.

**METHODS**

This study used a descriptive survey method. This method of research concerns with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends (Salaria, 2012). This type of method is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation.

**RESULTS**

The level of disaster preparedness of both educators and learners on earthquake is high, which is interpreted as highly prepared. Also, the level of disaster preparedness of both educators and learners on fire is high which is interpreted as highly prepared. Moreover, the level of disaster preparedness of both educators and learners in terms of floods is also high which is interpreted as highly prepared. The level of disaster preparedness of both educators and learners on human disaster is high, which is interpreted as highly prepared. However, knowledge in terms of where to go when rebel groups attack their Barangay including their school was limited. The overall weighted mean on the level of disaster preparedness on learners and educators is 3.09, which is interpreted as highly prepared. This implies that the educators and learners of Bukay Pait Elementary School are highly aware of their role in terms of any disaster as mandated by the Department of Education. Thus, their level of disaster preparedness was high.

**DISCUSSIONS**

Based on the findings of the study, the following conclusions are drawn: The level of disaster preparedness of both educators and learners in earthquake, fire, flood and human disaster was high. The disaster preparedness plan covers the items that the educators and learners were poorly prepared namely: provision of evacuation/communication plan, the conduct of drills and conduct of first aid training workshop.

**KEYWORDS:** Level of Disaster Preparedness, Disaster Preparedness Plan, Descriptive-Survey

**SUBMISSION ID: R012-SOUCOT-0050**



**Level of Earthquake Preparedness of Selected Families in Don Juan  
Vercelos, San Francisco, Quezon**

Mary Joy Puyo  
(Adviser: Raenel Peredo)

**Abstract**

**INTRODUCTION**

This study was conducted to determine the Level of Disaster Preparedness of Brgy. Don Juan Vercelos, San Francisco, Quezon in earthquake emergencies.

**METHODS**

This study used the quantitative approach of research employing the descriptive method. The respondents of the study were eighty-three families in the coastal barangay of Don Juan Vercelos, San Francisco, Quezon. The main instrument used in the study was designed by the Department of Education which can be found in Enclosure No. 1 of DepEd Order 27, s. 2015. The survey questions are stated in Tagalog to be easily understood by the respondents. To statistically treat data gathered, frequencies and percentage were used.

**RESULTS**

Data gathered revealed that the residents of Don Juan Vercelos were aware of the safety precautions they need to take to reduce risk factors in their household if ever an earthquake happened. Most households knew where to go and what to do as well as the initial response they could take when the earthquake occurred. When asked about what they would do during an earthquake, most of the respondents provided random answers such as Duck-Cover-Hold but there were few who gave no response. Moreover, respondents were aware of the possible dangers and aftershocks they might experience after an earthquake. In general, 60%-80% of the respondents assume that they were aware of what they would do before, during, and after an earthquake. Ten to 15% of them admitted that they were not sure of their responses.

**DISCUSSIONS**

The findings demonstrate that in spite of a large number of households who were aware and prepared for a disaster like an earthquake, the community still has to undergo a symposium and training to equip each family with the knowledge and skills about earthquake preparedness.

**KEYWORDS:** Earthquake, Preparedness, Household

**SUBMISSION I.D:** R04A-QUEZON-0209



**Level of Emotionality and Motivation of Selected Secondary School Teachers in San Pablo City: Basis for Enhancing Teachers Performance and Work Values**

Aldrin Hernandez, Teacher III

**Abstract**

**INTRODUCTION**

The intent of this study is to determine the Emotionality and Motivation of High School Teachers as a Basis for Enhancing Teachers Performance and Work Values. The respondents of the study were 201 teachers in selected secondary schools in San Pablo City.

**METHODS**

The researcher used the descriptive design since the study aims to determine the level of Emotionality and Motivation of Teacher as a basis in their performance and work values. A descriptive survey was selected because it provides an accurate portrayal or account of the characteristics. Descriptive Statistics such as mean and standard deviation were the statistical tools used to evaluate the indicators.

**RESULTS**

The findings revealed that out of 201 respondents, the highest frequencies are above 35 years of age, generally female, married and with MA units in education. Most of the teacher are new having relatively 1-5 years teaching experience and a salary of 15,000-20,000 as Teacher I. The perceptions of the respondents toward psychological and emotions index reveal that in terms of psychological the overall mean is 4.26; and emotions index with 3.59. In terms of emotions index, the corresponding overall means are: trustful, 4.28; distrustful, 3.31; controlled 3.54; dyscontrolled, 3.52; timid, 3.85; aggressive, 2.69; gregarious, 4.14; and depressed with an overall mean of 3.35, with regard to the respondents Psychological, the respondents "strongly agree" that the emotional experience of teachers contribute to active, positive imitations, and satisfaction in work. However, in the Emotions Index, the findings revealed that the teacher-respondents "agree", the components of teachers' motivation, perceived "strongly agree". Work values indicate "strongly agree" that are observable and teachers' performance rating is "frequent" which means they are performing well. There is a significant relationship between teachers' level of emotionality and motivation in terms of work values shows a significant relationship with all the variables of teacher's emotionality and motivation

**DISCUSSIONS**

The emotional experience of teachers contributes to active, positive imitations, and satisfaction in work. Teachers establish linkages with the school, student, parent, stakeholders, and community, with regard to work values, love of work, show passion in teaching, dedication and extent of services, and good moral character as professionals.

**KEYWORDS:** Emotionality, Motivation, Teachers Performance and Teachers Work Values

**SUBMISSION ID: R04A-SANPAB-0028**



**Level of English Proficiency of Grade 7 Students in the National High Schools of San Juan District: Basis of Enhancement Program**

Mark Jayson Cueto

**Abstract**

**INTRODUCTION**

This study aimed to assess the level of English Proficiency in terms of grammar, vocabulary, and reading comprehension of Grade 7 students in the national high schools of San Juan District for the school year 2016-2017. Specifically, this study sought to answer what the profile of the respondents is in terms of age, gender, language spoken at home, and reading materials used.

**METHODS**

There was no significant difference between the proficiency level of male and female respondents in terms of vocabulary as evinced by its computed t-value of 1.12 at 5% level of significance which went beyond 1.96 critical region. There is a significant relationship between the level of the male and female respondents as reflected by the obtained t-value of 7.67 which is beyond the critical region of 1.96 at 5% level of the significance. The computed t-value of 11.19 was much higher than the critical region of 1.96 at 5% level of significance, thus rejecting the null hypothesis that there is no significant difference between the proficiency level of the male and female students in reading comprehension.

**RESULTS**

The respondents found listening to English music/news and watching English movies very interesting as justified by their weighted mean of 3.41 and 3.30 respectively. On the other hand, the average weighted mean of 2.86, 2.66, 2.60 are justifications of categorizing the following activities as interesting to the respondents: speaking in English materials, memorizing English words or vocabularies and participating and reciting in English discussions. Meanwhile, writing English essays were found neutral with a weighted mean of 2.39.

**DISCUSSIONS**

There are more male than female respondents. They began practicing English at the age of 11-15 and were using Filipino at home. Majority of the respondents were reading pocketbooks and magazines as their reading materials. They disclosed that English-related activities like listening to English music and watching English movies were very interesting. The students had satisfactory performance in terms of vocabulary, grammar, and reading comprehension. There was no significant difference between the proficiency level of male and female respondents in terms of vocabulary, grammar, and reading in English. An action plan was proposed to enhance the proficiency level of students in English.

**KEYWORDS:** gender, grammar, proficiency, reading comprehension

**SUBMISSION ID: R04A-BATANP-1796**



**Level of Formal Writing Skills among Grade 8 Students: Basis in Producing Skill Book on Improved Writing**

Febbie Lyn Meliton, Department of Education, Quezon National High School

**Abstract**

**INTRODUCTION**

One of the communicative and interactive skills that must be developed is writing. Data on the evaluation of writing among students shows that only twenty-five percent (25%) have acceptable skills in formal writing relating to writing mechanics, choice of words, and/or content. This study sought to determine the formal writing skills among students in producing a skill book towards improved writing.

**METHODS**

The researcher used the descriptive-evaluative method to determine the skills of students in formal writing, in producing the expected output, and in determining the level of acceptance of the skill book among teachers and students. The respondents in the study were Grade 8 students taking Filipino 8 whose competencies are based on the K-12 curriculum. Competency in writing an essay was used in gathering the needed data. The researcher used the ADDIE model in planning the material. The produced skill book was validated and pilot-tested among teacher and student respondents.

**RESULTS**

Student respondents possessed very low skills in formal writing as shown on their weak introduction; poor development of ideas; lack of conviction and over-all knowledge about the topic; problem with cohesion and coherence; errors on grammar, choice of words, word usage, punctuation marks and capitalization, margins and indentation, and problems with neatness and spelling. These results called for immediate response thus, the researcher thought of producing MaANYOng Pagsulat, a skill book aimed at improving formal writing skills among students.

**DISCUSSIONS**

The researcher saw an urgent need to produce a material that would improve the skills of students in formal writing. This was evident in the high level of acceptance of the skill book among the respondents. The material would benefit both teachers and students in teaching the necessary skills in formal writing and in acquiring the needed skills especially the identified ones respectively. Meanwhile, it was deemed necessary to produce relevant materials anchored on formal writing competencies and other learning competencies.

**KEYWORDS:** Level of Skills, Formal Writing, Skill Book

**SUBMISSION ID: R04A-QUEZON-0290**



## **Level of Implementation of Child Protection Policy and Preferred Disciplinary Interventions and Strategies in San Juan District**

Mabel Campang, Teacher

### **Abstract**

#### **INTRODUCTION**

This study was designed to answer the questions on determining the level of the implementation of the Child Protection Policy as perceived by teachers, parents, school heads and non-teachers; identify the preferred disciplinary strategies and interventions; find if there is a significant difference in the assessments of the respondents; and propose a plan of action that may be undertaken based on the findings of the study.

#### **METHODS**

The use of descriptive research helped the researcher to produce the results of the study. The respondents of the study were the selected teachers from three public elementary schools in the San Juan District. The researcher made use of a self-made questionnaire. The questionnaire was developed after downloading, reading, and studying samples of questionnaires from related studies.

#### **RESULTS**

Findings show that the teacher, parents, school heads, and non-teaching personnel evaluated the activities as highly implemented. The teachers always had the tendency to change the seating arrangement and small group assignments of students to avoid problems. Often, teachers tend to remove a student from a distressing situation before inappropriate behavior can occur and ease the classroom tension through humor.

The positive strategies were always utilized by teachers in dealing with pupils' misbehavior as assessed by teachers. In addition, teachers often kept their classroom safe by structuring every now and then to avoid boredom and restlessness amongst pupils. The positive strategies utilized by teachers significantly affected the occurrences of mild types of pupils' misbehavior and hence, the child protection policy law is also affected. Therefore, the researcher was safe to reject the null hypothesis on the areas of comparison.

#### **DISCUSSIONS**

There was a significant difference between the perceptions of the level of implementation between the 4 groups of respondents. Hence the null hypothesis is rejected. The positive discipline intervention was often practiced by teachers in dealing with pupils' misbehavior. The teachers always utilized positive strategies in dealing with pupils' misbehavior. The teachers believed that they have the right skills to address pupils' misbehavior. The positive strategies utilized by teachers significantly affected the occurrence of the mild and major types of misbehavior.

**KEYWORDS:** implementation, intervention, strategies, and perception

**SUBMISSION ID: R04A-BATANP-1681**



**Level of Implementation of Tri-Dimension Approach and Strategies in Teaching among Teachers of Maddela South Central School: Basis for Management interview Program**

Alma Del Rio Manuzon, San Pedro Elementary School

**Abstract**

**INTRODUCTION**

The Department of Education (DepEd) mandates not only updating instructional materials but stresses as well the instructional enrichment through a variety of different methodologies. The use of a single method creates a monotone leading to learning boredom of learners. It is from these notions that new approaches and methodologies should form part of the instructional scenery.

**METHODS**

The study utilized the descriptive method of research. Questionnaires were answered by 14 teacher-respondents in school and interviews were randomly conducted upon retrieval of the questionnaires. Data were scored through the 5-Pt Likert Scale. Frequencies, percentage, mean, weighted mean, ranking, and Pearson r were used.

**RESULTS**

Results showed that there was no significant relationship between the selected profile variables and the level of implementation of tri-dimension approaches/strategies in teaching. There was a significant relationship between the number of regional level seminars attended and the group-based approach. This relationship was negatively negligible. While the degree earned by the respondents was not a significant factor in the implementation of tri-dimension approaches/strategies in teaching, sex and civil status made a significant impact on the application of tri-dimension approaches/strategies, particularly in the group-based approach. Among the variables in this study tested to determine whether the relationship with the respondents' perception on the extent of problems in the implementation of innovative approaches/strategies, number of seminars attended proved to be significant particularly in addressing the problems of non-cognizance of innovative approaches, weak parent partnership roles and health problems among pupils. Civil status and degree earned proved to significantly affect the perception of respondents on the extent of problems in the implementation of innovative approaches/strategies along with the search for instructional materials, non-cognizance of innovative approaches, and weak parent partnership role.

**DISCUSSIONS**

The various innovations introduced, the tri-dimension approach, in particular, has investigated more intensified knowledge and skills development. A blend of the three, however, where each one is to realize an objective makes the teaching-learning processes not only an enterprising but a prolific activity. This exacts from teachers to be cognizant of these approaches to discharge their functions in delivering the goods to learners.

**KEYWORDS:** Tri-Dimension Approach, strategies in teaching, Management Interview Program

**SUBMISSION ID: R002-QUIRIN-0143**



## **Level of Instructional Leadership Approaches among Selected Public Elementary Schools**

Ma. Alodia Mendoza

### **Abstract**

#### **INTRODUCTION**

The individual teacher tries to be responsible for each other's professional growth. Directive Supervision whether intensive or informational may lend very well for beginning and inexperienced teachers, experienced teachers who are having teaching difficulties, and teachers who are performing well but need direct intensive guidance on new innovations. Non-directive supervision would be most appropriate for advanced and independent self-directed teachers who clearly have greater knowledge and understanding of what they want to do.

#### **METHODS**

The present study investigates the instructional leadership in terms of supervisory approaches among selected public elementary schools in the 3rd Congressional District, Municipality of Talisay, Division of Batangas. The study on instructional leadership focused on the different approaches as indicated in instructional supervision handbook of the Department of Education. The selection of the respondents was based on the following criteria: teachers shall have at least five (5) years in the service, Grade 1-6 teachers, and willing to participate. The level of performance of selected public elementary schools in the Municipality of Talisay, Division of Batangas was based on the following: Repetition rate; Graduation rate; and National Achievement Test Mean Percentage Score (NAT-MPS). The study utilized a descriptive research design to assess the level of instructional leadership supervisory approaches in the selected public elementary schools in the Municipality of Talisay, Division of Batangas.

#### **RESULTS**

The summative findings somewhat indicate that the instructional leadership approaches of the school "Meets Expectation. However, teachers are still in the process of determining the appropriate instructional leadership approach for their school. This is shown in the computed weighted mean of 3.15 and verbal interpretation of "Sometimes", of the three (3) instructional leadership approaches.

#### **DISCUSSIONS**

In general, the compiled response indicated that instructional supervisors did not identify teachers' instructional limitations regularly. As a result teachers did not have enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the school's goal achievement.

**KEYWORDS:** instructional, leadership, intensive guidance, innovations

**SUBMISSION ID: R04A-BATANP-1674**



**Level of Integration and Practice of the Core Values of Maka-Diyos,  
Makakalikasan, Makatao at Makabansa among the Grade 10 Students of  
Emilia Ambalada Poblete National High School**

Margaret Musa, Teacher, Department of Education

**Abstract**

**INTRODUCTION**

As people live and breathe, human behaviors cannot be separated from their true personality. According to Montimer (2017), everything we learn, every way we influence others and every relationship we formulate hangs around a complex interplay of behaviors, feelings, and thoughts. That is why the school plays a vital role in developing a strong foundation of education that includes quality and meaningful learning and should not be taken for granted. Hence, the school itself is an environment where our students can acquire learning and observe a lot of things in their classroom. Therefore, this research focused on strengthening the integration process and practices of the four core values of Maka-Diyos, Makatao, Makakalikasan, and Makabansa.

**METHODS**

The researcher used the quantitative method for the analysis of data. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a phenomenon. Under this method, descriptive research seeks to describe the status of an identified variable. Moreover, Chi-Square was used to determine if there is a significant relationship between each core value and level of integration among Grade 10 students of EAPNHS.

**RESULTS**

Among the four core values being Makabayan is always integrated and practiced. The remaining core values of Maka-Diyos, Makatao, and Makakalikasan have different means and standard deviations but still, fall under being integrated and practiced sometimes. The test of correlation between the level of integration and practice has a p-value of less than 0.001. Hence, the null hypothesis of no correlation is rejected. Therefore, there is enough proof to claim that a significant relationship exists between the level of integration and practice in terms of being Maka-Diyos, Makatao, Makakalikasan, and Makabansa.

**DISCUSSIONS**

Human values are an important aspect of education since they determine human being behavior in society. Thus, classroom instruction of cognitive and psychomotor skills alone are not enough because it should be accompanied with values that would help in producing ethical and responsible members of society. In this sense, teachers should further enhance their exercise and integration of the core values in the teaching to build their images and abilities holistically. That is why education is not only focused on an academic level and improvement of students alone, but also their personal growth as human beings.

**KEYWORDS:** Core Values, Maka-Diyos, Makakalikasan, Makatao, Makabansa

**SUBMISSION ID:** R04A-CAVITP-0706



**Level of Interest in Mathematics of Grade 6 Pupils as Correlates to their  
Performance in Dao Elementary School, Tuy, Batangas**

Ma. Elena De Castro, Dr. Francisco L. Calingasan Memorial Colleges Foundation,  
Inc.

**Abstract**

**INTRODUCTION**

Mathematics is inevitable. It is important, no matter how difficult it is. The weakening performance of pupils in Mathematics despite its importance motivated the researcher to conduct a research on the level of interest of pupils in Mathematics of Grade 6 pupils in Dao Elementary School as correlates with their performance. It also intensified the desire of the researcher to find the factors that may help enhance pupils' interest in Mathematics, thus improve their performance in the subject.

**METHODS**

To meet the objective of this study, the descriptive method of research was used. This study also utilized questionnaires to obtain the needed data from forty (40) Grade 6 pupils. After the respondents answered the questions, the researcher analyzed and described the responses given using the following statistical treatment: The Frequency Counts, Weighted Mean, and Pearson r.

**RESULTS**

The findings of this study revealed that there was no significant relationship between the respondents' age and sex and their interest in Mathematics in terms of pupils' behavior in learning the subject, teacher's teaching practices, and non-traditional methods of teaching mathematical concepts and skills. However, there was a significant relationship between pupils' interest and their grades in Mathematics during the first grading period which implied that pupils' interest affected their performance in the subject.

**DISCUSSIONS**

There are different factors that may affect pupils' performance in Mathematics which includes teachers, methods used in teaching and pupils themselves. To enhance their interest in the subject, educational institution and teachers must provide an enabling and empowering environment. The teachers should use the appreciative inquiry and provide positive feedback and encouragement to build their self-confidence. They must also use interactive activities, innovative teaching materials and a variety of games which will be more engaging and encouraging for pupils to participate. They also must maximize the time each academic subject most especially Mathematics to provide students avenue for enhancing their skills in mathematical problems. The results of this study can be considered as a basis for further research especially on the aspects that were not captured in this academic inquiry particularly the factors affecting the performance of pupils' in Mathematics in relation to their behavior which are rooted mainly from their family.

**KEYWORDS:** non-traditional method of teaching, appreciative inquiry, interactive activities

**SUBMISSION ID: R04A-BATANP-0339**



**Level of Interest of Grade Six-Rose in Mathematics at Subic Elementary  
School: Basis for Plan of Action**

Joan Arche Del Mundo, Department of Education

**Abstract**

**INTRODUCTION**

The purpose of this study was to determine the level of interest of Grade Six pupils in Mathematics, which was critical, unlike their other learning areas. This compelled the researcher to find the common reasons why children hated Mathematics and made a plan of action to solve these issues. Intervention strategies helped pupils to improve their skills like encouraging pupils to memorize Mathematical operations.

**METHODS**

The study used a descriptive design. It aimed to collect data from the respondents on the level of interest of Grade Six-Rose in Mathematics. The researcher used 42 respondents of Grade Six-Rose pupils to obtain data through questionnaires and 8 teachers for interviews. The questionnaire was utilized by the researcher to gather data and distributed them and retrieved from the respondents for analysis and treatment.

**RESULTS**

The results were identified and recorded. On the basis of the research findings were strategies used to find out pupils' interest towards Mathematics : used varied techniques in teaching, cooperation in group work, solving word problems involving four fundamental operations , participating in class discussion and manipulating objects. She also found a lack of teaching materials, subject abstractness, and pupils' self-concept were the factors that affect their interest. It noted that the results were alarming. There was a great number of pupils that had a negative attitude that results in their poor performance. Parents might also get involved in making clear follow-ups on their children's academic progress guided their children to make them concentrate on academics. There should be a clear link between teachers and parents so that they got informed on whatever was happening as far as pupils' academic matters were concerned.

**DISCUSSIONS**

The results were collected from 42 Grade Six-Rose pupils of Subic Elementary School, by using scales (1) that viewed pupils' interest towards Mathematics were alarming that there were a great number of pupils that had a negative attitude that results in their poor performance. Based on these findings the stated causes had a great influence on why pupils had no interest to focus on their lessons during their Mathematics class and (2) common factors that affect pupils' interest in Mathematics.

**KEYWORDS:** quality, achievement, critical

**SUBMISSION ID: R04A-BATANP-1511**



**Level of Interest of Senior High School Working Students of Ettmnhs-Ishs  
in Pursuing College Courses Academic Year 2018-2019**

Rodalyn M. Hingada, Marie Tonie M. Yayong, Jonabell Florita, Jonard Platilla,  
Department of Education, ETTMNHS

**Abstract**

**INTRODUCTION**

Students are increasingly taking up opportunities to work while studying. Employment during term-time may provide needed funds but takes time away from studying. In line with this, the researchers aimed to measure the working student's interest in pursuing college courses by getting their reasons on finding a job early and their plans after graduating senior high school.

**METHODS**

This study used a descriptive research design with 50 senior high school working students of Emiliano Tria Tirona Memorial National High School through simple random sampling technique. Data were collected by a valid and reliable 10-item questionnaire, consisting of two sets: the personal profile of the respondents and the questions related to the topic about the level of their interest of working students in pursuing college courses. Data selected were tabulated and interpreted using the percentage, mean and standard deviation.

**RESULTS**

The findings demonstrated that the majority of the working students are male, and most of the selected respondents' ages from 17 to 18 years old. The researchers have found that most of the respondents work at an early age to gain more knowledge and skills, they are also willing to find ways just to pursue their studies in college which was aligned with the higher level of their interest on pursuing their will to study and to have professional degree aside from their current jobs, but as for now the researchers have determined that the majority of the respondents would allocate their time to work alongside their studies after graduating senior high school.

**DISCUSSIONS**

The findings indicate that most of the working students really wanted to pursue college courses. They started to gain knowledge and skills through their work and find ways to pursue their studies and would still allocate their time between work and studies. This study would help the other working students to be inspired more despite life's difficulty.

**KEYWORDS:** level of interest, working students, course preference

**SUBMISSION ID: R04A-CAVTP-1092**



## **Level of MAPEH Instruction at Batangas National High School**

Crisette Baliwag

### **Abstract**

#### **INTRODUCTION**

MAPEH instruction is a crucial component of a learner's development. Cognizant to this, teachers are also capable of identifying the different methods and strategies that must be used to elicit the maximum learning capabilities of learners under their care. It is the inherent task of the teacher to delve into the knowledge base of pupils and enhance the latent knowledge that they have with certain infusions from their own knowledge base thereby creating a new, more personalized version that the learner would have to work with. Such individualization is also one of the features of the K-12 curriculum. With these things in mind, the researcher decided to embark on this action research with the hopes of determining the level of MAPEH instruction at her present station.

#### **METHODS**

The researcher used the descriptive method of research since it involved the collection of data to form the backbone of the study in order to address the questions set by the researcher from the beginning.

#### **RESULTS**

Respondents favorably assess the current status of MAPEH instruction that they are currently implementing under the K to 12 curriculum. With their personal endeavors, it is possible that they are augmenting the curriculum with various efforts to supplement what is stated in the curriculum and learning guides. They can provide exceptional efforts to cover instructional materials, assessment and other important aspects. Students participate in an acceptable degree with regard to MAPEH. Learning concepts and skills are accepted by such learners who undergo various strategies and methods during the school year. The problems encountered by teachers in teaching MAPEH include the ready availability of instruments and other indigenous materials that they can use to expound on the concepts being presented in class. While this is augmented and supplemented by improvised materials, nothing really beats the real thing. Efforts must be made to ensure that schools get to procure and acquire such materials.

#### **DISCUSSIONS**

The main purpose of the study is to determine how the respondents assess the MAPEH instruction under the K to 12 curriculum. It also sought to determine the assessment of the respondents for instructional materials, teaching methods and strategies as well as evaluation used. Furthermore, the researcher believes that such an assessment would provide an idea of how to improve the process of teaching MAPEH for learners in the field.

**KEYWORDS:** LEVEL OF MAPEH INSTRUCTION

**SUBMISSION ID:** R04A-BATANC-0409



**Level of Motivation of Grade-6 Pupils in English Language Learning  
Perceived by Teachers**

Avegail G. Pascual, Maddela North Central School

**Abstract**

**INTRODUCTION**

In the educational field, motivation is a very important requirement for a smooth and effective teaching-learning process. It is the most frequently used term for explaining success or failure in the educative process. The researcher believes that teachers need to create an effective classroom environment, should let students focus on the process, and should build accountability among students.

**METHODS**

A descriptive method (both qualitative and quantitative approaches) was utilized. The 25 respondents were randomly selected from different elementary schools in the Municipality of Maddela. The questionnaire which consisted of two parts; the personal information and other information needed to answer specific problems, was used to gather information from respondents.

**RESULTS**

The study showed that 20 or 100 percent has attended the school level seminar and training. On the respondents' responses according to the level of motivation of pupils as to instrumental motivation, data revealed that all the given items were agreed by them as motivational in terms of instrumental motivation with an average mean of 4.07. As to integrative motivation, the findings showed that all the given items were given a description of agree and have an average mean of 4.04. Relative to the problem encountered by teachers, the findings revealed that data displayed an average mean of 4.32 and was given a qualitative descriptive of agree. As to the different interventions used by respondents, data revealed the average of 4.58 and was given a qualitative descriptive of extremely often.

**DISCUSSIONS**

The results of the findings seemed to have helped teachers determine the level of motivation of Grade 6 pupils in language learning. The general implication of this study is for teachers to be cognizant of the different variables that may affect and can be contributory to students learning and to assess them to make them productive since this is the focal point of the educative process. Teachers should be given the opportunity to attend higher levels of In-Service Training to foster their high morale and effectiveness and efficiencies in teaching the subject. Teachers and administrators must design learning climates and curriculum to enhance pupils' interest, sense of competence, use of effective self-regulatory practices and improve their language learning.

**KEYWORDS:** In-Service Training, Motivation

**SUBMISSION ID: R002-QUIRIN-0147**



**Level of Motivation towards Sports and Academics among TMCSHS  
Student-athletes Enrolled in Various Strands**

Yolanda Dilig, Trece Martires City Senior High School

**Abstract**

**INTRODUCTION**

The current study aimed to determine the level of motivation towards sports and academics among TMCSHS student-athletes enrolled in various strands during the first semester of the school year 2017-2018. Likewise, the study aimed to determine if the level of motivation towards sports and academics among the respondents varies according to the strand to which the respondents belong.

**METHODS**

Using descriptive-comparative design, the researcher gathered data utilizing the adopted questionnaire from Gaston-Gayles (2002). The student-athletes from each of the strands who served as the study's respondents were completely enumerated and surveyed. Descriptive and inferential statistics were used to analyze the gathered data.

**RESULTS**

Results showed that the student-athletes from three strands namely STEM, ABM, and HUMSS had a slight motivation towards sports and academics having mean scores of 3.1, 3.3, 3.4 respectively. Meanwhile, student-athletes from GAS had a moderate motivation towards sports and academics with a mean of 3.8. Testing for the significant difference reveals that the level of motivation towards sports and academics among the respondents varied according to the strand to which they belong with a p-value of 0.5900.

**DISCUSSIONS**

The researcher, therefore, concludes that the student-athletes from the GAS strand are the ones who have higher motivation towards sports and academics and that the strand to which the student-athletes belong has an implication to their level of motivation.

**KEYWORDS:** motivation, sports, academics, various strands

**SUBMISSION ID: R04A-CAVITP-0459**



**Level of Multiple Intelligences of Grade V Pupils in Cogonan Elementary School, Nasugbu, Batangas: Basis for an Action Plan**

Marcela Ramos, Batangas Researchers Association For Value-Driven Education

**Abstract**

**INTRODUCTION**

This study sought to find out the level of multiple intelligences of Grade V pupils in Cogonan Elementary School as basis for designing a learners' enhancement program. It also aimed to identify the profile as well as the academic performance of the respondents for the school year 2018-2019.

**METHODS**

The research design used was a descriptive method employing an adopted Multiple Intelligence Survey form created by Andrea Lauren Heming's Multiple Intelligences in the Classroom (2008). It was administered to 40 Grade V pupils who were purposively selected. Frequency and rank distribution were used to determine the profile and the academic performance of the respondents and mean to determine the extent of use of different multiple intelligence.

**RESULTS**

The researcher draws the following conclusions: 1) Most pupils have poor vocabulary level; 2) The level of vocabulary of pupils had improved after exposure to teaching with crossword puzzle; 3) The pupil's scores in the post-test differed significantly compared to their scores in the pre-test after being exposed to teaching with crossword puzzle indicating the latter's effectiveness in vocabulary enhancement; 4) The pupils perceived the use of crossword puzzle as an effective tool for vocabulary enhancement, and 5) The proposed action plan is designed to further maximize the benefits of using crossword puzzle as vocabulary enhancement tool in English.

**DISCUSSIONS**

As an offshoot of the study, the researcher designed an action plan which caters to different activities that are bodily-kinesthetic in nature in order make learning more interesting, challenging, and meaningful in the lives of every learner.

**KEYWORDS:** Intelligence, Multiple intelligence theory, Howard Gardner, action plan, descriptive method

**SUBMISSION ID: R04A-BATANP-0399**



## **Level of Numeracy Skills of Grade 11 Students: Basis for Proposed Numeracy tools**

Analie Atienza, Ma. Joy Barradas, & Jayson Hernandez, Department of Education,  
Lemery Senior HS

### **Abstract**

#### **INTRODUCTION**

Numeracy is not only about mere computation or use of numbers in different operations. This also includes the use of mathematical skills and understanding to solve problems especially real-life ones. It is but imperative that students develop and reinforce their numeracy skills because mathematics is a hierarchical build-up of concepts. To learn higher mathematics, one must be well-equipped with the necessary mathematical skills. Thus, the development of numeracy skills is highly prioritized to ensure quality mathematics instruction. This immense importance of numeracy in the education of students prompted the researchers to conduct a study about students' level of numeracy skills. This will aid them in planning and designing programs, activities, and tools necessary for the enhancement of students' numeracy skills.

#### **METHODS**

The study employed a descriptive quantitative method of research using random sampling and a researcher-made diagnostic test as the main data gathering instruments. It was administered to 285 out of 1090 Grade 11 students of Lemery Senior High School as respondents.

#### **RESULTS**

The numeracy skills of Grade 11 students are at a moderate level. The study showed that there are six not mastered numeracy skills by students (Performing Division on Decimals, Performing Addition and Subtraction of Dissimilar Fractions, Interpreting and Using Data, Performing Subtraction on Integers, Solving Word Problems on Measurements Involving Volume, and Solving Word Problems on Measurements Involving Area). The frequency of 111 with a percentage score of 38.94 revealed that majority of Grade 11 students had a very low level of numeracy skills giving them difficulties in mastering the competencies of senior high school mathematics.

#### **DISCUSSIONS**

The results showed that there is a need to improve students' numeracy skills. Thus, teachers must address and give time for designing materials and programs that will focus on the development and enhancement of student's numeracy skills. Assessment of the least mastered skills must also be done to determine the necessary intervention programs.

**KEYWORDS:** numeracy, numeracy skills, Grade 11 students, mathematics instruction, intervention

**SUBMISSION ID: R04A-BATANP-1348**



## **Level of Occupational Stress and Stress Management in School**

Aira Araguas, Ma. Ruzzel Ingal, & Nina Mae De Chavez, San Roque Elementary School

### **Abstract**

#### **INTRODUCTION**

Occupational stress is an important factor in teachers' motivation and retention. This is supported by Farber's Theory of Burn Out which states that people who are stressed are often irritable, anxious, and angry. This means being stressed due to excessive workload may mean planning lessons less enthusiastically and feeling less sympathetic towards pupils. Due to this, the Department of Education (DepEd) issued DepEd Advisory No. 257, s. 2012 which discusses managing conflict and stress. This made the researchers conduct this study to know the level of occupational stress among teachers in San Roque Elementary School to help them manage their stress.

#### **METHODS**

The researchers made use of a descriptive research design. The main tool used in this study was a questionnaire adopted from the occupational stress index questionnaire developed by Srivastava and Singh (2009). The scale intent to measure the extent of stress which employees perceived from various constituents and conditions of their job. The result of the survey will become a basis for how the school could help manage stress among teachers. Using a purposive sampling technique, the researchers used 19 teachers from San Roque Elementary School to participate in the study because this is the school where the researcher is teaching. Simple descriptive statistics like frequency, distribution, and percentage were used in treating data.

#### **RESULTS**

The research shows that 78.95% or 15 of the teacher respondents have a moderate level of occupational stress and the remaining 21.05% or 4 teacher respondents have low occupational stress. This means that more teachers have moderate occupational stress in school, and this also means that someone should help them in managing their stress to avoid reaching a high level of occupational stress.

#### **DISCUSSIONS**

After gathering and interpreting data the researchers recommend that there should be a seminar for the teacher for gaining more knowledge to equip them with necessary skills in handling stress. The future seminar should also tackle time management since all teachers have many tasks to do so that they will avoid cramming.

Stress will also be reduced in the workplace if higher authorities do care for the self-respect of teachers, if their suggestions are heard, if they are rewarded, and if their ability is being utilized.

**KEYWORDS:** occupational stress, management, teachers

**SUBMISSION ID: R04A-SANPAB-0113**



**Level of Parental Involvement of Grade I Pupils of Pacita Madrigal Warns  
Mababang Paaralan Ng Bagong Silang, Calatagan, Batangas**

Rina Joy Dulongbinte

**Abstract**

**INTRODUCTION**

Primarily, the family is the first education center for children. Parents have a very significant influence on their children's development. Consequently, parents have the important responsibility to lead and support their children's development. Parents should create a pleasurable environment so that children's potential and self-confidence can develop well. Parents should also have an active role in their spare time for their children, including attending and following school programs. On the other hand, school as formal education helps children learn about socialization, communication, and develops their academic ability. A positive school is a school that provides a place for parents to get involved in the schooling processes. Thus, parents have the responsibility to involve themselves in their children's education through school programs. Positive cooperation and communication between parents and school will foster children's progress and success in their education.

**METHODS**

This study used the descriptive method of research using a questionnaire in gathering the necessary data to assess the level of parental support they give their children in different aspects such as participation in school-based education, provision of basic educational obligations, and assistance to home-based learning activities. The descriptive method was appropriate for this study since it aimed to determine the level of parental involvement of parents of Grade I pupils at Pacita Madrigal Warns Mababang Paaralan ng Bagong Silang, Calatagan, Batangas.

**RESULTS**

Parents sometimes participate in school-based activities whenever they are needed in school with an average weighted mean of 3.34. Also, parents sometimes get involved in providing the basic educational obligation such as school supplies, general support, and supervision at home with an average weighted mean of 3.30. Lastly, parents sometimes help home-based activities with an average weighted mean of 3.28.

**DISCUSSIONS**

Parents play a vital role in the life of their children, especially in their developmental stage. Parents with the help and collaboration of the teacher should do their part for the development of children. Participation in school-based activities, provision of basic educational obligations, and assistance to home-based learning activities are the factors that affect the level of involvement of the parents. Parents should find time for their children in supporting them in different aspects.

**KEYWORDS:** Parental involvement, supervision, home-based, school-based

**SUBMISSION ID: R04A-BATANP-0443**



**Level of Parental Participation in the Promotion of School-Home Partnership in Lipa City South District: Basis for an Enhancement Program**

Beato Florentino Jr., Department of Education, Lipa City

**Abstract**

**INTRODUCTION**

Educators have increasingly identified parental involvement as the primary vehicle by which to elevate academic achievement from current levels. It has been assumed also that academic achievement of students may not only depend on the quality of instruction and teachers, the extent of parental involvement also has a vital role in the academic achievement of their children. Parental participation in education has positive effects on the quality of education. It also leads to students' better academic achievements and overall success in school. Parental involvement in education not only improves the academic performance of students but also motivates schools to show better results which increases trust and confidence of parents in schools. The school principal is the leader of a school.

**METHODS**

This study covers the descriptive research design, respondents of the study, instrument utilized, validity and reliability of the questionnaires, data gathering procedures, and the statistical treatment of the gathered data. The validation of the instrument was done thru face value validation. At the same time, a group of teachers who are not respondents in this study was asked to answer the questionnaire. Proper statistical treatment, such as the split-half method was used. An enhancement program was drafted for possible adoption.

**RESULTS**

Positive parent-child relationships provide the foundation for children's learning. This study was undertaken to ascertain the perceived parental involvement in the promotion of school-home partnership. The perceived level of participation of parents in the promotion of home school partnership is at a moderate extent in all areas, namely, communicating, volunteering, learning at home, decision making, and collaborating with the community.

**DISCUSSIONS**

An action plan can be adopted and actualized in the participating school and even district-wide. Monitoring and evaluation of its success indicators are likewise recommended. Further research segmenting other roles and responsibilities of parents, and school administration and personnel may also be investigated by future researchers.

**KEYWORDS:** Promotion, Partnership, Enhancement

**SUBMISSION ID: R04A-LIPAC1-0196**



**Level of Participation of 4p's Beneficiaries towards the Success of School Programs and Projects in Pook Elementary School**

Marcelina Hernandez & Clarissa Catam

**Abstract**

**INTRODUCTION**

The Pantawid Pamilyang Pilipino Program is a program by the Department of Social Welfare and Development that aims to reduce poverty by providing qualified families conditional cash grants. Beneficiaries are required to attend and join different programs of each inter-agency for the implementation of 4P's. Pook Elementary School is one of the public elementary schools in the district of Agoncillo which had trouble in motivating and encouraging 4P's beneficiaries to participate in school programs and activities.

**METHODS**

The descriptive method was utilized in the research to gather appropriate data for the study. We initially conducted an interview with the selected respondents to get their responses and use this as a basis for the study. The respondents of the study were the 4P's beneficiaries from Kindergarten to Grade VI of Pook Elementary School and it was made clear that their responses were treated with the utmost confidentiality.

**RESULTS**

It has revealed that the majority of the 4P's parents are working as housemaids, some are vendors and others have small babies to breastfeed. Among stakeholders, 4P's beneficiaries have the least number of participation in every school activities such as; Brigada Eskwela-40%, General assembly-24%, Parent-Teacher Conference-30%, Gulayan sa Paaralan-32%, School Intramurals 29%, Teachers' Day celebration-19%, and Field Demonstration-44%.

**DISCUSSIONS**

The results emphasized the fact that all 4P's beneficiaries should have continuous follow up regarding their obligations. Project KAAGAPAY was conducted which focused on the beneficiaries of Pantawid Pamilyang Pilipino Program or 4P's with the following objectives: 1) Provide reliable information and announcement relevant to different school projects and programs; 2) Give strength to the foundation of learning and parent-teacher relationship as preparation for the school's upcoming activities; 3) Promoting the general welfare of our pupils and the entire school as well. It is believed that commitment and active participation of 4P's beneficiaries in nourishing and developing learners' academic performance and improvement of every school projects and programs is essential to achieve Project Kaagapay. By the help of this project, the study found a positive significant relationship between 4P's parents' involvement and the success of different school-related activities.

**KEYWORDS:** beneficiaries, welfare, commitment

**SUBMISSION ID: R04A-BATANP-1428**



**Level of Partnership between Bulacnin Integrated National High School  
and its Stakeholders: A Proposed Plan to Enhance Partnership**

Richard Roxas, Department of Education Division Of Lipa City

**Abstract**

**INTRODUCTION**

It is a common knowledge that education is an avenue for poverty alleviation which is one of the worst problems not only in our country but even in developing countries as well. In the Philippines, the most recent innovation is the implementation of the K to 12 curriculum program. The researcher had direct contact with parents during PTA meetings and in other congregations where encounters yielded positive results. This study aims to harmonize further the relationship between the school and the community for the welfare of students who are the primary beneficiaries of whatever improvement the schools implement.

**METHODS**

The respondents of the study were 140 parents and 41 teachers of Bulacnin NHS during the SY 2017-2018. The questionnaire was used as the main data-gathering instrument. It includes the following parts: 1) the performance level attained by the school in terms of students', curriculum, instructional, physical and teachers' development; 2) the extent of community involvement in the same cited areas, and 3) the expectations of the school from the community.

**RESULTS**

The performance of the schools in terms of instructional development, teachers' development, students' development, and curriculum development are very satisfactory but average only in terms of physical facilities development. It is only in students' development and physical facilities development where community involvement in the schools' performance is traceable, but not in such areas as curriculum, teachers' and instructional development. The expectations of the schools from the community are greatest in terms of value formation activities but average only in terms of administration and supervisory activities and public relations activities.

**DISCUSSIONS**

The results show that the school heads together with teachers and PTA Officers must join hands to raise funds from various acceptable sources. School heads and teachers should devise effective motivational strategies to enable the greatest number of parents to participate in varied school programs and activities. To strengthen the spirit of unity and camaraderie, the school should include in their regular program of activities a socialization program that will require the participation of parents together with their children. This program shall provide incentives and recognition to the parents who will be selected as models and the selection process must be governed by fair and honest criteria.

**KEYWORDS:** Partnership, Stakeholders, Enhance

**SUBMISSION ID: R04A-LIPAC1-0105**



**Level of Performance of Public Secondary English Teachers in Area III,  
Division of Batangas: Basis for Proposed Training Program**

Annaliza Maglangit, Department of Education

**Abstract**

**INTRODUCTION**

According to Labrador, quality education spells quality teachers, therefore, quality learners. The quality of education is the central theme in the educational system. Teacher development is a process, not an event. It means comprehensive growth and support. There also needs to be a linkage with other teachers and supervisors to help solve problems and to support each other through discussion, modeling, coaching, and involvement with other aspects of school and educational change.

**METHODS**

To evaluate critically the validity and reliability, the researcher used questionnaires and descriptive method to arrive with the needed analysis and interpretations of collected data.

**RESULTS**

The study shows that most of the secondary English teachers were educationally qualified and more competitive in performing their duties and responsibility. There is a perceived status of a higher level of performance in planning, instruction, classroom management, human relation, and evaluation. It also established that classroom management strategies were an important aspect of educational planning and are recommended for inclusion in an in-service training program. Furthermore, the training program can be proposed to enhance the level of performance that contributes to establishing meaningful and productive professional growth.

**DISCUSSIONS**

The study provided the proposed training program to enhance the level of performance of teachers. The quality of education is increasingly judged by focusing on student performance, what students learned, and how well they learned it. A good school should offer facilities for retraining teachers and good salaries at par with related spheres. A school should also be managed by a dynamic principal and competent human teachers. Thus, successful teachers create successful students.

**KEYWORDS:** Performance, Classroom Management, Training Program, Teachers

**SUBMISSION ID: R04A-BATANP-2227**



## **Level of Performance of Teachers Handling Both Homogeneous and Heterogeneous Classes**

Maria Roberta Cartano, Cabuyao Integrated NHS

### **Abstract**

#### **INTRODUCTION**

Ability grouping of students is one of the most controversial issues in basic education. Students are placed in groups based supposedly on their general learning ability (homogeneous and heterogeneous class). However, it has come into question in recent years on the basis of both its effectiveness and success. In line with this, a great desire to study the level of performance of teachers' handling both homogeneous and heterogeneous classes to find out if there are adjustments taken on the part of the teacher.

#### **METHODS**

The descriptive method of research was used in the study. The study used a purposive sampling technique. The respondents of the study were two (2) sections of Grade 10 students, one for a homogeneous class and one for heterogeneous class handled by the chosen English, Math, and Science teachers, where the student's academic performance were found to be low from the last data analysis. The researcher used a survey questionnaire. The level of performance of teachers will be measured thru Instructional Competence, Professional and Personal Characteristics and Punctuality and Attendance mostly adapted from the standard set of Performance Appraisal System for Teachers (PAST). Statistical tools such as counting and percentage, weighted mean and t-test were used in the study.

#### **RESULTS**

If the Tabular t value is greater than the computed t-value, the hypothesis may be accepted. On the analysis of data, comparing the tabular t value which is 4.3 and the computed t-value which is lesser, tells that the level of teachers' performance by subject in the different criteria is not significant. There is no significant difference between the level of teachers' performance in teaching homogeneous and heterogeneous classes. Teaching strategies, instructional materials, and learning activities used in the homogeneous class are also used in heterogeneous class.

#### **DISCUSSIONS**

Teachers play a key role inside the classroom and should perform several ways to address the needs of learners. Limiting teaching in one strategy or method may fail to achieve teaching and learning success. It must be assured that there are no groups of learners deprived of having the materials, facilities, and other offerings that may improve their ability. Exploration and discovery may be used so that learners may enjoy learning as they perform it with others as well as retention of the lesson is better if they are exposed to it.

**KEYWORDS:** heterogeneous class, homogeneous class, ability grouping, strategy, method, approach, learning, teaching, performance, teachers

**SUBMISSION ID: R04A-CABUYA-0028**



**Level of Preparedness of Teachers in Ict Utilization on the Teaching-Learning Process in Science at Sta. Teresita District**

Emelda Reyes, Mylene B. Bathan, & Merlyn T. Malaluan, Department of Education, Batangas Sta. Teresita District

**Abstract**

**INTRODUCTION**

The researchers aimed at evaluating teachers' preparedness and acceptability towards ICT, identifying the difficulties they encounter, and determining the assistance they need to enhance the utilization of ICT in science instruction.

**METHODS**

The researchers utilized the descriptive-evaluative method of research and teacher-made questionnaires as the primary data gathering instruments. The questionnaire is composed of five parts: the demographic profile, acceptability of ICT utilization, the extent of teacher's preparedness, difficulties encountered by teachers and training needs. The data was analyzed using the mean percentage, weighted mean, and ranking. The data obtained from the questionnaire were analyzed and presented in the following sections.

**RESULTS**

Teacher respondents have a positive acceptance of the utilization of ICT in Science instruction and are prepared in terms of resources/tools as proven by owning personal computers but technically unprepared in utilizing various apps and programs. Difficulties encountered by teachers include insufficient time in planning and preparing IM's and their minimal knowledge due to lack of relevant training.

**DISCUSSIONS**

Ample time should be allotted to allow the practical application of ICTs in the classroom. Teachers ought to be trained in the proper use of Word Processing, PowerPoint presentation, MS Excel, use of graphics and even web surfing. They should also strive to make personal efforts to acquaint themselves with modern technology and communication technologies as tools for instruction. Further, the district should design and prioritize ICT policy/project implementation strategies to help teachers develop their ICT skills.

**KEYWORDS:** Keywords: ICT utilization, teaching-learning process, Instructional Materials

**SUBMISSION ID: R04A-BATANP-1126**



**Level of Preparedness of Teachers in Ict Utilization on the Teaching-Learning Process in Science at Sta. Teresita District**

Mylene Bathan, Emelda Reyes, & Merlyn Malaluan, Department of Education,  
Sta. Teresita District

**Abstract**

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**KEYWORDS:** Keywords: ICT utilization, teaching-learning process, Instructional Materials

**SUBMISSION ID: R04A-BATANP-1438 / R04A-BATANP-1534**



**Level of Problem-Solving Skills and Problems Encountered by Grade 11  
Students in General Mathematics: Basis for Developing Intervention  
Materials**

Ronald Balita, FABINHS

**Abstract**

**INTRODUCTION**

One of the major purposes of mathematics is to produce useful skills that assist in problem-solving and decision-making. Better programs could be prepared to assist those students who are struggling with mathematics. The difficulty of assessing complex processes necessary for solving problems is exacerbated by the failure of students to communicate clearly what they have done or what they are thinking. Students who are prone to make calculations alone often fail to reveal sufficiently the nature of the solver's work and thinking.

**METHODS**

The subjects of this study are Grade 11 students of FABINHS. A descriptive research with quantitative features was utilized.

**RESULTS**

Majority of the respondents failed in the analytical and creative thinking skills' performance test having 4.85 and 3.59 average scores, respectively; and there was a significant relationship between the level of performance of students in Grade 11 in terms of creative and analytical thinking skills and the problems encountered by students. Students in Grade 11 found it hard to answer questions involving creative and analytical thinking skills, specifically in analyzing information and they also lacked in understanding the mathematical language.

**DISCUSSIONS**

Students' attitudes and interest in problem-solving can be revolutionized by integrating the importance of mathematics in everyday life activities and animated discussion. The teacher should walk the extra mile to reach students and help them develop analytical and creative thinking analysis.

**KEYWORDS:** mathematics, academic performance, problem-solving skills

**SUBMISSION ID: R04A-LIPAC1-0254**



**Level of Proficiency in Using Microsoft Office Applications of Grade 12  
Students in Baybay in National High School (Grade 7-12)**

Siefred Guino, John Raymond Levita, Edd Vincent Penaflorida, &Anthony Andal,  
Baybayin National High School (Grade 7-12)  
(Adviser: Vanessa Ilao)

**Abstract**

**INTRODUCTION**

Education has challenged both teachers and students to process very large pieces of information and to present data in a concise manner. Microsoft Office is one of the most used office applications in the education sector. There are several Microsoft applications but the most widely used are Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. This study aims to determine the level of proficiency of Grade 12 students in using Microsoft applications.

**METHODS**

The descriptive method of research was used employing an adapted questionnaire in measuring the level of proficiency in using MS office applications wherein student's skills are categorized as beginner, intermediate, or advanced. The respondents of this study were 165 Grade 12 students. The data obtained were presented in tabulated forms, analyzed and interpreted by the researchers by using frequency, percentage, ranking, and chi-square.

**RESULTS**

Among the 165 respondents who participated in the study, 13.30% were from ICT, 25. 40% were from TVL-HE, 27.20% from HUMSS, 9.09% from STEM, and 24.80% from ABM. 75 students or 45.45 % of the population were male students while 90 students or 54.54 % were female. As for the age of the respondents, half or 51.52 % of the respondents are 18 years old. In terms of the skills in using Microsoft office excel, 67% of the respondents are beginners, 24% are intermediate, and only 9% have advanced skills. Meanwhile, in using Microsoft Office Word, 14.3% of the respondents are beginners, 76.86% are intermediate, and 8.01% are advanced. Lastly, 55% of the respondents are beginners, 36% are intermediates, and 9% are advanced in using Microsoft PowerPoint.

**DISCUSSIONS**

Results showed that 86% of Grade 12 students only have beginner and intermediate skills when it comes to using the three most basic Microsoft applications and only 14% have advanced skills. This result signified a need for an intervention. It is in this line of reasoning that the researchers designed a tutorial video that could be used to bridge the skills of students to the advanced level. However, since this tutorial video was designed by students, it is recommended that this video be submitted to authorities for evaluation as an instructional material.

**KEYWORDS:** Proficiency, Microsoft Applications

**SUBMISSION ID: R04A-BATANP-1109**



**Level of Readiness in Acquiring NCII on Food and Beverage Services of Home Economics Students of Pinagtongulan Integrated National High School During S. Y. 2018-2019**

Cristianne Shayne Macasaet, Pinagtongulan Integrated National High School  
(Adviser: Eloisa R. Avila)

**Abstract**

**INTRODUCTION**

Food and Beverage Services NCII is a technical-vocational program that trains students on the preparation of food plans and meals for restaurants, hotels, canteens, banquets, and functions, and basically any establishment that serves food to a large number of people. The Pinagtongulan Integrated National High School Home Economics students are preparing for the assessment in Food and Beverage Services. As students of PINHS, the researchers found an inspiration to conduct this kind of research study. They became curious about finding the level of readiness in acquiring NCII on Food and Beverage Services of Home Economics students of Pinagtongulan Integrated National High School during S. Y. 2018-2019.

**METHODS**

This is a quantitative study. Purposive sampling was used to identify the respondents. After the survey, the researchers collected, compared each respondent's answers, tallied, then analyzed to produce a conclusion.

**RESULTS**

From the different findings generated from the interpretation of data, the following are the conclusions drawn: 1.) Home Economics students are familiar with the things that are being studied under Food and Beverage Services. 2.) Students have knowledge about the opportunities they can have when they pass the assessment in Food and Beverage Services. 3.) Most students of Home Economics are moderately ready to take the assessment in Food and Beverage Services.

**DISCUSSIONS**

The result demonstrates the things Home Economics students must remember before taking the assessment in Food and Beverage Services. Students will practice more on the things they will do for the assessment in Food and Beverage Services. The proposed training program to help Home Economics students to be ready for the assessment must be utilized.

**KEYWORDS:** level, readiness, food and beverages services, national certificate

**SUBMISSION ID: R04A-LIPAC1-0090**



**Level of Readiness of the Teachers in Sarangani on the Implementation of  
inclusive Education: Basis for Teachers' Development Plan**

Garelene Agnes Dona-Al, Department of Education

**Abstract**

**INTRODUCTION**

Inclusion is the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Inclusive education preferably takes place in a regular class, in the student's nearest regular school, as defined by The Handbook on Inclusive Education.

In the Division of Sarangani, there are two (2) primary schools, 200 complete elementary schools, and 84 integrated schools. From among these 286 schools, six (6) schools are recognized as SPED Centers which is just 2.1% of the total number of schools. 280 schools or 97.9% are regular schools that are knowingly or unknowingly catering to Learners with Special Educational Needs (LSENs). Thus, we conducted this action research entitled, Level of Readiness of Teachers in Sarangani on the Implementation of Inclusive Education: Basis for Teachers' Development Plan.

**METHODS**

The researcher used a combination of the quantitative and qualitative methods of research by administering survey questionnaires to 95 teacher-respondents coming from 7 central schools, 3 of which are recognized as SPED Centers and 2 are non-central schools. The researcher distributed the Survey questionnaires to 9 sample schools of Sarangani. For data analysis, the frequency count and percentage were used. Qualitative analysis was used to interpret the open-ended questions.

**RESULTS**

There were 95 respondents. They were randomly selected from 9 Central and non-central schools of Sarangani Division. Based on the analysis, there is a pressing need for teachers to be oriented and trained on Inclusive Education, especially on Special Education.

**DISCUSSIONS**

The result will serve as baseline information on the level of readiness of teachers on the implementation of Inclusive Education and the basis for the conduct of Teachers' Development Program for the full implementation of inclusive education in the schools of Sarangani Division.

**KEYWORDS:** SPED INCLUSIVE

**SUBMISSION ID: R012-SARANG-0058**



**Level of Reading and Understanding Skills at Wenceslao Trinidad  
Memorial National High School: Basis of Reading Program**

Analyn Madog, Vida Magboo, & Ellen Toldanes

**Abstract**

**INTRODUCTION**

This research aims to determine / assess the level of reading and understanding abilities of students. The study was formed to explicitly determine the level of reading and understanding ability of students to carry out steps to solve the disparity between their grade level and expected reading competency.

**METHODS**

Respondents were students of Wenceslao Trinidad Memorial National High School for the year 2017-2018. This study was conducted through an individual oral reading test from the seventh to the tenth grade. Tallies and percentages were taken. The Pearson Product Moment Coefficient of Correlation statistics to determine the correlation between reading skill level and understanding skill level was also used.

**RESULTS**

Most students in Grade 7 are at the Instructional level of reading skills; in Grade 8 to 10 most students are at an independent level. At the level of comprehension skills, 6.38 percent of seventh graders are still find texts incomprehensible and only equivalent to twenty-one percent of the respondents freely understand.

**DISCUSSIONS**

According to the result, most students in Grade 7 are at the Instructional level of reading skills. While in Grade 8 to 10, most pupils are at an independent level. At the level of comprehension skills, it is noteworthy that in seventh Grade, 6.38 percent have a status of incomprehensible reading while an equivalent of twenty-one percent freely understand. As a whole reading ability and level of understanding is significant.

**KEYWORDS:** reading, understanding, instructional level, independent level, failure

**SUBMISSION ID: R04A-BATANP-2229**



**Level of Reading Comprehension and Mathematical Problem-Solving Skills  
of Grade 5 Pupils in Salaban Elementary School, S. Y. 2018-2019**

Shane Sheika Sique, Salaban Elementary School

**Abstract**

**INTRODUCTION**

Problem-solving is an important part of Mathematics. However, before a student can successfully solve a problem, he has to possess good reading comprehension, analytical, and computational skills. Problem-solving in mathematics enables students to acquire ways of thinking, habits of persistence and curiosity, and confidence in unfamiliar situations (NCTM, 2000). It will be easier for students to do problem-solving if they have good reading comprehension skills. The researcher decided to conduct a study on the relationship of reading comprehension to the problem-solving skills of students.

**METHODS**

The study used a descriptive-correlational design which involved describing and correlating behaviors of the subject. The researcher used the total enumeration technique. The researcher used test-questionnaires to determine the level of reading comprehension and the level of mathematical problem-solving skills of pupils. To tabulate the data, the researcher used the following statistical tools: the mean, standard deviation, t-test and Pearson product correlation coefficient.

**RESULTS**

In the level of reading comprehension, the participants gained a mean score of 3.76 and interpreted as frustration. In terms of mathematical problem-solving skills, the participants gained a mean score of 3.31, interpreted as frustration. It implies that pupils do not have an adequate background for both reading comprehension and mathematical problem-solving skills. Based on the Pearson Product Correlation Coefficient or simply Pearson  $r$ , the results revealed that there was a significant relationship between pupils' level of reading comprehension and mathematical problem-solving skills.

**DISCUSSIONS**

Based on the findings of the study, the following conclusions were drawn: (1) The reading comprehension level of students is under "frustration", (2) The mathematical problem-solving skills of students is under "frustration", and (3) There is a low positive correlation between students' reading comprehension skills and mathematical problem-solving skills.

**KEYWORDS:** Reading Comprehension, Problem-Solving, Skill, Level

**SUBMISSION ID: R04A-CAVTP-0993**



**Level of Reading Comprehension and Mathematical Problem Solving Skills  
of Grade 7 Students of Alfonso National High School**

Charlene Quiambao, Alfonso National High School

**Abstract**

**INTRODUCTION**

This study aimed to determine the relationship between the level of reading comprehension and mathematical problem-solving skills of Grade 7 students. It also aimed to determine if reading comprehension predicts the mathematical problem-solving skills of students.

**METHODS**

The researcher used the descriptive-correlation design for the study. Two questionnaires were used in the study: one for reading comprehension and another one for mathematical problem-solving skills. A total of 163 students were considered in this study. The statistical tools used to analyze data were: frequency counts, mean, standard deviation, percentage, t-test, Pearson  $r$  correlation coefficient, and the linear regression.

**RESULTS**

Based on the study, it was found that the reading comprehension and mathematical problem-solving skills of Grade 7 students are both under frustration level with a mean of 4.34 and 3.80, respectively. This means that they have poor reading comprehension and mathematical problem-solving skills. It also shows that students who had high scores in reading comprehension did well in solving mathematical problems. In this study, it shows that reading comprehension has a significant relationship with the mathematical problem-solving skills of students. The study also shows that an increase of 2.125-points on the level of reading comprehension corresponds to an increase of 0.385-points on mathematical problem-solving skills. This only means that the level of reading comprehension of students can determine their mathematical problem-solving skills.

**DISCUSSIONS**

The results demonstrate the need to improve the reading comprehension of students to increase their level of mathematical problem-solving skills. The result will serve as a basis for curriculum makers to develop a program that will cater to the improvement of students in these two areas.

**KEYWORDS:** Reading Comprehension, Mathematical Problem Solving Skills

**SUBMISSION ID: R04A-CAVTP-0261**



**Level of School-Based Management Practices and the National Achievement Test Performance of Calamba Bayside National High School Sy 2012-2015.**

Maria Geceryl Balaresia, Department of Education

**Abstract**

**INTRODUCTION**

Filipinos have a deep regard for education since education occupies a central place in Philippine economic, political, cultural, and social life. The Department of Education (DepEd) is pursuing a package of policy reforms that as a whole seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical, and informational conditions affecting basic education provision, access, and delivery on the ground which is called Basic Education Sector Reform Agenda (BESRA). Referred to as KRT 1 in BESRA, the School-Based Management (SBM) is being promoted and institutionalized as one of the key strategies for achieving the desired learning outcomes.

**METHODS**

The researcher utilized the descriptive survey questionnaire which is adapted from the thesis of Ms. Gisela Pingad, "Implementation level of Revised School-Based Management in Los Banos, Laguna" regarding the level of SBM practices in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. The questionnaire was presented to her thesis adviser and professors who are experts in terms of thesis.

**RESULTS**

The findings revealed that there is no significant relationship between teacher-related factors such as age, gender, civil status, highest educational attainment, and teaching position and students' NAT performance thus the null hypothesis is partly upheld. The researcher, therefore, concludes that the teacher's civil status is significantly related to students' NAT performance. Finally, in the level of School-Based Management practices which are Leadership, Curriculum, Accountability, and Management are not significantly related to the NAT performance since the p-values are greater than .05. Therefore, the null hypothesis is hereby accepted.

**DISCUSSIONS**

The result shows both school administrators and teachers need to attend more training on the implementation of SBM regardless of their profile. The school administrator needs to disseminate knowledge on the implementation of SBM to both internal and external stakeholders through monthly forum and INSET. The four principles such as leadership and governance, curriculum and learning, accountability and continuous improvement, and resource mobilization need to properly be monitored and evaluated periodically. The school administrators and teachers need to find out ways and means to solve the problems encountered in the implementation of SBM.

**KEYWORDS:** sbm practices, School-based management

**SUBMISSION ID: R04A-CALAMB-0047**



## **Level of Social Media Dependence to the Academic Performance of Learners**

Maribel Marasigan  
(Adviser: Lucky Ivy Viaro)

### **Abstract**

#### **INTRODUCTION**

The impacts of Social Media on society remains underrated due to ignorance. If left unaddressed, Social Media use may result in a negative academic performance. This study aims to measure the level of Social Media dependence of learners based on gathered information affecting their academic performance to increase awareness and develop solutions.

#### **METHODS**

The descriptive research design was used. Thirty Senior High School Academic track learners (social media users) responded to a set of questions. Focus group discussion was also conducted to adhere to further differences of responses. The study also used unstructured interviews after the administration of the research questionnaires. The frequency distribution and weighted mean were the statistical treatments used for the quantitative analysis of data gathered.

#### **RESULTS**

Many learners who responded to the set of questions and participated in our focus group discussion were highly affected due to social media trends, were very attentive to every online notification, spent a big portion of the day on social media, and switched back and forth between sites feeling an urge. Their social media usage consumed time for studying which indicated high levels of Social Media dependence.

#### **DISCUSSIONS**

The results call for solutions to address effects on decision making, time management and academic performance of learners. Raising awareness may be a factor to prevent a higher level of dependence.

**KEYWORDS:** Social Media Dependence, Academic Performance, Social Media Trends

**SUBMISSION ID: R04A-BATANP-0677**



## **Level of Stakeholders Participation and its Implication on School-Based Management**

Melani Higuit, Principal

### **Abstract**

#### **INTRODUCTION**

School-based management (SBM) is one of the initiatives of the Department of Education to upgrade the quality of education and improve the academic achievement of every learner. Its key element is to create a productive partnership with the stakeholders and make these partnerships sustainable. This study was conducted to evaluate the level of stakeholders' participation in different school activities. Its main objective is to develop strategies on how to maintain a positive partnership between the school and the stakeholders and ensure positive educational outcomes in the different programs and projects of the school. Through these partnerships, a shared governance will materialize that would hopefully bridge the gap between the school and the community. Shared governance would mean shared decision-making in addressing the challenges and needs encountered by the school that directly affect the delivery of quality education to every learner.

#### **METHODS**

The descriptive method was utilized in the study to show the present condition and the purpose is to find the truth. The responses given by the respondents were treated with utmost confidentiality. It was found that the level of participation of the stakeholders affected the school's level of SBM implementation.

#### **RESULTS**

The study revealed that seminars and training may be conducted within the school to disseminate information on the importance of SBM and to pacify the differences in the perceptions and understanding of what it is all about. School officials should develop linkages with stakeholders to encourage them to participate in the planning, implementation, and evaluation of the school activities that greatly contribute to the welfare of students.

#### **DISCUSSIONS**

The following strategies were found to be the most effective steps to develop positive and productive community linkages: transparency and open communication, awards and recognition, ethical partnership and involvement of parents to school activities. Collaborative efforts are necessary for the realization of the school's goals and objectives. The study will be of great help to every school to improve their level of SBM implementation and at the same time ensure the success of all the programs and projects initiated by the school.

**KEYWORDS:** The keywords used in the study are stakeholders, level of participation, implication and School-Based Management.

**SUBMISSION ID: R04A-BATANP-0155**



**Level of Understanding of Students in Proper Usage of Preferred  
Punctuation Marks From Kwf: A Guide to a Prudent Writing**

Luigi Espiritu & Marjorie Laguador, Looc Integrated School

**Abstract**

**INTRODUCTION**

Punctuation marks are an integral part of the written language. Each punctuation changes the tone of every expression that a person wants to use. Some marks indicate the relationship of one part of a sentence to the other. It may also indicate the end of a sentence or a question. Moreover, it is used to display citations in another language.

**METHODS**

The researchers used a questionnaire for 250 student respondents. By statistically analyzing and computing data gathered, results were reported in frequency, percentage, mean, standard deviation, and correlation. The frequency, percentage, and correlation of data from the Likert Scale instrument are used for knowing and analyzing the level of knowledge of students.

**RESULTS**

Researchers have found that Grade 7 students of Looc Integrated School had much knowledge of how to use punctuations. The Period, with a cumulative weighted mean of (4.06), got the highest score; comma, colon, dash, parenthesis, ellipsis were all second highest. Grade 7 respondents had moderate knowledge of the semi-colon and hyphen, with weighted mean points of 3.47. Both punctuation marks earned the third highest score based on the instrument used by researchers.

**DISCUSSIONS**

Punctuation marks are essential for teaching and learning processes. Based on data gathered by the researchers, students have enough knowledge in the proper use of a period.

**KEYWORDS:** punctuation marks, commission,

**SUBMISSION ID: R04A-CALAMB-0312**



## **Leveling Up Spelling Proficiency Using Group Activities and Games**

Judith Carayap & Ligaya Martir, Department of Education Calamba City

### **Abstract**

#### **INTRODUCTION**

In the past 3 years of participating in different District and Division Level Competitions of La Mesa Elementary School particularly in spelling and writing, the researcher observed that children were not that competitive despite numerous training and practices conducted before the contests. The spelling proficiency of children did not meet the standard required due to several reasons such as not mastering the skills in phonemic awareness during their later years resulting to poor spelling, uninteresting and unattractive activities employed during the teaching-learning process. This study aimed to improve the level of proficiency of Grade 5 pupils in Spelling using Group Activities and Games.

#### **METHODS**

A descriptive study was employed to describe the spelling performance of 42 pupils before and after the utilization of spelling activities and their experiences. The statistical tools like weighted mean and mean percentage score were utilized to define the level of performance of pupils in spelling before and after the implementation of different strategies. A standard deviation and paired sample t-test were also employed for hypothesis testing.

#### **RESULTS**

Most of the learners improved their level proficiency in spelling. Majority of them reached a high performing level after every spelling activity. It was also revealed that the spelling activities used by the teacher had played a significant effect on the improvement of spelling performance which was clearly shown on the difference between pre-test and post-test scores. Furthermore, the learners were able to relate their learning experience in spelling. They had positive responses towards group activities and games. They felt excited, motivated, happy, and challenged every time there is an activity in spelling. Through these activities, they were able to realize the importance of teamwork and helping each other to achieve the common goal.

#### **DISCUSSIONS**

The results demonstrate the need for pupils to be exposed to different innovative and creative strategies (Group Activities and Games) to help them to improve their spelling performance. These aided learners in keeping them motivated and interested in the lessons.

**KEYWORDS:** Spelling proficiency, group activities, group games

**SUBMISSION ID: R04A-CALAMB-0326**



**Levels of Assessment on Consciousness Quotient (Cq) and Emotional Interests of Selected High School Students of Daughters of Mary Immaculate-St John Evangelist Circle, inc.**

Analyn Vergara-City Schools, Division Of Tanauan-Janopol Oriental NHS

**Abstract**

**INTRODUCTION**

This study intends to find out the relationship of the consciousness quotient with the emotional interest in life of selected high school students in Daughters of Mary Immaculate-St. John Evangelist Circle Inc. in terms of the identified five elements of emotional interests namely, self-awareness, emotional management, self-motivation, empathy, and interpersonal skills. With this, the ability of high school students to control emotions will be assessed so as not to be carried away easily by the flow of negative and evil elements, be able to maintain a state of harmonies and quiet in oneself, and be confident in dealing with the daily challenges of life.

**METHODS**

The study utilized the descriptive method of research through the survey technique. The respondents of the study are 131 students: 46 students from Grade 7, 26 from Grade 8, 31 from Grade 9, and 27 from Grade 10 level. Data were gathered through a survey questionnaire. It was adopted with slight modification from the study conducted by Brazdau (2009) on consciousness quotients. The questionnaire was written in two parts, namely, the profile of the respondents as Part I, and Part II, on the level of assessment on consciousness quotient and level of assessment on their emotional interest in life.

**RESULTS**

Findings revealed that age and grade level are significantly different to the level of consciousness quotient composed of physical consciousness, emotional consciousness, self-consciousness, mental or cognitive consciousness, and social-relational consciousness and also in the level of emotional interest in life which focuses on self-awareness, emotional management, self-motivation, empathy, and interpersonal skills. However, in terms of gender, it is not significantly different which means that the male and female have almost the same ratings.

**DISCUSSIONS**

Based on the findings, the respondents' assessment of emotional interest when grouped according to respondents' age and grade level, it concluded to be significant. However, the perceptions for emotional interest in terms of gender are not significantly different which means that the male and female have almost the same ratings. The respondents' assessment of the level of consciousness quotient to their level of emotional interest in life is significant and has a strong positive correlation. A personal effectiveness program is proposed for the incoming Senior High School.

**KEYWORDS:** consciousness quotient, emotional interest, descriptive method, personal effectiveness program

**SUBMISSION ID: R04A-TANAUA-0176**



**Levels of Bullying as Related to Personal and Family Characteristics of Junior High School Students of Pedro A. Paterno Nhs: Basis for Support Program**

Harlene Riz Bautista & Luisa L. De Leon

**Abstract**

**INTRODUCTION**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. It will give a support program regarding anti-bullying zone for students in Pedro A. Paterno NHS and will focus on the positive output of the study.

**METHODS**

The researcher used convenience sampling in selecting the respondents. A total of 20 males and 22 females who are available at the time of data collection were made respondents of this study. To achieve the goal of this research study, a researcher-made questionnaire was used. These questionnaires underwent a validation process on content. It was tested on twenty teachers of Area 1. They are professionals in their field of study. For several times they tested the questionnaires to validate it and some gave several suggestions to improve the same.

**RESULTS**

Parents must take an active role in their child's life and safety. If a parent knows that their child is bullying, then they must take steps to stop this behavior. Going to counseling can help get to the root of the issue and help the bully to change their behavior before it is too late.

**DISCUSSIONS**

Bullying does not have to be a reality that one must live with. If a person is being bullied, they should tell someone: a parent, teacher, or counselor.

**KEYWORDS:** bullying, personal and family characteristics, intermediate students

**SUBMISSION ID: R04A-BATANP-0298**



**Levels of Job Satisfaction and Adaptive Coping Mechanisms of Teacher:  
Basis for a Faculty Development Program**

Chedy Shane G. Lopez

**Abstract**

**INTRODUCTION**

Teaching is one of the most important jobs, yet it is also one of the most stressful. For optimum results, their satisfaction is of utmost importance. This study is geared towards improving the level of job satisfaction and adaptive coping mechanisms among elementary and secondary teachers. A faculty development program was drafted as a result.

**METHODS**

Using a descriptive approach, this study covered the demographic profile and perceptions of 158 teachers from public elementary and secondary schools. Through their responses to the researcher-made questionnaire, the description of the current situation as regards the level of job satisfaction and adaptive coping mechanisms was ascertained.

**RESULTS**

The finding shows that majority of the respondents are in between the ages of 26-35 years old, most are female respondents, bachelor's degree holders and married. The perceived level of job satisfaction of teachers is at a moderate level. There is no difference between the levels of job satisfaction in terms of sex. However, Ages 56 years old and above were reportedly less satisfied with their jobs. Also, respondents with master's degree and Ph.D. holders have a higher level of job satisfaction compared to those who are bachelor's degree holders. The respondents used different adaptive coping mechanisms in terms of physiological, psychological, and sociological. The adaptive coping mechanisms that are frequently used are resting or sleeping, improving physical appearance, considering pupils/students as a gift from God, looking at the situation that they are becoming closer to God when they feel helpless, treating their students with love and kindness by assisting in all their needs, and attending or participating in religious/spiritual services. Lastly, based on the results, there is a positive relationship between job satisfaction and adaptive coping mechanisms.

**DISCUSSIONS**

The overall purpose of this study was to examine levels of job satisfaction and its relationship with the use of adaptive coping mechanisms of teachers. Teachers are using different adaptive coping mechanisms to cope with stress. Using different adaptive coping mechanisms is one way to improve the levels of job satisfaction. Providing opportunities for career advancement, recognition, and disseminating the importance of using adaptive coping mechanisms to teachers are important to raise the level of job satisfaction and maintaining the emotional well-being of teachers as well.

**KEYWORDS:** job satisfaction, adaptive coping mechanisms, teachers

**SUBMISSION ID: R04A-TANAUA-0040**



**Levels of Participation of School Stakeholders to Different School initiated Activities and the Implementation of School-Based Management**

Ma. Luisa J. Rosales, Camp Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

In the Philippines, to achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes (Abulencia, n. d. ; Department of Education, 2006). Locally, it has been observed that although the schools are doing their best in linking with different school stakeholders, declining results had still been reported by schools on some of the school-initiated activities. Hence, this study investigated whether the level of SBM implementation affects the level of participation of the different stakeholders to school-initiated activities.

**METHODS**

The study utilized the use of the descriptive-correlational method. The ten respondents were chosen purposively following the ethical considerations in conducting a quantitative study. A researcher-restructured and researcher-made questionnaire which was validated and checked by experts was used by the researcher. Answers given were statistically interpreted using Mean and Standard Deviation and (2) Pearson Product Moment Correlation (Pearson  $r$ ).

**RESULTS**

The level of participation of school stakeholders to different school-initiated activities can be significantly affected by the level of SBM implementation. The results of the study can be used in conceptualizing a framework to better plan the activities which will contribute to the holistic development of the institution and can be adopted by other schools in the Division.

**DISCUSSIONS**

The results imply that the respondents are aware that the implementation of the different activities is affected by the SBM implementation. The school authorities are encouraged to device a program that will enhance the participation of stakeholders to support the school.

**KEYWORDS:** School-based management, stakeholders, participation, school-initiated activities

**SUBMISSION ID: R04A-CALAMB-0368**



**Lexical inquest of Genzer's Phenomenal Lingo and Language Deportment  
in Facebook**

Kristiane Mae Zabala, Quezon National High School

**Abstract**

**INTRODUCTION**

The youth use Facebook in most aspects of their daily routine since it facilitates immediacy and ease of expression. This provoked the researcher to understand what underlies the creative language and audacious expression in Facebook. Generation Z are referred to as GenZers in this study.

**METHODS**

GenZers' posts and conversations on Facebook were investigated by the triangulation method: textual analysis, questionnaire, and observation. The researcher requested four interpreters to validate the research findings.

**RESULTS**

GenZers' lingos in Facebook were formed through omission, addition, and substitution. Although interjection emerged to be widely used by GenZers, the study also revealed that like any other words in the dictionary, their words and terms depended from context to context when it comes to lexical categories. Further scrutiny revealed that GenZers' phenomenal lingos were internet slang, gay lingo, and "pabebe" expressions. GenZers' language deportment showed that the platform was used for self-disclosure, social relationship, and social awareness. Recurring themes of self-disclosure revealed their feelings, temperaments, point of views, and interests.

**DISCUSSIONS**

When GenZers talk to their fellow GenZers, they use a language that is common among them and understood by their group to signify affinity. Facebook played a vital role for GenZers to self-disclose as revealed by the recurring themes of self-disclosure on their posts.

**KEYWORDS:** generation z, lexical categories, language deportment, Facebook

**SUBMISSION ID: R04A-QUEZON-0099**



## **LGBTQ Teachers Teaching Styles: Impression of Selected Grade 6 Learners in Ladislao Diwa Elementary School**

Richie Vasquez, Department of Education - Division Of Cavite City

### **Abstract**

#### **INTRODUCTION**

Nowadays, homosexuality is increasingly being tolerated in the Philippines. Most Filipinos appear to be more comfortable with gays if they fit certain stereotypes and behave according to accepted norms. Gays are mostly seen in theaters or beauty parlors, but not as doctors, teachers, and other professionals. In the Philippine educational system, it was found that LGBTQ teachers are subject to discrimination under the guise of "academic freedom". LGBTQ issues are not included in the curricula. However, in the year 2012, the Department of Education issued an order to protect children and teachers from violence, abuse, and exploitation regardless of sexual orientation and gender identity. The researcher aimed to determine the impression of Grade 6 learners in terms of the teaching styles of their LGBTQ teachers and if they found that their teacher is a part of the LGBTQ community.

#### **METHODS**

The respondents were Grade 6 pupils of Ladislao Diwa Elementary School, Division of Cavite City, School Year 2016-2017. Each class was divided into two groups, the boys and the girls. It also determined what gender had positive and negative responses. This qualitative action research used teacher-made sample questionnaires and random interviews.

#### **RESULTS**

Based on data gathered, there was a great significant positive impression from pupils. During the interview, almost all learners liked the teaching strategies showed by teachers. They added that the LGBTQ teachers were bubbly, compassionate, and creative. 85% of learners gave positive impressions and 15% had negative responses which imply that there were learners who were still not open to the LGBTQ community. Most female respondents had the greatest number of positive impressions compared with the male. They never said that they do not like their teachers, they just could not understand the LGBTQ thing, but they are open to further teaching sessions to learn about the community.

#### **DISCUSSIONS**

The positive impression of learners put a huge implication that learners nowadays are more open-minded. This study also breaks the stigma of inequality and gender bias. The respondents also stated that the teaching styles of LGBTQ teachers never had a negative effect on their academic performance. Instead, it has a positive contribution to their learning habits and even improved their academic performance. Learners become more respectful towards LGBTQ teachers. They learned to appreciate and respect their LGBTQ classmates. They also understand that LGBTQ people are humans and deserve to be respected and are equally worthy of rights and love. The findings of this study are strongly recommended by the researchers to be used for the basis of Gender and Development (GAD) programs in school and other references towards GAD researches.

**KEYWORDS:** homosexuality, LGBTQ teachers, discrimination, gender identity, equality, gender and development

**SUBMISSION ID: R04A-CAVITC-0001**



**Life After Graduation of Senior High School-Technical Vocational and  
Livelihood Track Graduates of Tanza National Trade School**

Edison Feranil, Tanza National Trade School

**Abstract**

**INTRODUCTION**

The Philippine response to the Asian regionalism and globalization is the implementation of the K-12 program in 2016, introducing 2 years of senior high school after the existing 4 years of junior high school. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, to develop lifelong learners, and to prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Republic of the Philippines Official Gazette, 2013).

**METHODS**

The study used a descriptive research design. This design enabled the researcher to gather, analyze, and interpret the status of the participants and to further analyze if the main objective of the senior high school program was attained in Tanza National Trade School. Aside from the descriptive part, an interview was necessary to validate the gathered data on the chosen path and life after the graduation of senior high school students.

**RESULTS**

Results further show that in a trade school in Cavite, all of the objectives of the K to 12 program were attained in which majority of the graduates of senior high school pursue further education, some are employed, and few become entrepreneurs. TVL track course graduates of Tanza National Trade School pursued further education that are in line with their field of specialization such as animation, automotive servicing, bread and pastry production, computer programming, electrical installation and maintenance, electronic products assembly and servicing, and food and beverage services. While shielded metal arc welding and tailoring and hairdressing TVL track graduates pursue further education that are not in line with their field of specialization. The Universal Act of free quality tertiary education in the Philippines or RA 10931 and the tight competition in the global market played significant roles for the graduates to pursue further education. While family financial needs and gained competitiveness through National Certifications are substantial for the graduates to be employed after graduation.

**DISCUSSIONS**

Generally, all the objectives of K to 12 program were attained in Tanza National Trade School which majority of the graduates of senior high school pursue further education, some are employed, and few become entrepreneurs.

**KEYWORDS:** tracer, K to 12 program, senior high school graduates

**SUBMISSION ID: R04A-CAVITP-0061**



**Life Values inventory of Grade 9 Students: An Effective tool toward School Guidance initiatives**

Merry Joy Ching & Delon Ching

**Abstract**

**INTRODUCTION**

Students in public schools have manifest varied behaviors. Their values are developed at home, in the school, and their communities. Several studies have identified the impact of student's values on academic achievement and this study focused on recommending guidance initiatives that develop students' life values. This study is designed in describing the life values of Grade 9 students in Looc Integrated School and how it affects the areas of life that are valued by them.

**METHODS**

Descriptive design is utilized to determine the life values of 170 randomly selected Grade 9 students and later subjected to correlational research as to how it affects the areas of life valued by them. The Live Values Inventory instrument of Duane and Crace (1996) was used and modified to suit the school condition. From the gathered data, school-initiated activities will be proposed.

**RESULTS**

It is evident that achievement and loyalty to the family always guide the student's behavior. In addition, belonging, concern for the environment, concern for others, creativity, health and activity, humility, independence, privacy, responsibility, scientific understandings, and spirituality often guides their behavior but sometimes in financial prosperity. The most valued areas of life are their family and next is education. Meanwhile, least valued by them is an intimate relationship. The result showed that there is a significant moderate relationship between the life values variables and the areas presented in the study which imply that valuing the importance of family in the life of the student is contributory as an inspiration to achieve more.

**DISCUSSIONS**

Based on the result of the study, since the family is the most valued area of life, schools should initiate programs that would highlight family importance in developing student values. An initiated activity like parenting seminar could be done to educate them with a parenting style that is needed in understanding the current trends of student or child behavior. In this activity, schools can incorporate the discussion of strategies or approaches that will help parents guide their children with life values. A Family Day activity should also be done in public schools to build strong family ties and promote social activity which will make students realize that family is the area of life to be valued most. Lastly, the researchers hereby proposed parent-child recollection activity since students valued their family most which may lead them to achieve more.

**KEYWORDS:** Life Values, Areas of Life, School Guidance Initiatives

**SUBMISSION ID: R04A-CALAMB-0388**



**Lihok Ko, Litok Mo: A Strategy in Developing Kindergarteners' Sound Production and Letter Recognition**

Raquel Babay, Department of Education - Hinatuan South

**Abstract**

**INTRODUCTION**

Kindergarten is no longer the place where a child learns letters' names and sounds, it is now a place where a child learns the foundations for reading. In order to help a learner develop their learning in letter recognition and letter-sound production, it is important to have some multiple strategies so that the learner can easily understand the misconceptions and the challenges pupils face when learning. The study was conducted to enhance letter recognition and letter-sound production in kindergarten pupils. The researcher utilized Lihok ko, Litok mo strategy to help children incorporate body language through learning.

**METHODS**

The study utilized a descriptive method utilizing pervasive sampling. The source of the data for this research is from Philippine Early Childhood Development checklist under DepEd Order No. 47, series of 2016. It is a normed development screening for 3 to 5-year-old Filipino children and has a standard protocol for administration and scoring, it provides significant information about a child's developmental status in assessing basic domains among kindergarten pupils. The researcher had conducted a pre-test to identify the respondents' programs.

**RESULTS**

The result shows that of the 20 items given to 15 identified respondents the average score is only 5 which is interpreted as Slight Delay. It signifies that there is a need for interventions. After the interventions it shows that of the 20 items given to the same respondents, the average score (mean score) is now 12.86 which now registers as Average Development. It implies that there is an increase in the level of performance after employing the Lihok ko, Litok mo Strategy.

**DISCUSSIONS**

Teachers are encouraged to utilize a strategy appropriate for learners to enhance the level of their performance. Lihok ko, Litok mo strategy is an effective way of teaching a kindergarten learner, it could be utilized in the classroom to demonstrate awareness of letter recognition and sound production. It is important to know the difference because learners will eventually need each separate skill for different things. In addition, it is required for kindergarten teachers to teach letters and sound recognition because it is the learner's steppingstone in reading, writing, and spelling.

**KEYWORDS:** Lihok ko, litok mo strategy, kindergarteners, sound production, letter recognition

**SUBMISSION ID: R013-SURSUR-0101**



**Lingo Bingo: A Tool for Enhancing Grade VI Science Vocabulary at  
Kaylaway Elementary School**

Randy Acal, Batangas Research Association For Value-Driven Education

**Abstract**

**INTRODUCTION**

The Department of Education prescribed Science as a required subject for basic education. The content and coverage were specified in their curricula. Teachers in pre-service training and those who are already in the field were directly responsible for providing the knowledge and experiences needed for successful curricular implementation. With the principles and laws of Science applied, people produce new and improved products and processes. Thus, this paper aims to enhance Grade VI Science vocabulary at Kaylaway Elementary School through Lingo Bingo.

**METHODS**

The respondents were determined through a probability sampling method. All sections of Grade VI have a chance to be respondents, a lottery was used to determine only two sections to be chosen as respondents, the control, and the experimental group respectively. Grade 6 Peony, the experimental group is composed of 40 pupils and Grade 6 Zinnia, the control group is composed of 42 pupils. There was a total of 82 respondents in this study. They were given Pre-Test/Post-tests. This study undertook an experimental method using weighted mean and t-test to examine the relationship between the variables.

**RESULTS**

The t-Test results showed that there is a no significant difference between the pre-test results of the controlled and experimental group. Therefore, it indicates that the controlled and experimental group have low performance in their pre-test. However, there is a significant difference between the post-test results of the controlled and experimental group. Thus, it can be gleaned that there is a great impact of Lingo Bingo in teaching Science vocabularies to pupils of Kaylaway Elementary School.

**DISCUSSIONS**

The research shows that the majority of the participants have positive attitudes toward Lingo Bingo. In addition to that, they gave favorable responses to the effects of Lingo Bingo in developing science vocabulary of Grade VI pupils. In developing scientific knowledge and skills of pupils, the teacher used games to motivate pupils to participate actively in class discussion. Based on the findings and conclusions of this study, recommendations made by the researchers were endorsed for the schools, teachers, and future researchers.

**KEYWORDS:** tool, enhance, vocabulary

**SUBMISSION ID: R04A-BATANP-0225**



## **Linguistic Landscape: Strategy to Improve Vocabulary Development and Reading Comprehension**

Ma. Eloisa Barbosa & Necitas A. Bagawisan

### **Abstract**

#### **INTRODUCTION**

Some of the most important language proficiency skills are vocabulary understanding and reading comprehension skills (Moghadam, Zainal & Ghaderpour, 2012). In connection with this, vocabulary skills and reading comprehension must be improved because these two skills are the forefront of literacy (Glende, 2013). Vocabulary knowledge and reading comprehension skills have a strong significant relationship ((Ehsanzadeh, 2012; Qian, 2002; StÅhr, 2008 as cited in Teng, 2016). The purpose of this study is to develop students' vocabulary knowledge and reading comprehension skills using linguistic landscape strategy. The participants were purposively selected based on their level of performance in reading comprehension skills and vocabulary development.

#### **METHODS**

Participants were assessed through administering a standardized diagnostic test about vocabulary and reading comprehension to measure the level of performance in the selected skills without yet applying the linguistic landscape strategy. Consequently, the post-test was also administered with the application of linguistic landscape strategy. Thus, the significant difference was observed with or without the integration of linguistic strategy. Paired T-Test was the statistical tool used to assess the validity of data gathered.

#### **RESULTS**

The study reveals that linguistic landscape is another strategy to be used by teachers in unlocking difficulties and helping students understand the reading text. However, there are still some of the strategies which are proven effective, but for Grade seven students, linguistic landscape strategy works. In addition, the visibility of languages on objects that mark the public space captures students' attention in comprehending the unfamiliar words even without the meaning given or presented

#### **DISCUSSIONS**

This study will only focus on the improvement of the reading and vocabulary knowledge of Grade seven students. Thus, the intervention was conducted to the selected students using the linguistic landscape strategy. Furthermore, this study is new in action research, but it was proven effective as a means of strategy in enhancing vocabulary and reading comprehension skills of language learners. The value of this research is to develop the skills of students for them to understand any reading selection. Also, it is a heuristic type of action research as students have to experience to use linguistic landscape for them to improve the skills they already have.

**KEYWORDS:** L-Landscape

**SUBMISSION ID: R04A-CABUYA-0061**



## **Linking Professional Development and Students' Academic Performance**

Noel Sequito, City Schools Division Of Cabuyao

### **Abstract**

#### **INTRODUCTION**

This research is concerned with determining the level of professional development of teachers and its correlation to students' academic performance. It is significant to know for the administration to produce programs, projects, and activities needed by teachers.

#### **METHODS**

A descriptive research design coupled with document analysis was used in the study. A total of 157 teachers which is composed of 137 Junior High and 20 Senior High School teachers were the respondents of the study.

#### **RESULTS**

The level of professional development of teachers in the City Schools Division of Cabuyao as indicated by the Learning Action Cell has the highest level of participation while demonstration teaching has the lowest level of participation. Teachers' participation in seminar-workshops has a high level of participation in the Division level while professional reading has a low level of participation. The students' academic performance assessed through the MPS of Quarterly Test has a satisfactory rating. It was found that there is no significant correlation between the level of professional development and students' academic performance.

#### **DISCUSSIONS**

The results of the study will be utilized as input in developing a priority training program for teachers that will improve the academic performance of students. This study shed light on the assumption that professional development of teachers plays an important role that may create positive effects on the academic performance of students.

**KEYWORDS:** Professional Development, Students' Academic Performance, Input to Priority Training Program

**SUBMISSION ID: R04A-CAVITP-1678**



## **Linking Reading and Numeracy Using Mathematics-Based Reading Materials for Grade 7**

Loyd Botor, Palsong National High School

### **Abstract**

#### **INTRODUCTION**

Reading and numeracy are two important skills that every student needs to possess. These skills are closely related as an understanding of mathematical concepts often pre-requires reading ability and comprehension. Hence, reading skills need to be addressed vis a vis the numeracy skill. However, this task is often a demanding challenge considering issues like access to readily available reading remediation materials and teachers' readiness to teach the skill. It is along with this setup that this Basic Education Research Fund (BERF)-funded research was implemented to develop both the reading and numeracy skills of learners through a remediation project that utilize teacher-made Mathematics-based reading materials.

#### **METHODS**

This research employed the descriptive method of research in determining the improvement in the reading and numeracy performance level of Grade 7 Unity students of Palsong National High School in Camarines Sur. The performance level of the respondents before and after the intervention was determined using assessment tools in the form of oral and written tests.

#### **RESULTS**

Ability to read does not necessarily amount to comprehension. When students could not read, their understanding is also at stake. Improvement in the reading and numeracy skills of students was affected by students' absenteeism and their attitude towards reading. There were manifestations of inhibitions among students when asked to perform specific activities which may be due to their age. Both the reading and numeracy teachers only resort to teacher-made and/or teacher-identified materials as standardized reading and numeracy materials are often expensive and unavailable. The Mathematics-based reading materials developed were all rated as highly acceptable by the Mathematics teachers, reading teachers, and students and were found to have improved students' reading and numeracy performance.

#### **DISCUSSIONS**

Comprehension requires reading ability. In ensuring that students better understand the various concepts and problems in Mathematics, they should possess the required reading skill. Improving students' reading skill using reading materials that introduce mathematical concepts ensures a strong link between the two interrelated skills. Hence, Mathematics-based reading materials that satisfy both the reading and numeracy competencies may be developed to provide teachers and students with readily available materials in reading and numeracy.

**KEYWORDS:** linking reading and numeracy; Mathematics-based reading materials

**SUBMISSION ID: R005-CAMSUR-0010**



**Linking Teaching Competencies and Mathematics Beliefs among  
Secondary Mathematics Teachers in Area I, Batangas**

Maricel Mercado, Department of Education, Division Of Batangas, Tumulim NHS

**Abstract**

**INTRODUCTION**

In the quest for quality education, a teacher plays an important role in the teaching-learning process. A competent teacher can effectively transmit knowledge, skills, competencies, and values needed by the learner. The key factors in any teaching-learning environment are teacher's competencies and teaching effectiveness. To be competent, the teacher must effectively transmit the necessary competencies to the learner. In doing so, teachers need to know what really characterizes a competent teacher.

**METHODS**

The study utilized the descriptive method of research to determine the needed information regarding the teaching competencies and beliefs of mathematics teachers. Descriptive method is viewed to be suitable to the present study which assessed the links between teaching beliefs and teaching competencies of secondary mathematics teachers in Area I, Batangas.

**RESULTS**

Most of the respondents are in the age bracket of 30-39, female, with master's unit, teaching for 1 to 5 years, teacher 1, not active in attending seminars and training, and do not conduct research. This study found a significant difference in the levels of teaching competencies of mathematics teachers when grouped according to the profile variable. The secondary mathematics teachers agree on mathematics beliefs. There is no significant relationship between teaching competencies and mathematics belief of the respondents except personal growth and professional development with the nature of mathematics.

**DISCUSSIONS**

A competent teacher can effectively transmit knowledge, skills, competencies, and values needed by the learner. The key factors in any teaching-learning environment are teacher's competencies and teaching effectiveness. To be competent, the teacher must effectively transmit the necessary competencies to learners. In doing so, there is a need to know what really characterizes a competent teacher.

As a professional teacher, they are actively involved with learners, fellow teachers, school officials, and community leaders. At the heart of their involvement in the teaching-learning process are dynamism and relevance. To respond to the demand and the call of the profession, there is a need to continuously assess teachers' competencies.

**KEYWORDS:** Competencies, beliefs, mathematics teachers

**SUBMISSION ID: R04A-BATANP-2014**



**Listening Comprehension Skills in English of intermediate Pupils of  
Tagaytay City Central School**

Joel Rolle, Department of Education, Cavite Tagaytay City Central School

**Abstract**

**INTRODUCTION**

Listening has become an important part of many foreign language programs in terms of second language acquisition. This study focused on listening comprehension skills in English because the researcher believed that listening comprehension has long been neglected and overlooked. It was necessary to help learners improve their listening skills and teachers must understand their listening difficulties and instruct effective strategies. Teachers should know how to incorporate listening into teaching and provide opportunities both inside and outside the classroom for them to be exposed to significant listening output.

**METHODS**

This study employed a descriptive survey design using a questionnaire. One hundred (100) intermediate pupil-respondents were selected by random sampling using the fishbowl technique. The researcher used frequency counts and percentage for the profile of the respondents, weighted mean and ranking to perceive the listening comprehension skills in English, and t-Test to determine the significant difference in the responses of respondents when they were grouped according to their profile variables and to determine the significant difference in the responses of the two groups of respondents with regard to listening comprehension skills.

**RESULTS**

Grade 5 pupils agreed while Grade 6 pupils disagreed on their listening comprehension skills as to the content of the lesson. Both respondents agreed on their listening comprehension skills as to listening ability and attention span. There is no significant difference in the responses of respondents regarding their listening comprehension skills when they are grouped according to their profile variables. There was no significant difference between the responses of the two groups of respondents regarding their listening comprehension skills.

**DISCUSSIONS**

The results and findings of the study imply that learners should be encouraged to always have a positive outlook on the importance of listening regardless of their age and gender. Pupils should participate and work together with the guidance of English teachers to improve their listening comprehension skills. Teachers should utilize different accessible places in the school during listening lessons and varied strategies. These strategies should be included in the in-service training to improve the knowledge of teachers on teaching listening.

**KEYWORDS:** listening comprehension, intermediate pupils, difficulty, language acquisition

**SUBMISSION ID: R04A-CAVITP-0279**



## **Listening Exercises Using Dictogloss Approach**

Joenalyn Garcia, Teacher

### **Abstract**

#### **INTRODUCTION**

Language learning is a process that develops the ability of a human being to communicate with other people using the language itself. For them to learn a language there are four skills that they need for complete communication. They usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills or also known as macro skills.

#### **METHODS**

The researchers used the descriptive method of research in conducting this study. The respondents of the study were 40 English teachers from Batangas National High School with a questionnaire as the main data gathering instrument and documentary analysis as support. Frequency, percentage, ranking, weighted mean, and composite mean were the statistical tools used in the study.

#### **RESULTS**

In the questionnaires distributed, the study revealed that there were four steps followed in conducting dictogloss activity such as preparation, dictation, reconstruction, and analysis and correction. The dictogloss approach was acceptable in improving the listening micro skills of students and there were two micro skills that seemed difficult for students, these are detecting meanings expressed in differing grammatical forms/sentence types and rephrasing and reconstructing texts. The researchers proposed listening exercises which were based on dictogloss approach.

#### **DISCUSSIONS**

The previous learning of pupils about the macro skills is really a great help for the listening exercises using dictogloss approach but they need more activities in order for them to enhance their macro skills. The respondents need more training or knowledge for them to share with their pupils. The listening exercises may be used by teachers to develop the listening skills of students.

**KEYWORDS:** dictogloss, language, communication, macro skills

**SUBMISSION ID: R04A-BATANP-1048**



**Literacy Matters: Intervention on Reading Skills in English of Grade Six  
Pupils of San Miguel Elementary School**

Marieta Bolanos, San Miguel Elementary School

**Abstract**

**INTRODUCTION**

Enhancing pupils' comprehension is a priority concern of good reading instruction. We have two primary reading activities that we undertake at the threshold to assess the reading abilities and the comprehension levels of our pupils, the oral reading assessment and the Phil IRI assessment, respectively. The latter directly assesses the comprehension skills of pupils by asking basic questions about what is read. It is very disheartening to note that the majority of our pupils were able to read the text but with very limited ideas when it comes to meaning expression.

**METHODS**

In this study, the researcher used different methods to determine the real status of the reading comprehension level of Grade Six pupils of San Miguel Elementary School, Padre Garcia District. The data gathering method was used wherein the teacher designed reading tests to assess pupils reading comprehension and analyze the result and its root causes. Data analysis plans were imposed to systematically implemented procedures in enhancing the reading comprehension of Grade six pupils.

**RESULTS**

33 out of 52 pupils constituting 63% can recognize and read the words independently, 14 out of 52 or 27% of pupils need guidance to read the words, and only 10% or 5 out of 52 can hardly read and need close supervision. Majority of pupils assessed belong to frustration level as shown in the comprehension and reading level results as justified by only 30 out of 52 pupils or 58% in comprehension, and 32 out of 52 or 62% in the reading level. This shows that though pupils can read, they were not able to understand what they read. They could hardly answer the questions based on what they read.

**DISCUSSIONS**

Through these findings, the researcher implemented all the interventions designed in order to attain the desired objective: enhancement of the comprehension level of Grade six pupils. Results show the intervention was effective.

**KEYWORDS:** literacy matters, intervention, reading skills, comprehension

**SUBMISSION ID: R04A-BATANP-0136**



## **Literary Appreciation of High School Students and its Effects to their Communication Skills**

Camille Alcaraz, Ananias C. Hernandez Memorial National High School

### **Abstract**

#### **INTRODUCTION**

One of the most valuable assets which a person can have is a love for good books, a love of literature. It furnishes him with a means of overcoming lack of interest and enthusiasm, with correct attitudes and ideals and develops his character along worthwhile lines. Great literature reveals the common ties that exist among men. By emphasizing the bond of sympathy among men it helps the people of one country to look with affection on people in other countries and makes men conscious for destiny. A better appreciation of literature is important. It fosters personal development and raises human situations.

#### **METHODS**

The study used the descriptive method of research for it was deemed appropriate because it tried to assess how students appreciate literature and how teachers teach literature appreciation. The descriptive study describes and interprets what is. It is concerned with what relationships exist, opinions held, processes that are going on, effects that are evident, and trends that are developing. Hence, the researcher was more guided with this method that involved the collection of data to test or answer questions concerning the status of the topic and the reports it intended to have.

#### **RESULTS**

The literature appreciation of students with respect to poetry obtained the average weighted mean of 3.75 and was in a moderate extent. Thus, the average weighted mean of 3.85 showed that students manifested appreciation in drama in a moderate extent, while the appreciation of high school students in fiction was at a moderate extent with an average weighted mean of 3.86, and students' appreciation of non-fiction stories obtained an average weighted mean of 3.66 which was in a moderate extent. The effects of oral communication obtained an average weighted mean of 4.22 while the written communication gained 4.07. With these, the literature appreciation developed the oral and written communication skills of students and could be attributed to the fact that teachers taught literary appreciation in a great extent due to the effort of teachers who employed different strategies.

#### **DISCUSSIONS**

The proposed plan of action is deemed helpful if teachers and students will work collaboratively in the appreciation of literature because it is almost unanimously considered to be an important part of both language learning and a good education in general. Understanding and positioning oneself in relation to literature foster personal development and raises awareness of different human situations.

**KEYWORDS:** Literature appreciation, development, communication

**SUBMISSION ID: R04A-BATANP-1951**



## **Literary Comprehension through Mother tongue and the Achievement of Grade 3 Pupils in Bugtongnapulo Elementary School**

Lea E. Morales, Rowena G. Bolado, LCBER

### **Abstract**

#### **INTRODUCTION**

The goal of MTB-MLE is to address the high functional literacy of Filipinos where language plays a significant role. But despite the positive perceptions on the use of Mother Tongue-based on a day to day implementation, several problems were identified. One of these was revealed in the 2018 Phil-IRI results where 38 out of 132 Grade 3 pupils were under "Frustration Category". Only a few got to fall under instructional readers which mean that they have moderate reading and comprehension skills.

The main objective of this study was to determine the literary comprehension through Mother Tongue and the achievement of Grade 3 pupils in Bugtongnapulo Elementary School this School Year 2018-2019. Specifically, this study sought to answer the following questions:

1. What is the comprehension level of Grade 3 pupils in literary genres such as poems, short stories, riddles, parables, fables, and legends?
2. What is the achievement of Grade 3 pupils in the following assessment tools integrating Mother Tongue as a medium of instruction in Phil-Iri, Quarterly Assessment, and Report Cards?
3. Is there a relationship between the level of comprehension and in the literary achievement of Grade 3 pupils?
4. What plan of action was formulated to uplift Grade 3 comprehension in literary genres in Mother Tongue?

#### **METHODS**

The quantitative-descriptive method was used to gather data or describe the respondents. It described the relationship between literary comprehension through Mother Tongue and the achievement of Grade 3 pupils.

#### **RESULTS**

Grade 3 pupils of Bugtongnapulo Elementary School have a satisfactory level of comprehension in literary genres, instructional level in Phil-IRI, fairly satisfactory in quarterly assessment and satisfactory level in assessment in Report cards. With relation to the level of comprehension of different literary genres noted significant moderate positive correlation in Phil-IRI, strong positive correlation in quarterly assessment and as well as the assessment in their report cards. To improve and enhance more pupils' comprehension, an action plan was developed.

#### **DISCUSSIONS**

The results demonstrate Literary Achievement, Phil-IRI, Quarterly Assessment, Report Card Assessment have positive and relative connections. Pupils comprehension affects and reflects their performance. With this, teachers must provide more reading materials written in L1 and should enhance ways and strategies on how to uplift the performance of pupils' comprehension.

**KEYWORDS:** Mother Tongue, Literary Genre, Achievement

**SUBMISSION ID: R04A-LIPAC1-0058**



## **Literary tools in the Analysis of Characters' Behaviors in Contemporary Fiction: A Psychoanalytic Approach**

Maria Cathyrine Ambat, Tagaytay City National High School

### **Abstract**

#### **INTRODUCTION**

Literature has the power to make its readers identify themselves with the fictional characters they read about. It is figuratively putting themselves in the shoes of these people that come alive on the printed page. When short stories whose characters suffer the same pain or anguish that they themselves have experienced are discussed in class, those who can relate to the characters will better understand themselves and feel better because reading about other people's problems will provide a healthy release of tensions and anxiety. This is the catharsis that literature makes possible.

#### **METHODS**

The present study was qualitative in nature. A descriptive method using content analysis identified the characters' behavioral patterns. This was followed by a document analysis of the characters' psyches'. Four criteria were followed in the choice of the stories to be analyzed.

#### **RESULTS**

This study can be used in the contextualization of the psychoanalytic theory in K-12 curriculum. This can be included in the following: (a) Content: The study included the story written by National Artist Jose Garcia Villa. Bliss and The Rocking Horse Winner are works of Anglo-American writers, Katherine Mansfield and D. H Lawrence. (b) Performance Standard: Freud's psychoanalysis is helpful in the critical interpretation and analysis of a text. (c) Learning Competencies: The following figures of speech are used in the stories: metaphor, irony, imagery, and symbolism as well as the techniques.

#### **DISCUSSIONS**

The following protagonists exhibit the function of the Id: Bertha Young, Harry Young and Pearl Fulton of "Bliss"; Paul and Hester (Paul's mother) of "The Rocking Horse Winner"; Reve of "The Dust Monster"; and Juan Kola of "The Son of Rizal". Some of the characters exhibited the Ego, using Freud's Defense Mechanisms of Identification, Displacement, Repression, Projection, and Reaction Formation. Identification and projection are evident in Bertha Young's behavior. Identification and reaction formation by Harry, Paul showed signs of identification while projection and reaction formation in Hester's character. Reve has used identification and displacement of defense mechanisms. The same is true with Juan Kola of "The Son of Rizal" who used displacement and repression defense mechanisms. Superego is observed in Bertha's character in "Bliss" and Hester's of "The Rocking Horse Winner". In addition, literary elements and techniques were used as tools for the characters' psyches.

**KEYWORDS:** ego, id, superego, psychoanalysis, literary tools

**SUBMISSION ID: R04A-CAVTP-0588**



## **Literature Connect: Bridging Language Learning Gaps among 21st Century Learners**

Celeste Cortez, Bolbok INHS, Department of Education - Lipa

### **Abstract**

#### **INTRODUCTION**

English language learning remains to be the most serious and most rampant learning difficulty despite the department's effort to provide quality education. Lit Connect is a research that is premised on a specific language program integrated English classes with the purpose of alleviating reading problems among Grade 9 students of Bolbok Integrated National High School in Lipa City.

The use of literature as springboard had a significant effect on students' listening comprehension, fluency, and vocabulary. Moreover, literature as academic reading had a significant effect on reading comprehension, oral language, grammar and writing comprehension.

#### **METHODS**

This study focused on the literature-based strategies in developing language competencies among Grade 9 students in the Bolbok Integrated National High School. The researcher made use of the experimental pre-test-post-test design whereby a careful analysis of the gathered data is made in order to arrive at the needed answers to the problems posited in the study.

This study was conducted in the subject school, with four Grade 9 classes. Grade 9 English teachers and students were taken as the respondents of the study.

#### **RESULTS**

A significant relationship exists only between post-test results and the following variables: vocabulary, viewing, grammar and study strategies as affirmed by a p-value of  $p < 0.05$ . The coefficient of variation ( $r^2$ ) represents the rate of variation of post-test results based on the perception of the respondents regarding the utilization of literature-based strategies.

Of all the domains of the English language, only four of them showed a significant relationship with the literature based strategies. These were vocabulary, viewing, and grammar. These five domains are highly interrelated with each other, especially with vocabulary and viewing which have similar  $r^2$  and p-value.

#### **DISCUSSIONS**

The results imply that Grade Nine English teachers of Bolbok Integrated National High School religiously comply with the Department of Education orders and regulations on instructions and curriculum implementations. Furthermore, they are abreast with the current trends in language teaching. However, since the result of the study showed that six out of the ten domains have no relationship at all to the result of post-test, teachers should focus more on how to improve and develop those domains namely listening comprehension, fluency, oral language, reading comprehension, writing and composition, and attitude.

**KEYWORDS:** literature, reading, learning, strategy

**SUBMISSION ID: R04A-LIPAC1-0122**



**Literature-Based instruction Strategies for English Language Proficiency of  
Grade 8 Public School Students (Cluster A-2) in Calamba City**

Valarie Naval, Teacher III

**Abstract**

**INTRODUCTION**

The endeavor of the study was to assess the Literature-Based Instruction Strategies in teaching English in relation to the language proficiency of Grade 8 students of Calamba National High School (Main), Calamba National High School (Annex), Looc National High School and Makiling National High School. Specifically, it sought to find out the following: the assessment of teachers and students in terms of scaffolding, modeling, cooperative learning, independent reading and literary response; the difference in the assessment of the two groups of respondents on the Literature-Based Instruction Strategies; the English language proficiency of Grade 8 students; and the extent of its observation to the language proficiency of Grade 8 students in English.

**METHODS**

The respondents of the study were 8 teachers in English and 320 Grade 8 students. Stratified random sampling was used in presenting the distribution of respondents. Concerning the Literature-Based Instruction Strategies in teaching Grade 8 English and its relationship to the English language proficiency of Grade 8 students, the five-point Likert Scale and the simple mean were also used.

**RESULTS**

Based on the findings of the investigation, it was found that both teacher-and-student respondents assessed the Literature-Based Instruction Strategies in terms of scaffolding, modeling, cooperative learning, independent reading and literary response as "Highly Observed (HO)" with an overall assessment of 3.78. It was also found that there is no significant difference in the assessment of the teachers and students on the Literature-Based Instruction Strategies in English Grade 8.

**DISCUSSIONS**

There are, then, more questions than answers about the relationship between literature, poetry, and oral fluency development of English language learners. The results of this study indicate that carefully selected literature can interest students and suggest that further investigation of the best ways to use literature in language teaching may prove rewarding for both students and their teachers.

**KEYWORDS:** Literature-Based Instruction, language proficiency

**SUBMISSION ID: R04A-CALAMB-0128**



## **Lived Experience of Public Elementary School Teachers with Oversized Classes**

Jackie Lou Almira, City Schools Division Of Cabuyao

### **Abstract**

#### **INTRODUCTION**

Oversized classes in the country's public schools are adversely affecting the learning experience of Filipino children (Santiago, 2014). No matter how competent the teacher, teaching and learning experiences are adversely affected when there are too many students in a class. At present some of the teachers are dealing with oversized classes. The researcher found it more suitable to interview teachers on how they managed oversized classes. Considering the above perspective the researcher undertook this study with a view of describing and understanding the lived experience of public elementary school teachers with oversized classes.

#### **METHODS**

Using the phenomenological research design, ten teacher-participants underwent the bracketing of experiences, which led to the collection of data who have experienced the phenomenon through in-depth interviews that were guided by an interview protocol. Furthermore, the pieces of information were reduced into significant statements and combined into seven themes. The textural and structural descriptions of the participants' experience of which a combination of these two descriptions were used to formulate an overall essence of the experience. The researcher sought answers to the central questions as to the lived experience of public elementary school teachers with oversized classes from Cluster III of the Division of Santa Rosa City and as to how the participants face the issues and challenges of handling oversized classes.

#### **RESULTS**

The significant findings discussed the themes, which supported the lived experience of public elementary school teachers. Therefore, it is concluded that the participants experienced difficulties in handling oversized classes as well as the challenges in the great effects in pupil's academic performance but in spite of the situation, they tried effective teaching strategies and learning activities and asked a piece of advice from their co-teachers and school heads. Even though the participants have been facing issues and challenges in handling oversized classes they exercised better classroom management, dedication, self-acceptance and patience, and good emotions. Further, the number of pupils should be limited to 35-40 in a classroom.

#### **DISCUSSIONS**

Proper planning is needed to control oversized classes. Training programs should be arranged by teachers to educate them on how to manage oversized classes. SGOD should visit the school to observe the population of the school.

**KEYWORDS:** Lived Experience, Public Elementary School Teachers, Oversized Classes

**SUBMISSION ID: R04A-CABUYA-0067**



## **Lived Experiences of Alternative Delivery Modes Students (Modified Off-School)**

Rechel A. Rivera-Santisimo, Lorelie C. Mission, & Cherry May D. Serida,  
Santisimo Rosario NHS

### **Abstract**

#### **INTRODUCTION**

Philippine Education system is geared towards widening the access of marginalized learners to quality basic education, hence, issued D. O. No. 54 series of 2012 also known as the Alternative Delivery Modes (ADMs) in the formal education system. It aims to address the problem of classroom congestion and circumstances, which prevent children from going to and staying in school.

SRNHS supports the campaign of the Department thus, implemented its own ADM (Modified off-school) for these identified learners since it includes a number of approaches to teaching and learning formal basic education other than mainstream or traditional education. The students are not required to attend school from Monday to Friday instead they follow a flexible self-paced study program using instructional materials provided. The program began during the school year 2017-2018.

#### **METHODS**

Purposive sampling method was done for the 13 learners in ADMs as of May. Informed consent letter was issued, and a parent's orientation was also conducted. A one-on-one interview using the interview guide was utilized to determine the lived experiences of learners. Information was recorded using a video recorder and handwritten notes. Interviews were transcribed and consolidated through coding and thematic analysis.

Frequency count and percentage were used to describe the respondents' age, gender, grade level, status and distance of home from school.

#### **RESULTS**

SRNHS implementation of the ADM (Off-School) helped learners to continue attending school despite circumstances such as early pregnancy, cases of working students, poor academic performance, habitual absences, and others. It changed the mindset of learners in terms of interacting with others. Their grades improved because the delivery of the lesson was simplified. They were able to attend school and at the same time earn a living and learned how to respect and cooperate with others.

#### **DISCUSSIONS**

Five of the respondents are sixteen-seventeen years old, one with the ages of eighteen, nineteen, and twenty.

Most of the respondents were Grade seven. There are three dropouts, balik-aral, and repeaters. Four repeaters are working. This implies that despite the working schedule, students can attend classes at the same time. There were thirteen students who were far from the school. The insights from this study can provide a broader standpoint in the implementation of the program. This could be the basis of other schools as they address similar problems.

**KEYWORDS:** Alternative Delivery Modes (ADMs)

**SUBMISSION ID: R04A-SANPAB-0114**



## **Lived Experiences of Elementary English Teachers in Conducting Intervention Programs to Struggling Readers**

Aj Milleine M. Bringas & Jenina S. Rodriguez

### **Abstract**

#### **INTRODUCTION**

In the past years, reading comprehension has been one of the most studied field related to education. Most of the studies were about the factors of being a struggling reader and the programs to aid these struggling readers. Brooks (2007) and Singleton, (2009) stated that when it comes to failing readers, ordinary class teaching is not enough, and specialist interventions are required. The study focuses on the lived experiences of elementary English teachers in conducting intervention programs to struggling readers.

#### **METHODS**

This study is qualitative phenomenological in nature that aims to determine the lived experiences of elementary English teachers in conducting intervention programs to struggling readers. An individual in-depth interview was conducted among six female teachers who were purposively chosen. Interviews were transcribed and were validated by the participants. Then, data were coded to create themes that answered the research questions.

#### **RESULTS**

Study findings revealed various themes emerged from data such as difficulty in conducting intervention programs due to (a) lack of participation; (b) poor contemplation of students; and (c) deviance of students to teachers and (d) ability to consistently interact and work at the same time.

#### **DISCUSSIONS**

English teachers had a hard time conducting Intervention Programs to struggling readers as they had experienced and observed that the student's knowledge is lacking. The student's attention on reading is dejected since their focus was more on playing. In many ways, conducting such intervention programs for students to learn really involves the teacher's effort to sustain the need of every struggling reader.

**KEYWORDS:** struggling reader , interventions , comprehension , skill

**SUBMISSION ID: R04A-CAVITP-1051**



## **Lived Experiences of Higher Education instructors in Senior High School: Challenges and Impact on Professional Development**

Mark Airon P. Creus, Department of Education, Division Of General Trias City

### **Abstract**

#### **INTRODUCTION**

School Year 2016-2017 ushered the beginning of the full implementation of Senior High School under K to 12 program of the Department of Education (DepEd). The said educational breakthrough and advancement has threatened the security of tenure of university teachers both from the public and private schools. DepEd opened the avenue for the displaced Higher Education Institution (HEI) college instructors by creating the demand for additional teaching personnel who will be deployed in the Senior High School. This study aims to have an in-depth understanding of different experiences of instructors from HEI teaching in senior high school, their challenges and impact on their professional development.

#### **METHODS**

The main sources of data were from the interviews and focus group discussion participated in by teachers who came from both public and private higher education institutions. Thematic analysis was conducted to analyze and interpret the results of this study.

#### **RESULTS**

Findings from the study showed themes based on the experiences of former college and university instructors who are currently teaching in senior high school. These are 'The Compass: Senior High School Teachers' as Lifelong Learner, 'The Wind and the Waves: Teachers' Challenges as a Lifelong Learner, and Ride the Waves: Opening Opportunities to Pioneer Senior High School Teachers. Teachers encountered different challenges like a shift in school culture, school climate and work habits. The support system from the school administrators and the entire government agency was perceived as having a great impact on the professional development of teachers currently deployed in the senior high school.

#### **DISCUSSIONS**

The Department of Education in the Province of Cavite can use the results of the study to come up with different Professional Development programs which will not only cater to all senior high school teachers who came from higher education institutions, elementary and junior high school but the various industries as well. Special attention should also be given to newly hired teachers who exhibited a lack of teaching experience or those having a teaching experience of 1 to 3 years. The professional development program may include the different activities in every learning opportunity as presented in the result and discussions.

**KEYWORDS:** Higher Education Instructors, Professional Development, Senior High School, Lived Experiences

**SUBMISSION ID: R04A-GENTRI-0007**



## **Lived Experiences of School Paper Advisers in Secondary Campus Journalism: A Phenomenological Approach**

Edilberto, Jr. Hinay, Department of Education, Danao City Division

### **Abstract**

#### **INTRODUCTION**

School paper advisers play an important role in the success of campus journalism. The advisers keep the balance between supervising the student-journalists while providing them the full liberty to produce their own publication that precisely represents the student body. However, there are lots of secondary public school advisers who could not function well, and it causes weak campus journalism. This study explored the existing level of knowledge, practices, and lived experiences of the school paper adviser to create a comprehensive program that would improve campus journalism.

#### **METHODS**

This study employed the descriptive-qualitative design of research following the phenomenological method. Qualitative data in terms of lived experiences of the school paper advisers were collected through a semi-structured interview with thirteen (13) informants. The study used Colaizzi's method on thematic qualitative data analysis in describing the lived experiences and issues and concerns encountered by the school paper advisers.

#### **RESULTS**

The study revealed that most of the SPA's have adequate campus journalism advising experience; have earned units in graduate studies which are not related to journalism; and have attended training/seminars/workshops attended related to campus journalism, and had actual experience in campus journalism when they were still students. The issues and concerns encountered by the school paper advisers involve with their background characteristics such as number of years as school paper adviser; an educational background that is not related to journalism; and lack of school's support to campus journalism in terms of coordination and training opportunities. Most of the school paper adviser disclosed to have malpractices in campus journalism such as acting as gate-keepers on articles that would be published, plagiarism practices, micromanaging the finances, writing the articles themselves, and designing the layout by themselves.

#### **DISCUSSIONS**

Information provided by the informants helped draw an implication that there is a need for a comprehensive program that would improve the practices of the school paper advisers since they are the main catalysts for the success of campus journalism. It is recommended that the designed training proposals and interventions for the school paper advisers, which is an output of the study be adopted by the Department of Education.

**KEYWORDS:** School Paper Adviser, Campus Journalism, Qualitative-Phenomenological Study

**SUBMISSION ID: R007-DANAO1-0001**



## **Lived Experiences of the Pupils on the Utilization of Game-Based Learning (GBL) in Mathematics**

Lexelyn Riva, Department of Education

### **Abstract**

#### **INTRODUCTION**

Quality education in the 21st century is the end-goal of every academic institution. Honing the literacy and numeracy skills are the keys to develop 21st-century learners who are ready to face challenges foster by the fast-changing world today. In Papaya Elementary School, one of the major problems is the poor performance of pupils, specifically Grade 6 pupils when it comes to Numeracy. Though it is our pupils' performance, most of the time it is a teacher factor why pupils only learn a small portion of what they are really expected to learn because of the way we teach and present our topic. There is a lack of knowledge when it comes to the integration of play and games in learning.

#### **METHODS**

The study utilized the mixed method research design, which used a pre-test and post-test questionnaire together with an interview in gathering the necessary data. To analyze data collected, the researcher used frequency counts and percentage to determine learnings experiences of pupils from the thematic analysis of the responses. Weighted Mean, Standard Deviation and Mean Performance Score was used to measure the academic performance of learners in terms of pre-test and post-test. Purposive sampling was used because they were the handled class of the researcher. There are forty-five (45) pupils, which were composed of twenty-six (26) males and nineteen (19) females. All of them were enrolled in Grade 6 Newton at Papaya Elementary School, Nasugbu West district for the School Year 2018-2019.

#### **RESULTS**

Most of the pupils agreed that learning is interesting, enjoyable and meaningful. Pupils also believed that games contribute to the holistic development of young people and helping them how to deal with competition and how to cope with both winning and losing. Moreover, rewards tend to create a feeling of pride and achievement among students thus motivating them to be more productive and that teamwork function as an aid in skill development in a risk-free environment.

#### **DISCUSSIONS**

Games made pupils an active learner that is aware of their own academic performance. It must be used as an instructional aide to create meaningful and lifelong learning. True to the fact that GBL made the lesson easier because of the varied games/activities in the process. It thrilled pupils to discover and learn new things in Mathematics by games. Moreover, it must be strengthened across the curriculum and other learning areas so it will become PPST aligned.

**KEYWORDS:** : game-based learning, meaningful learning, learning experience

**SUBMISSION ID: R04A-BATANP-0268**



**Living Things and their Environment: Pupils' Perspective in Valuing Biotic Factors in their Surrounding**

Jean Portus, Department of Education

**Abstract**

**INTRODUCTION**

Living things around us have importance and value. Identifying those living things is of importance to be familiar with them and give them proper care and concern. Sad to say that we had already forgotten to value abiotic factors which are just around us.

**METHODS**

The researcher conducted descriptive qualitative research which interviewed pupils of Grade 4 to know if these pupils know what Biotic factors are and how to protect and use them wisely.

**RESULTS**

The researcher gathered data through an interview and according to her respondent-pupils' perspective on the Biotic factors were very limited and need to be addressed upon. The respondents are also confused with the term Biotic and have few concerns with regard to the matter.

**DISCUSSIONS**

The need for an awareness campaign and strategic discussion about the living things which is a part of the science curriculum might be given much attention to awaken the culture of environment role in making our lives functional.

**KEYWORDS:** Biotic, strategies, living things, awareness

**SUBMISSION ID: R04A-BATANC-0538**



**Local Media and Parental Influence on the Reading Comprehension  
Development of Grade Three Pupils at Balanga Elementary School**

Amelia Villanueva, Principal 1

**Abstract**

**INTRODUCTION**

Grade III pupils decode words accurately but do not understand what they're reading or they cannot comprehend and their low performance level in reading has remained to be a problem in our educational system. This problem was gathered from teacher observations and teacher-made tests like pre-tests and has remained a problem in our educational system.

**METHODS**

No sampling procedure was used. Instead, all 49 Grade III pupils were used as subjects of the study. The data were collected through the researcher's recording of the number of words read correctly and the number of questions answered correctly. These were used as the basis for determining the reading comprehension level of pupils based on the following criteria:

**RESULTS**

From the results of the pre-test, 12 out of 49 pupils belong to non-reader, 17 in the frustration level, 14 in the instructional level, and 6 within the independent level. On the other hand, the results of the post-test are as follows: 2 out of 49 pupils are non-readers, 11 in the frustration level, 23 in the instructional level, and 13 in the independent level.

**DISCUSSIONS**

The above findings reveal that the number of pupils in the non-reader level in pre-test decreased in the post-test, whereas the number of pupils in the frustration level increased from 11 to 17. This indicates that those in the non-reader level moved up to at least instructional. Hence, data manifest improvements in the reading comprehension skills of pupils in general.

**KEYWORDS:** comprehension, observation, reflection, implementation

**SUBMISSION ID: R04A-BATANP-2269**



**Localization and Contextualization in Teaching Biology for Grade 7  
Students of Paliparan National High School for School Year 2018-2019**

Isagani Jr. Dioneda, Paliparan National High School

**Abstract**

**INTRODUCTION**

This study determined the effect of localization and contextualization of teaching biology in improving the academic performance of selected Grade 7 students of Paliparan National High School during the second quarter of the school year 2018-2019.

**METHODS**

The study was conducted using an experimental study, particularly the pre-test-post-test control group design. Two sections with 40 each were used, and this was done by random sampling. There are forty students taught with the use of localized and contextualized teaching (experimental) and forty students taught without the use of localized and contextualized teaching. The data gathered were treated using mean, standard deviation, and t-test. SPSS 14.0 software was used.

**RESULTS**

Both the experimental and control groups performed fairly in pre-test because both groups were not yet exposed to the use of localized and contextualized teaching. However, in the post-test, the control group performed satisfactorily while the experimental group performed very satisfactorily. The post-test performance of the two groups significantly differed. The experimental group taught with the use of localized and contextualized teaching significantly increased and improved a lot better than students taught without the use of localized and contextualized teaching.

**DISCUSSIONS**

Localization and contextualization were found to be effective in teaching Biology of selected Grade 7 students of Paliparan National High School, S.Y. 2018-2019. Same results from the study conducted by Ballesteros (2015) with the title "Localization and Contextualization of Science Activities in Enhancing Learners' Performance", localization and contextualization were proven effective in enhancing the performance of Grade 9 learners and showed a positive effect as regards the participation, motivation, and attitude towards the lessons. Future researchers may conduct further study on localization and contextualization approach in learning to evaluate the effectiveness using a bigger sample, other grade level, and other fields of Science to verify the results of this study.

**KEYWORDS:** localization, contextualization, biology, academic performance

**SUBMISSION ID: R04A-DASMAR-0033**



## **Localized and Contextualized Module in Teaching Contemporary Issues**

Charlton Pepano, Baras NHS

### **Abstract**

#### **INTRODUCTION**

One of the weaknesses of contextualized instruction is the unavailability of resources in which most of the schools in the Philippines lack resources to support authentic learning. With this weakness of contextual teaching and learning, the module aimed to answer the inadequacy of the instructional materials that are available to learners and bring more relevance to the current issues, thus contributing to address the problems in their community and to find solutions to these problems.

#### **METHODS**

The study utilized the descriptive, developmental, and experimental methods of research using the one-shot pre-test-post-test design. The instruments of the study were teacher-made tests, a questionnaire-checklist, and focus group discussions (FGD). This involved the fifty (50) Grade 10 learner-participants who belonged to the heterogeneous group. The other respondents were the twenty-four (24) teacher-experts who served as the evaluators of the developed module.

#### **RESULTS**

The teacher-experts evaluated the developed localized and contextualized module in Contemporary Issues for Grade 10 as "Highly Acceptable" with respect to objectives, content, organization and presentation, language and style, and usefulness. Meanwhile, students performed high on the pre-test and very high on the post-test with respect to Gender Issues while they performed average on the pre-test and high on the post-test with respect to other topics such as Introduction to Contemporary Issues, Environmental Issues, and Economic Issues as revealed by the pre-test and post-test scores. There was a significant difference in the level of performance of learners in Contemporary Issues as revealed by the pre-test and post-test scores with respect to the different topics. The learner-participants assessed the developed localized and contextualized module in teaching Contemporary Issues as "Highly Acceptable" in terms of objectives, content, organization and presentation, language and style, and usefulness.

#### **DISCUSSIONS**

The results demonstrated that teachers may utilize the localized and contextualized module in Contemporary Issues since the developed material was found to be "Highly Acceptable". The module may be improved by updating the contents of the module so that the topics will be timely and more relevant to learners. Future researchers may explore indigenization of the material as a follow-up study for further development of the subject matter and the instructional materials in lieu of the contextualization of the lessons.

**KEYWORDS:** localized, contextualized, contemporary issues

**SUBMISSION ID: R04A-RIZALP-0323**



**Localized and Contextualized Skills Progression: tool in Improving the Academic Performance in Araling Panlipunan of Grade Seven Students of Bagbag National High School**

Divina Laylo, Bagbag National High School

**Abstract**

**INTRODUCTION**

Skills progressions are one of the most important assessment design ideas that were introduced in the past decade and in the division of Cavite. Several committees of the National Research Council (NRC) have argued for the use of skills progressions to foster both deeper mastery of subject-matter content and higher level reasoning abilities. Consideration of skills progressions is especially important in the context of the assessment and evaluation that attend specifically to the sequencing of topics and skills across grades to ensure learning among students. Thus, this study aims to investigate the effectiveness of the use of localized and contextualized skills progression in improving the academic performance in Araling Panlipunan of Grade seven students officially enrolled during the school year 2016-2017 at Bagbag National High School (BNHS) at Rosario, Cavite.

**METHODS**

This study used a Quasi-Experimental method utilizing the two-group, control group and treatment group, pre-test-post-test design. The participants were forty (40) grade seven students of BNHS and were chosen using the non-random sampling technique.

**RESULTS**

The findings revealed that the use of localized and contextualized skills progression type of test at the end of the classes in teaching Araling Panlipunan in treatment group highly affected and improved the academic performance of students compare to control group who received the usual traditional approach and testing in Araling Panlipunan. The effects on the academic performance of students in the treatment group were remarkably high compared to control group.

**DISCUSSIONS**

The use of localized and contextualized skills progression type of test at the end of the classes has a positive impact on their knowledge, attitudes, views, and perceptions about colonialism and imperialism in West and South Asia. Skills progressions are a highly popular innovation in assessment and instructional design. The core principles of skills progressions have strong theoretical and research grounding. Given the results of the study, it is important to consider the relevance of formally developed learning progressions for the future design of tests like the Achievement Test.

**KEYWORDS:** Localized and Contextualized Skills Progression, Academic Performance, Grade seven students, Quasi Experimental, Rosario, Cavite

**SUBMISSION ID: R04A-CAVTP-0834**



## **Localized Instructional Materials in Teaching Mathematics for Grade 1 Learners: Its Acceptability**

Norlita Pino, Department of Education- Cavite

### **Abstract**

#### **INTRODUCTION**

The proposed localized instructional materials in teaching Mathematics for Grade I learners needs approval to promote critical thinking, higher-level learning, and improved solving ability. This study has been conceived to help in upgrading the achievement of pupils in Mathematics as well as to improve pupil's performance through the proposed localized instructional materials in teaching Mathematics for Grade I pupils.

#### **METHODS**

Data gathering via survey questionnaire; utilization of the developed of localized video materials, statistical treatment and analysis, and interpretation were used to determine the acceptability of localized instructional materials. The study was conducted in School year 2016-2017 in the District of Tanza, Division of Cavite. The respondents of the study are composed of 18 school heads and 75 elementary teachers teaching Mathematics.

#### **RESULTS**

The results of the study, in general, determined the acceptability of the Localized Instructional Materials for Grade 1 pupils in Mathematics. Thus, the importance of present study will benefit pupils to realize the importance of Mathematics and develop committed relationships, social competence, and self-esteem as they use more towards improving performance in Math, which can be of great value to them. It can help teachers to become aware of the appropriateness of the output-localized instructional materials. It can also help them in improving and enriching the learning technique and the activities used inside the classroom. The administrators can contribute to the awareness of the attitude of learners in Math and encourage to expose their teacher to the use of various worksheets/video through the localized instructional materials not only in Mathematics but also in other subject areas.

#### **DISCUSSIONS**

It is aimed to determine the acceptability of the proposed localized instructional materials for Grade I learners. Specifically, it sought to answer the least mastered skills in Grade I; the instructional materials that can be developed; and how acceptable the localized instructional materials.

**KEYWORDS:** localized, instructional, Grade 1, Mathematics

**SUBMISSION ID: R04A-CAVITP-1712**



**Localized Instructional Strategies Used in Teaching Simple and Compound Interest and its Impact on the Mastery Level of Grade 11 Housekeeping Students**

Jennalyn Fragat, Department of Education Cavite

**Abstract**

**INTRODUCTION**

As the country caters to the 21st-century learner, different techniques and strategies are used to provide learners with ways on how they will learn a certain subject or topic more effectively. This research focused on one of the Department of Educations' policy which is the implementation and the used of localized and contextualized instruction. On what part of the lesson thus the teacher used localized instruction, and the impact or its effectiveness to the subject being taught (Mathematics) was measured.

**METHODS**

Out of 156 Housekeeping students of ETTMNHS, 112 of them participated in the said research. The researcher used Slovin's formula in getting the number of respondents and utilized the fishbowl method. The participants were taught simple and compound interest, applying localization in every part of the lesson. After the teaching and learning process, a descriptive-survey was conducted to know if there was any impact on students learning or mastery level. Weighted average or weighted mean and Likert scale were used to compute for the assessment of the respondents. Then it was followed by an interview to further identify the rationale of the respondents in their answers.

**RESULTS**

This study created a positive result. Localized instructional strategies used to classroom discussion created a big impact on students. The respondents view localized instructional strategies as an effective tool in making their Mathematics worthwhile and memorable. As the teacher gives examples and activities that are found within the community, students become very particular and familiar to it, as if they are having examples and activities of their own experiences. The students tend to learn more, understand better, remember the lesson more and gain mastery of the subject matter. Hence localized instructional strategies are considered as an effective educational strategy used by teachers in catering learners of today.

**DISCUSSIONS**

The results showed that when localization is integrated into the lesson, students will find the lesson more memorable and enjoyable, and in that way, the knowledge and concepts of the subject will not be easily forgotten. Localization was also proven to be more helpful when it comes to the integration of values in the subject matter. Therefore, it just signifies that localization must be used by the Mathematics teachers for it is being considered by learners as an effective tool in enhancing their knowledge about numbers.

**KEYWORDS:** Mathematics, Localization, Simple and Compound Interest, Mastery level

**SUBMISSION ID: R04A-CAVITP-0057**



**Localized Learning Materials as tools for an Intervention to attain Learning Competencies of Patterns and Algebra**

Julieta Montano, Looc Integrated School

**Abstract**

**INTRODUCTION**

Mathematics has been considered a necessary part of general education and has become a required subject in the curriculum across instructional levels, in addition to general education. Under the guidance of a teacher, students can be shown how to "discover knowledge new to them" and how to convince themselves that what they have discovered is correct. This process of learning Mathematics is of great value to them especially in future studies and investigations they will undertake.

**METHODS**

The study used the quasi-experimental methods of research, utilizing a group of participants to evaluate the effectivity of localized learning materials as intervention tools in teaching patterns and algebra.

**RESULTS**

Based on data gathered it was found that the use of localized learning materials as tools for an intervention to attain learning competencies of patterns in algebra is effective in improving the performance of learners.

**DISCUSSIONS**

The results demonstrated that localized learning materials developed can be used by teachers in Looc Integrated School who are teaching mathematics.

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

**SUBMISSION ID: R04A-CALAMB-0324**



**Localized Learning Resource Material for Selected Grade 8 Afro-asian Literature**

Era Limongco, Department of Education

**Abstract**

**INTRODUCTION**

In teaching-learning processes, students should experience a sense of belonging coupled with pride in one's heritage. Localized LRM should raise levels of awareness about ethnocentrism, bias, stereotypes, discrimination, and racism through an understanding of one's culture and comparing it to others. Problem arising is that the materials included in the learner's module developed by the Department of Education do not provide a localized learning resource material.

This research study was conducted to find the level of evaluation made by Grade 8 English teachers and master teachers with respect to the physical quality, social consideration, instructional design, usefulness/usability, relevance, and attainability. In addition, it is to determine the significant difference in the evaluation made by the selected Grade 8 English teachers and master teachers.

**METHODS**

The researcher used descriptive method to evaluate hypothesis or answer the questions concerning the current status of the subject to study. A localized learning resource material was crafted anchored to the English curriculum guide provided by the Department of Education for Grade 8. Experts reviewed the validity of the LRM which was then used by selected English teachers in the division for the effectiveness. The questionnaire was given to them to answer.

**RESULTS**

Based on the findings, the researcher concluded that there is no significant difference between the evaluation of Grade 8 English master teachers and teachers in the localized learning resource material in terms of its physical quality, social consideration, instructional design, usefulness/usability, relevance, and attainability. Hence, the hypothesis was accepted.

**DISCUSSIONS**

The statistical findings of the study resulted in the following recommendations: further validation studies may be done through an experimental design as a separate study to evaluate its effectiveness. In addition, English teachers are encouraged to develop localized Learning Resource Material with the same concept as the one evaluated for the purpose of contributing to the archive of learning materials of their school, district or their cluster. Likewise, Administrators may strengthen the program in faculty and staff development such as seminars and workshops as to how localization can be adopted in the teaching and learning processes.

**KEYWORDS:** Localized Learning Resource Material, Afro-Asian Literature

**SUBMISSION ID: R04A-LAGUNA-0281**



**Locally-Produced Short Films: A Catalyst for indigenization and Profiling of the Senior High School Learners of Camp Vicente Lim Integrated School**

Ronan Vergara, Camp Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

With the aim to indigenize language lessons for the senior high school students of Camp Vicente Lim Integrated School, Mayapa, Calamba City, locally-produced short films were evaluated for their viability as learning materials to complement the senior high school curriculum. This study was also anchored on Bandura's social cognitive theory, Vygotsky's sociocultural theory, Anderson and Meyer's social action theory on mass media, and Toffler's futurist framework.

**METHODS**

The grounded theory research design was used, supported by ethnography and case study. Fifteen locally-produced short films were evaluated through a triangulation of literature and case reviews, interviews, and focus group discussions.

**RESULTS**

The process of finding answers to the study's core question led to a wider reflection of what has been going on with the 21st-century learners. The study's two-part method of problem-solving brought forth two products: First, a description of the 21st-century learners with respect to their local culture and global millennial outlook. Issues and concerns regarding the conduct of senior high school lessons were identified: students' learning preferences, and the cultural awareness of the youth of the locality. Second, a perspective that locally-produced short films may be utilized as learning materials through its form, content, and experiences. After the various processes conducted in this study, the researcher concluded that locally-produced short films are viable learning materials for indigenizing senior high school language lessons.

**DISCUSSIONS**

The research resulted in a seminal profile of today's youth, vital components in conceptualizing a pedagogical framework "Kalan-Banga Framework for Indigenized 21st Century Learning through Locally-Produced Visual Media." Second, this study led to the development of a supplementary learning video package for senior high school. Lastly, based from the findings, the researcher recommends the following: a deeper study on the aspect of indigenization, especially in the field of learning; the exploration of other localized learning materials as means for indigenization as anchored on the theorized pedagogical framework in this study; and the utilization, evaluation and enhancement of the developed learning package for senior high school learners and those for other grade levels.

**KEYWORDS:** Calamba, grounded theory, indigenization, millennials, short films

**SUBMISSION ID: R04A-CALAMB-0234**



**Logical Reasoning Ability in Relation to Aggression of Eleventh Grade  
Stem Students of Balayan Senior High School: An Assessment**

John Angelo Cajudo

**Abstract**

**INTRODUCTION**

This study generally aimed to determine the relationship between logical reasoning ability of Grade 11 STEM students and their aggression level.

**METHODS**

Correlational research methods using quantitative approach were used. The respondents of the study were fifty-six (56) eleventh grade STEM students of Balayan Senior High School in the academic year 2018-2019. Respondents were chosen through purposive sampling. Modified logical reasoning test and the 1992 Buss-Perry questionnaire were used as tools for data collection. Frequency count, Percentage distribution, Pearson Product-Moment Correlation Coefficient, and T-test for the Correlation Coefficient were the statistical treatments applied to further analyze the gathered data.

**RESULTS**

Results of this study indicated that most of the respondents have an average score in their logical reasoning test and an average level of aggression in terms of physical, verbal, and anger, except hostility which has a high level of aggression. The Pearson Product-Moment Correlation Coefficient revealed that there is a moderately high negative correlation between logical reasoning ability and different components of aggression. Moreover, a high negative correlation ( $r = -0.891$ ) was observed between logical reasoning ability and the overall value of aggression. Furthermore, T-test for correlation coefficient evaluated that there was a significant relationship ( $t = -14.4$ ) between logical reasoning ability and aggression therefore, the null hypothesis was rejected.

**DISCUSSIONS**

The results showed that the more students become aggressive, the lesser is their ability to think logically and vice versa. Additionally, the study of Zajenkowski and Zajenkowska (2015), and Giancola et al. (2015) provided support that aggressive behavior tended to correlate with logical cognitive thinking. Hence, the findings suggested the addition of respondents, more reliable sources for the logical reasoning test, and further studies about logical reasoning ability and aggression which will be a great help for the improvement of the study.

**KEYWORDS:** logical reasoning, aggression, decision-making, problem-solving, hostility

**SUBMISSION ID: R04A-BATANP-0744**



**Low Oral Participation Rate of Grade 9 Celsius in the English Subject as  
Basis for Intervention Program**

Philip Adrian Tenorio, Balayan National High School

**Abstract**

**INTRODUCTION**

Students' poor performance has challenged many secondary-language teachers to continue redefining their methods systematically trying them out and judging the results to come with novel ways of developing students' competence in the use of the English Language. The study on the low oral participation rate of Grade 9 Celsius in English: as the basis for Intervention Program aimed to identify the underlying problems that yield reticent students in English and consequently address these problems.

**METHODS**

This study used the descriptive-qualitative research design in as much as its tool point is to describe a phenomenon based on the current conditions and to ascertain the general characteristics of a group. The target population for this study was 40 Grade 9 students of Balayan National High School. Because of the small sample size, the results of the study cannot be generalized to other settings; however, the study fills a gap in the research by raising language teachers' awareness of infusing cooperative learning instruction into English subject. Relevant information was gathered by using the following: (1) an attitude questionnaire and (2) designed learning module highlighting activities to be performed by students. The modules to be used by the researcher is designed based on students' perceptions of how they could learn to speak English better.

**RESULTS**

Since the researcher wanted to increase students' confidence in speaking, they had to have more opportunity to practice speaking. Additional speaking activities were incorporated into the classroom learning experience of the third quarter. Ten (10) minutes with at least three (3) sessions per week were devoted to additional speaking activities during the learning experience. Listening, reading and writing skills were also included in the activity since these skills are interrelated with speaking.

**DISCUSSIONS**

The results showed that using additional speaking activities anchored in the learning competencies prescribed by DepEd were an effective catalyst to enhance students' oral participation rate and performance level. The activities have been a great agent reducing the factors that inhibit students in participating in oral discussion and activities.

**KEYWORDS:** oral participation, intervention program, low performance

**SUBMISSION ID: R04A-BATANP-0201**



## **Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis**

Cristine Magracia, Tagaytay City Science National High School

**Abst**

**ract**

### **INTRODUCTION**

This action research aimed to analyze the causes of low performance in class of students in Tagaytay City Science National High School, how to help them achieve higher by using different teaching strategies, and the school, in general, to adopt intervention programs including interests of students who tend to be lacking motivation and/or means to improve and heighten their achievements. Moreover, this study presents implications that would be relevant to other schools facing the same predicament. The researchers applied the descriptive method of research using a questionnaire as a tool for gathering data.

### **METHODS**

This portion of the action research presents the research methodology employed in the study. It includes the research design, research procedure, and data-gathering instruments. This study utilized the descriptive method of research using a questionnaire in gathering necessary data. Descriptive method is noted as a reasonable way of presenting the study of Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis.

### **RESULTS**

Seventy-five percent of the respondents agree that Lack of Interest is the primary cause of low performance in class, and to solve this problem, 58.33 % of the participants say that teachers need to provide student-centered activities. The other survey result manifests that 58.33 % of the respondents favor the enrichment/enhancement program as an intervention program of the school to be used in solving the problem. Based on the findings, the recommendation made was for teachers to provide student-centered activities and enrichment/enhancement programs involving students in a multi-intelligence approach to solve the problem of student's low performance in class.

### **DISCUSSIONS**

Learner's academic performance tends to be one of the bases in assessing quality education. Students' performance plays a vital role in producing quality graduates who will become the future leader and manpower for the country (Ali, et. Al 2009). Its measurement has been the subject of several types of research nowadays. The rapid changes and complexities of today's world present new challenges and demands on our education system, hence, there has been a growing awareness of the necessity to address the emerging problems on student's low performance in class. Factors like economic status and family background, student's motivation and interests, school environment, teachers and their teaching strategies and others may directly or indirectly affect student's performance.

**KEYWORDS:** Low Performance, descriptive methods, lack of interest, student-centered activities, enrichment program for intervention, multi-intelligence approach

**SUBMISSION ID: R04A-CAVTP-0846**



## **Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis**

Ruth Quiambao, Tagaytay City Science National High School

### **Abstract**

#### **INTRODUCTION**

This study was conducted to analyze the causes of low performance in a class of students in Tagaytay City Science National High School, how to help them achieve higher by using different teaching strategies, and the school, in general, to adopt intervention programs to improve and heighten their achievements. Moreover, this study presents implications that would be relevant to other schools facing the same predicament.

#### **METHODS**

This study utilized the descriptive method of research using a questionnaire in gathering necessary data. Descriptive method is noted as a reasonable way of presenting the study of Low Performance in Class of Students in Tagaytay City Science National High School. Twelve Grade 7-Grade 12 Teachers and 1 Head Teacher of Tagaytay City Science National High School responded to the questionnaire about the causes of low performance of students in class, strategies and intervention program that can be used to solve the problems on low performance of students.

#### **RESULTS**

The results of the study revealed that there are various factors that contribute to low achievement in a class of students in Tagaytay City Science National High School, such as lack of interest, peer influence, and family background. Moreover, when asked about the strategy a teacher should use in solving students' low performance in class, more respondents favored providing student-centered activities as a strategy in solving the problem of low performance of students in the class. Likewise, the results of the study showed that respondents favored enrichments/ enhancement program as an intervention program to be used in solving the problem of low performance in class.

#### **DISCUSSIONS**

The results demonstrate that the noticeable causes of low performance of students in class at Tagaytay City Science National High School is lack of interest of students more than their family background. Hence, the teacher should provide student-centered activities and enrichment/enhancement programs involving students in a multiple-intelligence approach to solve the problem of students' low performance in class.

**KEYWORDS:** Low Performance of Students in Class

**SUBMISSION ID: R04A-CAVTP-0856**



## **Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis**

Mailyn Javier, Tagaytay City Science National High School

### **Abstract**

#### **INTRODUCTION**

This action research aimed to analyze the causes of low performance in a class of students in Tagaytay City Science National High School, how to achieve higher by using different teaching strategies, and the school, in general, to adopt intervention programs including interests of students. Some of the identified causes of low performance in a class of students in school are lack of interest, peer influence, and family background. Based on the findings, the recommendation made was for teachers to provide student-centered activities and enrichment programs involving students in a multi-intelligence approach to solve the problem of student's low performance.

#### **METHODS**

This portion of the action research presents the research methodology employed in the study. This includes the research design, research procedure, and data-gathering instruments. This study utilized the descriptive method of research using a questionnaire for data gathering.

#### **RESULTS**

75% of the respondents agree that Lack of Interest is the primary cause of low performance in class, 16.67% says it is about peer influence, and 8.33% of the respondents agree that Family Background is also a big factor in students' low performance. In terms of teachers' strategy in solving this problem, 58.33% of the participants say that teachers need to provide student-centered activities while 25% is in favor of giving individual instructions and 16.67% say that they need to conduct home visitation. The other survey result manifests that 58.33 % of the respondents favor the enrichment/enhancement program as an intervention program of the school to be used in solving the problem. On the other hand, 16.67% favor peer teaching as an intervention program of the school.

#### **DISCUSSIONS**

Learner's academic performance tends to be one of the bases in assessing quality education. Students performance plays a vital role in producing quality graduates who will become the future leader and manpower for the country (Ali, et. Al 2009). Its measurement has been the subject of several types of research nowadays. The rapid changes and complexities of today's world present new challenges and demands on our education system, hence, there has been a growing awareness of the necessity to address the emerging problems on student's low performance in class. Factors like economic status and family background, student's motivation and interests, school environment, teachers and their teaching strategies and others may directly or indirectly affect student's performance.

**KEYWORDS:** Low Performance in Class

**SUBMISSION ID:** R04A-CAVTP-0870



**Low Performance in Class of Students in Tagaytay City Science National High School: An Analysis**

Rosalyn Ann Genovisa, Angela U. Gohel, Elsie O. Dinawanao, Melissa G. Aquino, Maria Ines P. Mercado, & Cristine C. Magracia, Tagaytay City Science National Highschool

**Abstract**

**INTRODUCTION**

This study was conducted to analyze the causes of low performance in a class of students in Tagaytay City Science National High School, how to help them achieve higher by using different teaching strategies, and the school, in general, to adopt intervention programs to improve and heighten their achievements. Moreover, this study presents implications that would be relevant to other schools facing the same predicament.

**METHODS**

This study utilized the descriptive method of research using a questionnaire in gathering necessary data. Descriptive method is noted as a reasonable way of presenting the study of Low Performance in Class of Students in Tagaytay City Science National High School. Twelve Grade 7-Grade 12 Teachers and 1 Head Teacher of Tagaytay City Science National High School responded to the questionnaire about the causes of low performance of students in class, strategies and intervention program that can be used to solve the problems on low performance of students.

**RESULTS**

The results of the study revealed that there are various factors that contribute to low achievement in a class of students in Tagaytay City Science National High School, such as lack of interest, peer influence, and family background. Moreover, when asked about the strategy a teacher should use in solving students' low performance in class, more respondents favored providing student-centered activities as a strategy in solving the problem of low performance of students in the class. Likewise, the results of the study showed that respondents favored enrichments/ enhancement program as an intervention program to be used in solving the problem of low performance in class.

**DISCUSSIONS**

The results demonstrate that the noticeable causes of low performance of students in class at Tagaytay City Science National High School is a lack of interest of students than their family background. Hence, the teacher should provide student-centered activities and enrichment/enhancement programs involving students in a multiple-intelligence approach to solve the problem of students' low performance in class.

**KEYWORDS:** Low performance

**SUBMISSION ID:** R04A-CAVITC-0057



**Lunch Break Ng Teacher Ko, Kinabukasan Ko. a Strategy to Develop Word Recognition Skills among Grade I Pupils**

Jermalyn Neri, Department of Education

**Abstract**

**INTRODUCTION**

Development of Word recognition is one of the problems of today's early grades . This is confirmed in pupils Phil-IRI pre-reading assessment result wherein the word recognition rate become one of their least mastered skills. Having the belief that a failure reading can lead to a failure in school generally and low self-confidence, an intervention was designed to develop word recognition skills of Grade 1 pupils.

**METHODS**

This study employed a non-random sampling technique and utilized reading passage taken from Phil-IRI inventory Reading Manual 2018 using the descriptive method in gathering data. The researcher conducted a pre-reading assessment to validate the pupil's word recognition level and to identify learners who may need more assistance in reading task. Dwyer/Pittman screening test instrument was also employed as a baseline of the study to determine the factors affecting the pupil's word recognition skills. Paired T-test was also used to determine if there is a significant difference in the performance of pupils before and after the implementation of Teacher ko, Kalaro ko through guided play activities. To treat data gathered from the scores during pre-and post-reading assessment results mean was used and then scored through 4 reading levels non-reader, frustration, instructional, and independent

**RESULTS**

The findings revealed that the intervention conducted for pupils was effective, since the computed T-value is-16.413 greater than to 2.262 which is the probability level. We can say that pupils score in the post-reading assessment is increased after the administration. The result implies that direct teaching on letter name and sounds have a significant correlation in developing Word Recognition skills. The result indicates that pupils enjoy developing word recognition skills using phonemic awareness. The pupil's word recognition level increased from non-reader in the first quarter to the frustration level in the second quarter.

**DISCUSSIONS**

The results demonstrate that developing word recognition skills through play guided activities promotes a good relationship between teachers and pupils and it helps also to catch the interest and sustain pupil's attention span in teaching-learning process. Learners were just simply playing but the learning was really instilled in their minds after all. These play activities tend to improve pupils' knowledge on manipulating letter name and sound to form a word, building of words, word spelling and syllabication

**KEYWORDS:** word recognition, phonemic awareness, frustration level

**SUBMISSION ID: R013-SURSUR-0299**



## **Mabalik Kita (Let's Go Back): An Effective Intervention for Non-Readers**

Leonora V. Balingan, Department of Education

### **Abstract**

#### **INTRODUCTION**

An alarming result of the Diagnostic Oral Reading Proficiency Test (ORPT) of Grade IV pupils conducted last June 14-15, 2017, so it was given special attention because for 40 pupils enrolled in Grade IV, there are eight (8) identified Non-Reader. These pupils failed to read simple words, and the worst was, they cannot recognize letter names or even letter sound. With this problem encountered by the researcher, the intervention Mabalik Kita was an effective Intervention for Non-Readers. The purpose of this intervention was to let the non-readers become a reader to avoid failure or drop-out.

#### **METHODS**

In an English Alphabetical System, the individual letters in Mabalik Kita in beginning reading were applied. Recognition of letter names was applied first, of course, there were other techniques to familiarize the letters. As soon as pupils were able to recognize letter names, letter sounds of the vowel letters was introduced. In Marongko approach letter M was the first consonant to introduced. The researcher gave the sound of letter M and participants imitated it. Like M sound "Mmmm" then introduced the sound of the letter "a" as "ah", blended m + a, so pupils read the syllable "ma". The researcher called this CV pattern. From the syllable ma, paired by other letters, or repeat ma, like a-ma, ma-ma, o-ma.

#### **RESULTS**

As a result of this intervention, three out of eight non-readers were already in the Instructional level, and five were in the frustration level, during the conduction of Oral Reading Proficiency Test (ORPT) on February 2017. Participants in the frustration level can already read CV, VC, CVC, CVCV pattern. They have still difficulty in reading words with long vowel sounds and consonant clusters. For the participants who were already in the instructional level can read already difficult words but sometimes guided or corrected by the researcher especially for the words having long vowel sounds like long A (mate) and long I (bike). Follow up session was conducted for the frustration level for the month of June School Year 2018-2019 until August of the same school year.

#### **DISCUSSIONS**

Mabalik Kita: An Effective Intervention for Non-Readers was implemented from September to February 2018. A letter of intent was given to the School Head and parent's consent because the intervention was done every 4:30-5:30 in the afternoon. The entail of this is to prevent participants from being bullied. Participants who learned to read have gained self-confidence.

**KEYWORDS:** Mabalik kita, entail

**SUBMISSION ID: R013-SURSUR-0231**



**Macroscopic Analysis and Environmental Monitoring of Water Wells From  
Four Barangays in Tanauan City Using Allium Cepa Variety Aggregatum  
assay**

Loraine Oruga, Student

**Abstract**

**INTRODUCTION**

Water is one of the most important substances on earth. All plants and animals must have water to survive. If there was no water, there would be no life on earth. Groundwater is one of the sources where individuals get water for drinking and other uses. However, pollution is one of the serious threats to these sources. One of the common source of potable water during the early settlements would be water wells. The well water is drawn by a pump or using containers, such as buckets, that are raised by hand. With the rapid increase in population, urbanization, and industrialization, the quality of the Philippine waters is reduced especially in densely populated areas and region of industrial and agricultural activities. Discharges of domestic and industrial wastewater and agricultural run-off have caused extensive pollution of the receiving water-bodies. This consists of raw sewage, detergent, heavy metals, chemical products, oils, and even solid waste. And water wells are not spared from these pollutants.

**METHODS**

To serve the purpose of the study that is to determine the macroscopic analysis and environmental monitoring of water wells from four barangays in Tanauan City using Allium cepa variety aggregatum assay. A survey of the barangays with water wells was conducted. Four sampling stations (A) Laurel, (B) Ulango, (C) Pantay Matanda, and (D) Pantay Bata were selected based on the availability of water wells. Also, the experimental method of research is a fact-finding study with adequate and accurate interpretation of findings. The four barangays in Tanauan City that were used in this study namely Laurel, Ulango, Pantay Matanda and Pantay Bata all have water wells that were used for drinking, washing the dishes and clothes and for other utilities by the early settlers of the said barangays.

**RESULTS**

Based on the results, all of the variables have significant differences on the Use of Different Water Source in Growing roots of Allium cepa var aggregatum in terms of root number, root color, root length, and root turgescence.

**DISCUSSIONS**

Onion roots were harvested and analyzed after five days of cultivation. The observation was recorded according to the following parameters based on root number, root color, root length, and root turgescence.

**KEYWORDS:** bioindicator, Onion, plant assay, water pollution

**SUBMISSION ID: R04A-TANAUA-0045**



## **Magic Ash**

Catalina Escoses, Agnes Villanueva, & Myrna Angat

### **Abstract**

#### **INTRODUCTION**

Many studies have been conducted regarding the chemical composition of wood ash which can be used as soaps are potassium hydroxide can be made directly from wood ash and in this form, is known as caustic potash or lye. Because of this property, wood ash has also traditionally been used to make wood-ash soap. With the rising cost of cleansing paste, Kaytitinga Elementary school research team started a study on the use of ash as an agent in the cleansing paste as used in the ancient times which is indigenous to the community and has no cost at all. Kakawate tree which is known for its strength. Madre de Cacao contains the following minerals: calcium, phosphorus, potassium, sodium, magnesium, manganese, zinc, copper and iron. it contains a high fiber content, including acid detergent fiber, or ADF, at 35 percent, and neutral detergent fiber, or NDF, at 50 percent, which is important in its use as food for livestock and firewood.

#### **METHODS**

The project applied statistic group comparison experimental design. According to Sevilla, et. al, 1992; this set-up deals two groups exposed to treatments that were recorded and analyzed. The product was compared to the commercial product cleansing paste. There were 20 respondents; 6 pupils, 7 parents, and 7 teachers. They used the Magic Ash and leading commercial paste, then interviewed and based on 5 Point Likert scale they expressed their experienced.

#### **RESULTS**

There is a significant relationship between Magic Ash Cleanser and commercial cleansing paste in cleaning stubborn dirt and dark spots on aluminum wares, tiles and porcelain wares as perceived by pupils, teachers, and community. Using Axin Paste Cleanser 8 out of 20 respondents (40%) were highly satisfied, 5 respondents out of 20 (25%) rated were moderately satisfied, 3 out of 20 respondents (15%) were satisfied; 1 respondent out of 20 (5%) is not satisfied.

#### **DISCUSSIONS**

Based on the conclusions of the research, the use of Magic Ash in every household is highly recommended because of its effectiveness, accessibility and at no cost at all.

**KEYWORDS:** Dishwashing Paste, Ash, wood-ash soap

**SUBMISSION ID: R04A-CAVTP-0500**



**Major Sources of Stress among Elected Sangguniang Barangay Officials in Kawit, Cavite: Basis for Stress Management**

Mary Joy D. Segovia, Janna Marie H. Dalimocon, & Shania J. Cruz, Department of Education, ETTMNHS

**Abstract**

**INTRODUCTION**

Stress can be found on different workplaces just like local government and its smallest unit the barangay, but nobody talks about it. Partly there is a culture of showing value in accepting any task thrown without question. It means that people take more stress than they can cope with. The importance of the study is to know the major sources of stress among elected Sangguniang barangay in Kawit, Cavite and help them to be aware of the sources of their stress to help them cope.

**METHODS**

This descriptive research utilized cluster sampling with a total of thirty-seven (37) respondents. The instrument used was the Stress coping scale adapted from Dalimocon, Narbonita, Pasao, and Tabligan (2017).

**RESULTS**

The result shows that the major sources of stress experienced by elected Sangguniang barangay officials of Kawit, Cavite are financial problems and having a lot of tasks that need to be finished. In addition, coping mechanisms such as keeping a cheerful outlook, being active regularly, doing physical activities, eating well-balanced meals and resting/sleeping are the common strategies done by the respondents in order to manage work-related stress.

**DISCUSSIONS**

Findings from the research study were able to pinpoint the major sources of stress among elected Sangguniang barangay officials. Data revealed the commonality between the respondents' answers thus, these identified major sources of stress were conclusive. Moreover, it was also reflected in the collected data that wellness activities were the most common coping strategy of the respondents to combat work-related stress. This implies the importance of a strengthened wellness program specifically for government officials for them to perform their tasks efficiently and effectively and thus contributing significantly to the betterment of the community in which they perform their duties as elected public officials.

**KEYWORDS:** sources of stress, electedSangguniang barangay officials, stress management

**SUBMISSION ID: R04A-CAVITP-1083**



## **Making Non-Readers Read: The Case of Grade Three Pupils of Matabungkay Elementary**

Teresa Garcia, Department of Education

### **Abstract**

#### **INTRODUCTION**

In teaching reading to pupils, a teacher has to contain a lot of patience, has to think of systematic procedures, has to jot down a careful observation, and had to find a way to make pupils read and by reading, it does not necessarily mean mere rote reading but also reading with comprehension. The teachers have to constantly try to make sense out of what they read by seeing how it fits with what they already know, which will eventually, helping pupils reach their goals in reading and how they can be very good readers. Moreover, teachers have to use a lesson that is designed to teach primary students to make inferences as a reading comprehension with a strategy.

#### **METHODS**

##### **a. participants**

Grade Three Section B pupils of Matabungkay Elementary School were utilized as subjects of this study. The non-readers were separated and were placed under a special intervention program in reading.

##### **b. data gathering method**

Among Grade Three pupils were placed under a special intervention program wherein the traditional method of teaching was used with pedagogical approaches in teaching to be able to produce a sound intervention material. It used interviews and analysis of pertinent documents in reading results such as PHIL-IRI, Reading Profile, and other tests in oral reading. Critical in this research design was the ability of the researcher to maintain a non-biased, objective type of report.

##### **c. data analysis plan**

Analysis of data was done using the narration of a case study method. Case studies are in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods such as observations and interviews.

#### **RESULTS**

The Reading profile of non-readers of Grade Three Pupils of Matabungkay Elementary was intact and there were Steps Undertaken by the teacher for the diagnosed non-readers. The Proposed intervention material in teaching reading to non-readers was very much useful.

#### **DISCUSSIONS**

There were fourteen (14) non-readers among Grade Three pupils under the advisory of the researcher. Two (2) females and twelve (12) male non-readers were found after the oral reading assessment. There were varied steps done for each pupil since each of them had a different case to be addressed. Some of them were treated with the proposed intervention material while some whose reading abilities required higher level intervention materials, they did not start from sounding off

**KEYWORDS:** systematic procedures, comprehension with a strategy, intervention program

**SUBMISSION ID: R04A-BATANP-0867**



## **Making Sense of integer Operations through Peer Tutoring**

Michael Domanais, BERF Funded - Department of Education

### **Abstract**

#### **INTRODUCTION**

Mathematics is one of the subjects in the school curriculum which is directly related to our daily life. However, there are still many students who find this subject difficult. Thus, there are competencies which are least mastered. Among these least mastered competencies are performing integer operations and solving word problems involving integers. Since the present Philippine Mathematics curriculum is spiral, non-mastery of these competencies will have a negative effect in terms of learning other contents which requires these competencies as pre-requisites. In this study, the researcher explored the use of structured peer tutoring program as an attempt to enhance the proficiency level of Grade 7 learners in a public school in the Philippines.

#### **METHODS**

The mixed methods research design was used in the study. Specifically, the one-group pre-test-post-test pre-experimental design was employed wherein respondents were evaluated before and after the treatment. Forty (16 tutors, 24 tutees) Grade 7 learners were purposively selected as samples of the study who accomplished the research instruments such as pre-test and post-test, attitude scales, and written journals. The structured peer tutoring sessions made use of the researcher-made worksheets which were given to the tutees while the tutors checked the tutees' answer sheets and gave feedback on the errors committed by the tutees.

#### **RESULTS**

Findings revealed that both the tutors' and the tutees' proficiency level on performing operations on integers and on solving word problems involving integers increased significantly. After a month-long implementation of the intervention program, tutors became "proficient" on both competencies while the tutees became "proficient" on performing operations on integers while "nearly proficient" on solving word problems involving integers. Tutors' and tutee's journals revealed that structured peer tutoring intervention (a) provides an avenue for tutees to supplement their knowledge; (b) developed tutors' sense of accountability of their tutees' learnings; (c) promoted friendship between tutors and tutees; and (d) develops confidence among tutors and tutees in performing operations on integers and in solving word problems involving integers.

#### **DISCUSSIONS**

Mathematics teachers may use structured peer tutoring as an intervention program to address the least mastered competencies in the subject. Other teachers may also explore the use of a similar program in their respective subject area.

**KEYWORDS:** peer tutoring, intervention program, operations on integers, BERF funded

**SUBMISSION ID: R005-SORSOC-0001**



**Making the Match: Matching the Targets to Assessments Methods of  
Elementary School Teachers of a Public School**

Marian Jocson

**Abstract**

**INTRODUCTION**

Most educators realize there is more to creating good assessments than meets the eye. As teachers, they do their best to explain assignments to pupils, but sometimes they receive a product they did not expect or even consider as a possibility; they create tests or quizzes they think measure exactly what they taught, only to see half the class does poorly on them. The experience reinforces that there is not only an art to creating good assessments, but also a science.

**METHODS**

This study utilized the descriptive-correlation design because of its appropriateness to the study. It was used to determine the relationship between the personological profile of the respondents and their evaluation of their assessment methods. It was an attempt to determine whether a degree of relationship exists between two or more variables. Likewise, the interview and observation methods were used also to support data gathered by the researcher. Descriptive research is a research designed to provide a snapshot of the current state of affairs. Correlational research is a research designed to discover relationships among variables and to allow the prediction of future events from present knowledge (Stangor, 2012)

**RESULTS**

The results present the research to be used in the processes involve in answering the statement of the problem, the venue where the study is to be conducted, the description of who will be the participants, the instrument crafted and to be used in the study, data gathering procedures in the collection of raw data to be put under the statistical treatment of data.

-Frequency Distribution of Respondent's' profile in terms of Educational Attainment and Length of service.

-Assessment Methods Commonly Used by the Teacher Respondents

-Respondents Perceptions in terms of knowledge, Reasoning, Performance, and Product

**DISCUSSIONS**

The teacher respondents' educational attainments were varied from having a bachelor's degree to having a master's degree. The distribution of the length of service of the respondents was scattered from 1 to more than 15 years. Most teachers have served for quite some time (more than 15 years), while others were just starting. The results indicate that projects and quizzes were the most commonly used assessment methods by the teacher-respondents. While recitation and portfolio were the least used method. Among the four assessment targets, knowledge targets, reasoning targets and product targets were very much true of the respondents.

**KEYWORDS:** education

**SUBMISSION ID: R04A-CAVTP-1255**



**Makleap: Makilings' L. E. A. P. (Leading for Enhanced Academic Performance) Utilizing Double instruction Scheme for Large Classes for Grade 10 Students for School Year 2016-2017**

Emelita Manangkil & Elenita Villanueva, Department of Education

**Abstract**

**INTRODUCTION**

It is a known fact that enrollment in public schools continuously increases annually, despite classroom deficiency. Teachers are faced with a dilemma of managing large classes especially in Grade 10 at Makiling National High School. This research attempted to assess the double instruction scheme for large classes with the end view of enhancing students' academic performance specifically in Mathematics. The idea of having a co-teacher provide assistance to 80 students in the daily class interaction, furthermore it was envisioned to motivate and engage students to perform better and do well in academics. This study was conceptualized with the end view of addressing the congested situation in a classroom setting and innovated measures to improve performance.

**METHODS**

A combination of qualitative and quantitative research was utilized in this study. Experimental and Control group composed of 80 students each were evaluated every quarterly test. Their respective Mean, MPS and Standard Deviations were documented and comparatively interpreted. Questionnaire method was also employed and more on one on one interview (profiling) was conducted to gather the vital and necessary data for this study. The survey approach looked back to see what has been accomplished and with a critical eye evaluated whether they were satisfied or not, with the end view of making improvements. In the case of this study, there was a co-teacher who assisted in the implementation of the scheme in terms of class activities, recorded behavior of students and checked the progress of the program. Focus and active involvement during group activities surfaced.

**RESULTS**

Findings of the study revealed an increase every quarter for the experimental group making an edge over the control group, thus proving that the double instruction scheme is effective to a certain extent. The combined efforts and perseverance of the two teachers managing the class complemented the leading group. Notable observations for the control group revealed absenteeism and non-focus since the class is large. However, results may serve as a ground to cascade and implement it across learning areas.

**DISCUSSIONS**

The innovation on the attempt to improve the performance of the large class showed a positive response. Mentors and school administrators must be visionary to address the burden of handling large classes. The congested situation in the classroom proved not a hindrance in the attainment of better outcomes. Likewise, the department must be able to address the needs of the school in terms of resources. Human resources (teachers) must be flexible to adapt to changes that will benefit learners academically and holistically.

**KEYWORDS:** innovation, absenteeism, profiling, holistically, visionary, double instruction scheme, qualitative, quantitative research

**SUBMISSION ID: R04A-CALAMB-0190**



## **Malunggay Tea**

Eloisa Apolonia, Genelyn Nefiel, Kwinapple Rico, Department of Education

### **Abstract**

#### **INTRODUCTION**

Malunggay is a widely cultivated plant in the Philippines. Its scientific name is *Moringa Oleifera*. This plant has been praised for its health benefits. Almost all parts of the tree are eaten or used as ingredients in traditional herbal medicines.

Malunggay is a very nutritious plant and its benefits have been acknowledged by nutritionists, dietitians, and nutrition researchers. Considered a miracle plant, the tea derived from the leaves of this tree has high levels of flavonoids. These are antioxidants that can help detoxify your body and strengthen the immune system. If you are lucky to have a Malunggay tree in your backyard, then you will be able to easily make tea with the plants' leaves and reap its full nutritional benefits.

#### **METHODS**

These are the steps in making a Malunggay Tea.

1. Harvesting of leaves
2. Sorting
3. Air Drying
4. Crushing
5. Pan drying
6. Storage/Packaging
7. Brewing

#### **RESULTS**

We chose twenty parents to try the tea for a week. These parents were complaining of pain in their legs and feet. They were having difficulty in walking. After testing it for a week, they were amazed by the effect on their bodies. They said the pain lessened and they hardly feel the pain while walking.

#### **DISCUSSIONS**

The very first thing to do is to collect and harvest fresh leaves of Malunggay. We picked the greenest and mature leaves. Remove those leaves that are yellowing. Remove dust or cobwebs. Carefully picked and removed impurities such as dirt, twigs and small insects. After sorting and cleaning the harvest, place the leaves in a larger flat container like a tray for air-drying. Place the container in a shaded and cool area for about three days.

Place the pan over low fire and allow it to get warm. Pour the dried leaves into the pan and continuously turn them over for about three minutes. Quickly remove the completely dried leaves from the pan and place them in a clean open container to cool. Put the dried leaves in tea bags, presto they are ready for brewing.

**KEYWORDS:** SIP, Malunggay leaves, tea

**SUBMISSION ID:** R04A-CAVTP-1608



**Management and Leadership Skills of Department Heads and its  
Relationship with Teachers' Instructional Competence at Wenceslao  
Trinidad Memorial National High School**

Milagros Pangilinan, Jimmy Peñaflor, & Ellen Orlanes, Department of Education

**Abstract**

**INTRODUCTION**

Department Heads also play a vital role in setting the direction for a successful school. The writer is interested in knowing the qualities of managers and leaders that greatly influence teachers' instructional competence and the researcher hopes to discover significant insights of being a competent administrative manager and instructional leader who can inspire his co-workers towards outstanding performance .

**METHODS**

The respondents were eight department heads and one hundred two teachers of Wenceslao Trinidad Memorial National High School. The researcher used purposive sampling which was also known as judgmental, selective, and subjective sampling. It was also a non-probability technique that involved the conscious selection by the researcher of certain people included in the study. After establishing the validity and the reliability of data, the researcher asked permission for the administration of the questionnaires from the school head. The responses were checked, recorded, tabularized and the results were computed statistically. The Pearson moment of correlation coefficient was used.

**RESULTS**

The findings showed that the department heads have outstanding perceptions of their management skills in terms of evaluating teachers' and students' performance and monitoring school activities. Teachers' perceptions of their department heads leadership skills were all very satisfactory, while department heads had an outstanding perception of their leadership skills. Likewise, department heads perception of their teachers' instructional competence was very highly agreeable. While teachers only perceived their own instructional competence highly agreeable. It revealed that management skills in terms of evaluating teachers' and students' performance and monitoring school activities were significantly related to teachers' instructional competence.

**DISCUSSIONS**

Teachers needed to be fully aware of the school instructional program and that department heads had to frequently meet teachers and inform them of the academic progress of the school. The department heads put primary considerations in motivating teachers and students toward greater achievement. It revealed that department heads' perceptions of their management and leadership skills and teachers' instructional competence were more favorable than what their teachers perceived. Teachers' instructional competence were influenced by some of the department heads' management and leadership skills. Results of this study served as a reflective reference about the management and leadership skills of department heads.

**KEYWORDS:** management, leadership, instructional competence

**SUBMISSION ID: R04A-BATANP-0722**



**Management and Usefulness of the Programs and Projects in San Isidro  
Elementary School, Batangas City Division**

Maribel De Leon, San Isidro Elementary School

**Abstract**

**INTRODUCTION**

The management of the school programs and projects are not easy because there are various aspects and components which must be considered before putting what is planned into action to determine the usefulness of any initiatives in school. Often, most of the initiated programs in school are mandated by the DepEd, but commotions and other negative comments can still be heard. Therefore, this study tries to evaluate how the variety of programs are being managed in school and determine the state of the usefulness of the different initiated programs in school for learners.

**METHODS**

This study examined the management of the school programs and projects in SIES through the perceptions of teachers and parent-respondents based on the given components and indicators on the self-made questionnaire of the researcher. All the 13 teachers and the 82 parents of Grade 5 pupils are the respondents of the study. The descriptive method of research is utilized. FGD is also applied to determine the different indicators used in the study. The gathered data were statistically treated using weighted mean, percentage together with the ranking. Moreover, the weighted mean was used to determine the typical quantitative value that will represent the set of indicators in each component of the self-made questionnaire.

**RESULTS**

The two groups of respondents assessed the indicators relative to academic performance as VS with composite means of 4.65 and 4.73. Seemingly, the respondents' assessments relative to extra-curricular activities is almost the same. The composite means of 5 and 4.90 from the respondents greatly confirms that SIES had been a child and eco-friendly school. On the other hand, in relation to the perceived problems, the lack of materials due to financial matters is known to be the solely evident one. The availability of the parents during working days came up to be the evident one on the aspect of parents' participation, and almost all the indicators on other stakeholders' support arose to be evident.

**DISCUSSIONS**

The results of the study demonstrate that among the three components: academic performance; extra-curricular activities and environmental awareness; it is recommended that the first two components must be given equal emphasis and considerations so that it will be more dominant compared to environmental awareness. On the aspect of evidence of problems encountered, other stakeholders' support is the most evident one. The suggested action plan for this study is recommended.

**KEYWORDS:** management; academic performance; extra-curricular activities; environmental awareness; stakeholders

**SUBMISSION ID: R04A-BATANC-0428**



**Management Functions of the School Heads and School Performance of  
Public Elementary Schools in the Province of Laguna**

Grace Elec, Calamba (E. Barretto Sr. Elementary School)

**Abstract**

**INTRODUCTION**

Effective management and leadership are an important factors for organizational success. The school heads are primarily responsible for administering all aspects of operations; combining and coordinating various resources by conducting basic management functions. This study was designed to assess the effectiveness of school heads' managerial functions and to determine its relationship on School -Based on Management practices and school's performance.

**METHODS**

A descriptive-correlation design was used. The study anchored on the System Theory were respondents are composed of two hundred seventeen public elementary school heads which randomly selected from five school divisions of the Province of Laguna. Hence, survey questionnaires were distributed to the respondents. Data collected were tallied, categorized and encoded for statistical treatment using SPSS. Pearson Product Moment Correlation and Multiple Linear Regression was employed to evaluate the hypotheses of the study.

**RESULTS**

The study concluded that the school heads' managerial functions shown a significant relationship with SBM practices as moderated by school heads' profile in terms of age, gender, civil status, and position. Furthermore, the school performance, net intake rate, and NAT' singly predicted by SBM practices' Management of Resources and the latter by Leadership and Governance. However, the net intake rate was in combination predicted by SBM practices' Management of Resources and Accountability and Continuous Improvement.

**DISCUSSIONS**

The results revealed that the school heads' age, gender, and position are essential factors that predict the effectiveness of their performance on managerial functions while age and position are vital factors that predict the schools' level of practice of School-Based Management; that the schools' level of SBM practices significantly predicts schools' performance improvement. Furthermore, complying with the current evaluation system that determines the effectiveness of School-Based Management practices may be considered to foster excellence. The school heads may consider the enhancement of their leadership skills to ensure efficient and effective school management. Likewise, they may consider alternative resource allocation for the budgetary requirements of various school activities vis-a-vis teaching and learning effectiveness. Another is effective implementation of stakeholders' empowerment activities may be considered by dedicated school heads. Furthermore, cohesive participation of stakeholders in formulating timely education policies and blueprints for school improvement and development may be considered. Lastly, SBM practices strictly are followed to improve school performance indicators and managerial functions of school heads.

**KEYWORDS:** Management, SBM (School-Based Management), School Head, School Performance, SBM Practices School Head's Functions

**SUBMISSION ID: R04A-CALAMB-0021**



**Management of Challenges in Dissemination, Implementation and Outcomes of DepEd Policies among Teachers in Public Secondary Schools in the Division of Lipa City**

Maribel Catipon & Jubelyn Batoto, Lipa City National High School

**Abstract**

**INTRODUCTION**

In school, the instruction was given more focus. However, classroom instruction alone is not enough to prepare pupils into the necessities of life. Equally important are the different school policies, programs and activities aimed to complement classroom instruction in the attainment of the primary goal of education that of the total development of the pupil. From dissemination to implementation and evaluation of outcomes, there are challenges that confront both school heads and teachers. These challenges may be detrimental if not met and addressed and ultimately may pose problems that may affect school management, the delivery of instruction, home-school partnership, and pupils' academic performance. Considering these probable effects, We felt the need to identify and measure these challenges for preventive purposes.

**METHODS**

Descriptive method was used in measurement studies. The principal aim in using this method was to make a possible prediction of the future based on findings on prevailing conditions, correlations on the basis of reactions of people toward certain issues. The respondents of the study were 210 teachers from big and 103 small public secondary schools of Lipa City. They were given questionnaires to elicit their responses pertinent to the problem being investigated. The survey questionnaire was used as the main data-gathering instrument.

**RESULTS**

Teachers from both small and big schools in the public secondary in the division of Lipa City experienced challenges in dissemination, implementation, and outcomes of DepEd policies to a moderate extent. Teachers employed strategies to cope with the challenges they experienced in terms of dissemination, implementation, and outcomes DepEd policies to a great extent. There is a significant difference between the responses of teachers from a small school and big school. There is a significant relationship between the challenges encountered and the coping strategies employed by teachers.

**DISCUSSIONS**

The results showed up that to achieve good results, policy implementers should have a common goal and common ideas what to achieve in implementing the policy. To ensure that the policies are well disseminated, implemented and have a good outcome, DepEd authorities should clearly explain the details about the policy. Further research about the Management of challenges in dissemination, implementation, and outcomes of DepEd policies should be conducted.

**KEYWORDS:** Challenges, Implementation. Dissemination, Outcomes, DepEd Policies

**SUBMISSION ID: R04A-LIPAC1-0071**



## **Management of Fund Utilization among Public Secondary Schools**

Levi Cuenca

### **Abstract**

#### **INTRODUCTION**

Management of fund utilization of budget in public schools is a distinguished contributory factor of best accounting practices which measures the transparency to any meaningful socio-economic developmental activities and expenditures of government agencies. The financial aspect of schools also merits consideration as the allocation of funds and its proper utilization of students' learning. Effectiveness on the management of public funds is essential in a day to day transaction in school.

#### **METHODS**

The focus of the study is to investigate the efficacy on the utilization of public funds among secondary schools as to how school MOOE was utilized. The study used both the descriptive-correlational method. Participants of the research were school heads and finance personnel composed of Administrative Assistants (ADAS), Budget Officer, Bookkeeper, and Disbursing Officer. The study was participated by 30 school heads and 81 finance personnel.

#### **RESULTS**

There is a growing recognition among respondents that demographic profile has a huge impact on a specific study conducted. Schools are to ensure they operate in an operative manner to deliver financial services to their stakeholders. Schools have effective, efficient and economical financial practices and ensure their governance arrangements support effective decision making, planning, and communication with the community. One of the reforms is the transference of responsibilities at the school to manage their operation and resources for school development to develop an environment that facilitates continuous improvement. However, school budget preparation and implementation by the school principals need to be improved to ensure transparency and accountability in the utilization of school funds.

#### **DISCUSSIONS**

Budgeting and financial management in many schools nowadays remain a challenge in many schools. It shows that the school head lacks proper training to cope with the implementation and function of the school budget of their schools. Despite School-Based Management, the schools are now are given full authority to implement programs using public funds. In a reformist style of administration, benchmarking is commendable because it will lead the school head and finance personnel to draw best practices on management utilization of public funds. It is recommended to consider the primary needs of learners and teachers in realizing the program of the agency.

**KEYWORDS:** public funds management

**SUBMISSION ID: R013-SURSUR-0061**



## **Management of Instructional Technology in Public Secondary Schools**

Rechilina Quintos, GSP

### **Abstract**

#### **INTRODUCTION**

Problems such lack of access to the Internet for appropriate instructional material and lack of teachers' training on the integration of instructional technologies in the class were of highest concern nowadays in many schools. It is in this view that the researcher advocates conducting a study on the Management of Instructional Technology in Public Secondary Schools of Surigao del Sur and Tandag City Division. This educational research will hopefully provide administrators and teachers to reflect effective plans and strategies as to the management and implementation of technology in the school.

#### **METHODS**

There were 36 administrators and 280 teachers in public secondary schools who participated in the study. Survey questionnaires were given to the administrators and teacher respondents. The mean and standard deviation were used to describe and answer research problems 1, 2, 3, and 5. T-test was utilized to determine the significant difference between the competence of administrators in a big and small school and the same also with teachers in the five indicators.

#### **RESULTS**

Administrators perceived that they are highly competent in managing instructional technologies specifically on the five indicators while teachers perceived that they are only moderately competent. A significant difference in the perceptions of the administrators and teachers in big schools to that in small schools in terms of their competence level was shown. Both the administrators and teachers agree that the limited/ insufficient funding for instructional technologies purchases is a moderately serious problem met as perceived by them. The competence level of administrators in terms of teaching and learning, productivity and professional practice, and leadership and vision, is highly competent that makes them more effective in the management of instructional technologies. However, teachers showed that they are moderately competent in all areas.

#### **DISCUSSIONS**

Schools need to have manageable technology plans that include a major focus on planning, procurement, and budget. Likewise, administrators' and teachers' involvement in the technology process should be fully addressed. Administrators and teachers should engage in professional development activities such as workshops or courses. A need for future researchers to take parallel studies related to the management of instructional technologies is desired.

**KEYWORDS:** Management of Instructional Technology, Public Secondary School

**SUBMISSION ID: R013-SURSUR-0209**



**Management of Personal Finances of Teachers at Mainit Elementary School: Basis for Proposed Effective Ways to Manage Personal Finances**

Doris Panopio

**Abstract**

**INTRODUCTION**

Salaries and allowances play an important role in our daily life. It is the amount of money that is being used to address specific needs. To meet its goals, management of money, which is an individual's personal finance requires a clear understanding and wise decisions.

Personal financial management is a daunting and continuous task that can cause even the most economically savvy individual to become confused or short-sighted. It simply means gaining an understanding of your financial situation to make the most of your assets in day-to-day life and in planning for your future (Batten, 2015).

**METHODS**

The descriptive method was used to achieve the objectives of this study which is to understand the management of personal finances of Teachers at Mainit Elementary School whose salaries are being taken from an ATM. The data used in the study were gathered from 7 teachers. Moreover, semi-structured questions were used in the interview of the respondents.

**RESULTS**

The monthly salaries of the respondents differ from one another. The teachers dividing their salaries into education, food, monthly payments, health, and personal needs. Some of the respondents make a list of their expenses to properly allocate their money. In that way, they will be sure that they have a sufficient amount for a specific need.

The respondents said that they budget their salary by being disciplined. It means knowing how to budget their money properly by preventing themselves from temptations that may lead to overspending

**DISCUSSIONS**

The respondents stated that they budget their salaries by prioritizing their needs over their wants. This reason enables them to be assured that they can allocate their money properly. But there are advantages and disadvantages to getting salaries on ATM. The proposed effective ways to manage personal finances are by having a seminar on financial management and being a financial literate.

**KEYWORDS:** financial literacy, management, salary, budget

**SUBMISSION ID: R04A-BATANP-1117**



**Management of Principal Succession as Correlates to School Improvement:  
A Sustainable Plan**

Marilyn Tiosan, Department of Education- Quezon, ICT Coordinators

**Abstract**

**INTRODUCTION**

The study was conducted to determine the management of principal succession in terms of sense of urgency, development of leaders, mentoring and collaborative relations with the outside organization among principals of the Third Congressional District of Quezon and its correlation to school improvement as to instruction, physical plant, and facilities, teachers' development and community relationship.

**METHODS**

The descriptive method of research was used in the study. Employing a validated checklist questionnaire, data were gathered from the respondents composed of ninety (90) principals. Weighted mean and Pearson r were used to statistically compute and analyze data.

**RESULTS**

Analyzing the findings, it is concluded that the selected principals at the different schools in the Third Congressional District do highly manage the principal succession by having the sense of urgency to clearly communicate the criteria for formal leadership positions to all teachers in the school division. Likewise, the principal succession to the school improvement highly improves the teaching and learning process including the safety and orderliness of the environment for learning, the support for the professional growth of teachers, and even the working relationship with the parent's associations and other related groups.

**DISCUSSIONS**

Further, the principal succession management is significantly related to the school improvement in terms of instruction, physical plant, and facilities, teacher's development and community relations. It is hereby recommended that the Region IV-A Department of Education may provide the necessary support to the principals to continue uplifting and paradigm shifting in the management of principal succession.

**KEYWORDS:** Management of principal, succession, school improvement, sustainable plan

**SUBMISSION ID: R04A-QUEZON-0338**



**Management of Public Elementary School Paper in Bauan District,  
Division of Batangas**

Belen Cabral

**Abstract**

**INTRODUCTION**

The management of school paper has never been without problems over the years. While the schools in the district continue to participate in various programs and activities related to journalism, school paper advisers encounter many problems. Thus, there is a need to identify the status of school paper publication, to assess the skills and competencies of school paper advisers and to determine the extent through which the advisers consider the criteria in the selection of the editorial staff. The study has an end in view of producing a three-pronged management plan to support the school paper production.

**METHODS**

Using a descriptive survey method, this academic and research undertaking involved twenty-four school paper advisers and twenty-four school administrators in Bauan East and Bauan West Districts, Division of Batangas. A researcher-made questionnaire was the main instrument used to gather relevant data for the study; interviews and documentary analysis were also employed. Data obtained were described and analyzed using some statistical tools such as simple frequency count, percentage, weighted mean and independent t-test.

**RESULTS**

The results revealed that all schools participated in school paper competitions and press conferences but fail to reach the Regional and National Levels of Competition. Fourteen schools have complete editorial staff. Only a few school paper publications won in different categories and levels of competitions. The school paper publication needs logistic support. Most of the school paper advisers lack training on campus journalism in different categories and in different levels of training. Both school paper advisers and administrators assessed that their skills and competencies in Journalism as General, Copy Reading, and Headline Writing, Writing the Lead and News story, Editorial Writing and Cartooning, Feature Writing and Photojournalism as Good. Their assessment in Sports Writing and Laying Out was Fair. There were no significant differences between the assessments of the respondents in terms of the advisers' skills and competencies in journalism. The criteria for pupils' participation as Section Editors were moderately considered.

**DISCUSSIONS**

Schools must provide a journalism room with enough facilities and equipment, purchase reference books in journalism and daily tabloids and broadsheets; school paper advisers should be given ample time amount of training in journalism in different categories and in different levels. Section editors must be trained well to meet the criteria in their participation in editorial board. The management plan may be presented to concerned authorities for evaluation, may and be adopted and implemented by the school administrators, school paper advisers, and editorial staff in support of the production of the school paper. This may be used by other researchers who will delve in similar studies.

**KEYWORDS:** management, school paper, assessment, skills and competencies, management plan,

**SUBMISSION ID: R04A-BATANP-2072**



## **Management Plan for Collaborative Use of Technological Resources in Industrial Arts**

Arnaldo Baril, Banaba West National High School

### **Abstract**

#### **INTRODUCTION**

This research was conducted on the premise that all schools can provide quality if only they will explore all possible avenues to improve the whole operation of the institution. This will be made possible with having a management plan. Guided by this output, the schools will be able to remarkably improve the teaching and learning process. The study aimed to assess the school heads and Industrial Arts teachers on the adequacy of technological resources and the level of the teacher's competencies on the use of technological tools, identify the problems encountered by teachers and proposed management plan in Batangas City.

#### **METHODS**

This study used the descriptive method where data were collected through a research-structured questionnaire. The researcher gathered supplemental information through interviews. The survey questionnaires were administered to all the respondents of this study to find out the adequacy of technological resources and the level of the teacher's competencies on the use of technological tools, identify the problems encountered by IA teachers and proposed management plan for technological resource in Batangas City.

#### **RESULTS**

The school heads revealed that there are inadequate technological resources while adequate as assessed by teachers. Teachers are competent in the use of technological tools. The respondents often encountered problems in Industrial Arts particularly in the inadequacy of materials, tools, and equipment. The proposed management plan for the improvement of collaborative use of the technological resource of public secondary schools in Batangas City. The findings of the study reveal that to assess the adequacy of overall resources at the school to support students to overcome education barriers related to poverty, there should be the adequacy of staffing resources for students who require extra support to address learning gaps.

#### **DISCUSSIONS**

This study showed that collaborative use of technological resource in Batangas City public secondary schools enhanced the teacher's competencies. Problems encountered in industrial arts can be managed through a management plan that will benefit teachers and students. A stronger partnership may be developed between the school and other stakeholders to enhance the collaborative use of technological resources. The output of this study, a management plan, when implemented effectively, can be endorsed to other administrators for the utilization of this is a potent vehicle towards the attainment of the goals of the school.

**KEYWORDS:** Management Plan, Collaborative Use, Technological Resources

**SUBMISSION ID: R04A-BATANC-0315**



**Management Potentials of Master of Arts in Education Students in the  
Province of Batangas**

Marlene Baldrias, Department of Education

**Abstract**

**INTRODUCTION**

This study identified and assessed the management potentials of Master of Arts in Education (MAEd) students in the Province of Batangas. The researcher found it necessary to investigate the management potentials, management skills, as well as the attitudes and interests of prospective school managers.

**METHODS**

The descriptive method was used in the study. The subjects of the study were 185 school heads and 397 MAEd students for CY 2015 to CY 2016. The statistical tools used were percentage, weighted mean and chi-square ( $\chi^2$ ).

**RESULTS**

The findings revealed that the field of specialization of most MAEd students was Educational Management.

From the result of this study, a management plan was developed to help the MAEd students enhance their management and to further develop their managerial skills, as well as their attitudes and interests.

**DISCUSSIONS**

There was a significant relationship between the MAEd students' field of specialization and the management functions. There was also a significant relationship between MAEd students' length of teaching experience and management functions in terms of planning and organizing and their interest, between MAEd students' seminar, attended and management functions relative to planning, organizing and controlling and their attitudes, between MAEd students' educational level being taught and management functions relative to organizing and controlling, and their management skills such as communication skills, technical skills and conceptual skills.

There was no significant relationship between the MAEd students' field of specialization and the management functions in terms of leading, between MAEd students' length of teaching experience and the management functions in terms of leading and controlling, and management skills such as communication skills, human relation skills, technical skills, and conceptual skills, and the attitudes.

**KEYWORDS:** management, potentials of maed students, management skills, attitudes, interest

**SUBMISSION ID: R04A-LIPAC1-0115**



**Management Practices of Secondary School Principals on Teachers  
Professional Development**

Charlie Escarcha, Gubat National High School

**Abstract**

**INTRODUCTION**

The school administrator is in a most strategic position to lead the direction of the educational system. As an instructional leader, the great responsibility is to render the best educational services to the clientele in the pursuit of quality education for development. In this study, the researcher is very optimistic to really determine the management practices that affect teachers' professional development.

**METHODS**

This study utilized the descriptive method of research. Using this method is easier to draw conclusions by constructing tables, drawing graphs or calculating summary measures such as averages.

**RESULTS**

Generally, the secondary school principals prefer to use different management practices on teachers' professional development, along with a screening of teachers, teacher induction program, monitoring of teachers, training of teachers and teacher's welfare.

**DISCUSSIONS**

The findings revealed the need for Comprehensive School Educational Management Information System to be regularly updated for planning and management purposes, teachers' self-assessment and evaluation be conducted regularly to ensure professional competence. Also, the Secondary School Principals should review their management practices and applied appropriate management styles to respond positively to the needs of the teacher.

**KEYWORDS:** Management, Secondary School Principals, Best Practices

**SUBMISSION ID: R005-SORSOC-0008**



**Management Styles and Academic Strategies of Performing Teachers in  
Public Secondary Schools in Cluster V, Division of Quezon: Basis in  
Designing Framework for Effective Teaching**

Irene Libit, Department of Education - Quezon

**Abstract**

**INTRODUCTION**

Education is a prominent cultural institution used to perpetuates the prevailing values of a society. Teachers are important pillars of the educational system of any nation. Managing a classroom is one of the most challenging problems for a teacher. In this study, the perceived management styles and academic strategies of performing teachers as a basis in designing a framework for effective teaching provide solutions to reoccurring problems that teachers are facing. Providing frameworks for reusability of concern is key to students' development. The framework recognizes that design quality matters and that appropriate style and strategy should drive up standards across all forms of development.

**METHODS**

The descriptive-correlational research method was used. The study utilized purposive sampling, conducted among the performing teachers in Cluster V, Division of Quezon. To facilitate the gathering of essential information, the survey questionnaire was validated by the experts in the field of education and was distributed to the respondents for the completion of the study. Several statistical designs were used to present, analyze and interpret data gathered.

**RESULTS**

A large number of teacher-respondents above 41 years old, female, married; 11-15 years in service; Teacher III; and mostly had finished a bachelor's degree with MA units. The perceived management styles of performing teachers are highly manifested in terms of affiliative. Meanwhile, the perceived academic strategy of performing teachers is always in social cognitive. The perceived performance of performing teachers is outstanding in terms of teacher-learning process and student outcome, There is a significant relationship in the perceived management styles and academic strategies of teachers and their performance in terms of teacher-learning process, students' outcome, community involvement, and professional development.

**DISCUSSIONS**

The results indicate that teacher may focus on performing the assigned task and responsibilities at their best no matter what management styles and academic strategies they may have since the study revealed the significant relationship among variables. The result may be forwarded to DepEd to serve as basis in providing more programs necessary for advanced education of the performing teachers with the implication of the design framework for effective teaching. It will be a great help to teachers to engage students in the learning process that will help them to develop critical thinking skills.

**KEYWORDS:** design framework, effective teaching, performing teachers

**SUBMISSION ID: R04A-QUEZON-0029**



**Management Styles of Selected Private School Administrators in Tagaytay City, Province of Cavite: Basis for Administrative Development Plan**

Lydia Cudiamat & Maricar F. Tizon, Dapdap Elementary

**Abstract**

**INTRODUCTION**

There are many studies indicating that school management is one of the crucial factors that influence school progress. For example, in their study, Wang, Heartel, and Walberg (2013) identified school management as being the first in a list of important factors that influence school learning and progress. Ben (2016) states that effective school management strategies are significant to a successful teacher's delivery of instructions. This study will serve as a guide for the best practices of the School management that needs improvement and will give more benefits to the school to formulate or design schemes to respond to the needs of the school to improve policies and programs.

**METHODS**

The descriptive research survey method was used in this study to determine the management styles of the selected private school administrators in Tagaytay City, Province of Cavite : Basis for Administrative Development Plan as perceived by the School Administrators, teachers, and non-teacher personnel who are selected purposely.

To arrive at a comprehensive and accurate data, a survey was conducted to all respondents of the selected Private School Administrators in Tagaytay City. Likewise, their problems and solutions were all elicited during the informal interview.

**RESULTS**

The findings of the study were summarized as follows:

- School administrators, teachers, and non-teaching personnel were found to have similar perceptions that they were authoritative in the formulation of policies, implementation of policies and programs, maintenance of school disciplined and information system.
- the school administrators were paternalistic in the delegation of authority, solution of conflicts and problems, and evaluation of performance.
- School administrators did not exercise the laissez-faire style of management in any of the fifteen areas of educational concerned as perceived by school administrators themselves, teachers, as well as the and non-teaching personnel.

**DISCUSSIONS**

The authoritative, paternalistic, democratic and laissez-faire styles of management were utilized on a case to case basis, in other words, the management was situational-based. Expertise and experienced should be considered in tapping resource persons to be involved in the administrators and would enhance deeper insights and learning's on school management. An administrative development program is hereby proposed for implementation.

**KEYWORDS:** management

**SUBMISSION ID: R04A-CAVITC-0053**



**Management Styles of Selected Private School Administrators in Tagaytay City, Province of Cavite: Basis for Administrative Development Plan.**

Maricar Tizon & Lydia Cudiamat, Dapdap Elementary

**Abstract**

**INTRODUCTION**

There are many studies indicating that school management is one of the crucial factors that influence school progress. For example, in their study, Wang, Heartel, and Walberg (2013) identified school management as being the first in a list of important factors that influence school learning and progress. Ben (2016) states that effective school management strategies are significant to a successful teacher's delivery of instructions. This study will serve as a guide for the best practices of the School management that needs improvement and will give more benefits to the school to formulate or design schemes to respond to the needs of the school to improve policies and programs.

**METHODS**

The descriptive research survey method was used in this study to determine the management styles of the selected private school administrators in Tagaytay City, Province of Cavite: Basis for Administrative Development Plan as perceived by the School Administrators, teachers, and non-teacher personnel who are selected purposely.

To arrive at a comprehensive and accurate data, a survey was conducted to all respondents of the selected Private School Administrators in Tagaytay City. Likewise, their problems and solutions were all elicited during the informal interview.

**RESULTS**

The findings of the study were summarized as follows:

- School administrators, teachers, and non-teaching personnel were found to have similar perceptions that they were authoritative in the formulation of policies, implementation of policies and programs, maintenance of school disciplined and information system.
- the school administrators were paternalistic in the delegation of authority, solution of conflicts and problems, and evaluation of performance.
- administrators were democratic in managing interpersonal relationships finances, records, and documents.
- School administrators did not exercise the laissez-faire style of management in any of the fifteen areas of educational concerned as perceived by school administrators themselves, teachers, as well as the and non-teaching personnel.

**DISCUSSIONS**

The authoritative, paternalistic, democratic and laissez-faire styles of management were utilized on a case to case basis, in other words, the management was situational-based. Expertise and experience should be considered in tapping resource persons to be involved in the administrators and would enhance deeper insights and learning's on school management. An administrative development program is hereby proposed for implementation.

**KEYWORDS:** management

**SUBMISSION ID: R04A-CAVITC-0050**



## **Managerial Competencies and Leadership Potentials of Subject Coordinators in Public Elementary Schools**

Liwayway Quiniones, San Miguel Elementary School

### **Abstract**

#### **INTRODUCTION**

Subject coordinators play a vibrant and dynamic role in the educational system. Their leadership and management skills must continuously be developed since they are expected to perform strategic functions that are instrumental to the achievement of the school's goals and objectives, specifically on academic instruction. Subject coordinators provide professional leadership and management on a subject to secure high-quality teaching, ensure the effective use of resources, and improve the standards of learning and achievement for all pupils.

#### **METHODS**

This study is descriptive in nature, employing the quantitative approach and utilizing a questionnaire, focused group discussion, and interview to generate data. The respondents were 167 subject coordinators and 302 teachers of public elementary schools from the four congressional areas of the Division of Batangas province. They were selected through stratified random sampling with proportional allocation using Sloven formula. The statistical tools used to analyze data gathered were percentage, weighted mean and independent t-test.

#### **RESULTS**

The role of subject coordinators in the academe must not be overlooked but rather be emphasized as they remain to be one of the main contributors towards student learning. They must be fully aware of their specific roles and functions for more effective performance of their duties to ensure the attainment of academic goals. The managerial competencies and leadership potentials of subject coordinators must be enhanced to sustain their competence in performing, various roles and functions in educational institutions.

#### **DISCUSSIONS**

The management of public elementary schools may develop relevant activities to maintain and enhance the skills of subject coordinators and enable them to continuously perform their responsibilities to the school and the stakeholders. The proposed specific roles and functions of subject coordinators may be implemented to public elementary schools upon review of authorities concerned. A study of a similar nature may be conducted utilizing other variables not included in the study and in other academic settings.

**KEYWORDS:** competencies, leadership, potentials

**SUBMISSION ID: R04A-BATANP-0134**



**Managerial Competencies of Public Elementary School Administrators in  
Relation to Teachers' Morale: Basis for an Action Plan**

Maribel Richelle Bayot, Department of Education Cavite

**Abstract**

**INTRODUCTION**

The school administrator is the key person in his school. His role as manager of the school staff is pivotal. He is seen as having the greatest impact on the performance and morale of teachers and the learning of students and hold more accountable for educational outcomes. The degree of success the school attains is greatly attributed to his good management and instructional leadership expertise.

**METHODS**

The descriptive method was used in the study. It also explores the causes of a particular phenomenon using sets of survey questionnaires to generate data to answer the specific questions raised at the onset of the study. The purposive sampling technique was utilized in the study.

**RESULTS**

1. The school administrators have performed their management functions as to conceptual skills, human skills, technical skill, and design skills. 2. School administrators and teachers have the same assessment in those skills. 3. The teachers have a very good rapport with their administrators, satisfied with their chosen profession, with their school facilities and also to the services that their school is offering. 4. School administrators and teachers had the same assessment on teachers' morale in terms of rapport with the administrator, satisfaction in teaching and school facilities and services but they differ in the assessment on teachers' salary and teaching load. 5. The administrators' management competencies and teachers' morale are influenced by rapport with administrators, satisfaction with teaching, teachers' load and school facilities and services. 6. An action plan was proposed to further improve and enhance the school administrators in practicing their functions and so with teachers in boosting their morale.

**DISCUSSIONS**

1. School principals may undergo training on school management competencies and leadership style. 2. The harmonious relationship among school administrators, teachers and parents be established to achieve a good working environment. 3. The merit system is strengthened, and support ranking procedures are suggested to help boost the morale of teachers. 4. Intervention measures are implemented to avoid delays of salaries and other benefits of teachers for economic reasons. 5. Programs, projects, and activities on intervention are crafted to eventually resolve the issue on principals' management competencies and teachers' morale. 6. A continuing staff development program based on on-going needs and analysis be initiated and implemented.

**KEYWORDS:** conceptual skills, human relation skills, technical skills, design skills

**SUBMISSION ID: R04A-CAVTP-0495**



## **Managerial Competencies of Public School Heads in the City Division of Albay**

William Bragais, Department of Education Tabaco

### **Abstract**

#### **INTRODUCTION**

This study sought to determine the managerial competencies of public elementary school heads in the city divisions of Albay. Specifically, it sought to answer the following: (1) What is the demographic profile of public elementary school heads as to a) age b) gender c) civil status d) educational attainment and e) length of service. (2) What are the managerial competencies of public elementary school heads along: a) personnel management skills b) financial management skills and c) instructional management skills. (3) Is there a significant relationship between the managerial competencies as perceived by two groups of respondents. (4) What is the problem met along with the above managerial skills? (5) What action plan may be proposed to enhance the competencies of public school heads?

#### **METHODS**

The descriptive correlational research design was used in his study to determine the relationship between two groups of respondents. The National Competency-Based Standards (NCBTS) for school heads adopted as the instrument. It is composed of three domains. The first domain is indicators concerning personnel management skills, the second is concerning financial management skills and the third are concerning instructional management skills. The main sources of data were the responses teachers in the city of divisions of Legazpi, teachers from the division of Tabaco City. The responses of 20 principals for each division were taken from unpublished thesis and dissertations books, journals, and internet.

#### **RESULTS**

The public elementary school head has a varied profile to wit; Legazpi City head teachers are relatively young, 5 or 25% years old. Ligao City, 3 or 15% are 31-35 years old and Tabaco City, 5 or 25% are 41-45 years old. Legazpi City has 8 or 40. 76% male head teachers and 12 or 60% female head teachers; In terms of educational qualifications there are five (5) doctoral degree holders in Legazpi City 41-45 years old also 26-30 years have this age bracket in length of service.

#### **DISCUSSIONS**

Considering the findings and conclusions of the study, the following recommendations are presented. 1. Hiring or assigning public elementary school heads, highest considerations are observed on educational attainment, experience, training, management qualification, right values, attitudes, knowledge and skills, and managerial competencies. 2. Continues leadership training for public elementary school heads with the end in view of enhancing their competencies and skills be put in place in each division.

**KEYWORDS:** competencies, learning, significant, varied, concluded

**SUBMISSION ID: R005-TABACO-0068**



**Managerial Competencies of the School Heads in the Division of Tanauan City: A Basis for Professional Enhancement Training Program**

Mildred Sofera, Department of Education - Tanauan City

**Abstract**

**INTRODUCTION**

Management competencies involve knowledge of the principals having a good relationship with people and coordinating their efforts along with approved procedures and techniques. He added that the school manager should be skillful in providing a permissive atmosphere wherein teacher and pupils could work together productively, cooperatively and with economic, psychological and social reflection.

A school manager plays the most vital role when he/she practice management. Skillfully, he/she always finds ways of improving the environment that will yield better results. However, to be able to yield these results, the school administrator should be highly motivated to achieve such role and make themselves part of the system, rather them a mere implementer of actions

**METHODS**

This study utilized the descriptive method of research. It involves the description, recording, analyzing, interpreting, conditions that exist in a phenomenon. It also includes some types of comparison, contrast, attempt to discover the relationship between existing non-manipulative variables. It is concerned with the condition that is held, processes that are going on, or trends that are developed

**RESULTS**

Based on the findings of the study, the following results were drawn. There is no significant relationship between managerial competencies of school heads and level of teacher's work performance in terms planning and organizing, communication, utilization and management of resources, decision making, human relation and supervision as manifested by the computed values of -0.364, 0.324, 0.322, 0.151, -0.190 and -0.474 which are greater than the tabular value of 0.707 at 5% level of significance. Therefore, the null hypothesis is accepted.

**DISCUSSIONS**

The focus of this study is on the managerial competencies of school heads in Tanauan City Division: A basis for the professional enhancement training program. It includes the demographic profile of the respondents in terms of Age, Gender, Civil status, Educational Qualification and Length of Service in the present position. The managerial competencies of school heads in terms of Planning and Organizing , Communication, Utilization and Management of Resources, Decision-Making, Human Relation, and Community Involvement and Supervision must be enhanced to strengthen the impact of their intellectual work. It covers public elementary school heads and teachers in Tanauan City Division

**KEYWORDS:** Communication, Human and Public Relations, Managerial Competence

**SUBMISSION ID: R04A-TANAUA-0012**



**Managerial Performance as Predictor of School Performance: Basis for a Proposed Action Plan**

Gladys Lovely R. Talag

**Abstract**

**INTRODUCTION**

The heart of the formal educational system lies in the hands of the school head. Their appropriate management skills and competencies are needed to influence others to play an active part in the many demands of schools as performing institutions every school year. Meanwhile, a fluctuating rate of school performance in the Division of Lipa was assessed due to their bulk of responsibilities. This study assessed the level of school heads' managerial performance in terms of the different School-Based Management (SBM) dimensions and the level of school performance based on pupil achievement and school efficiency. It also determined the relation among the variables and verified which of the different dimensions of managerial performance still needs improvement.

**METHODS**

Descriptive-quantitative method research design was used in describing data and characteristics of the variables. The questionnaire was the main data gathering tool used which was participated in by 232 public elementary school teachers selected through purposive random sampling. The items were on the level of school heads and their school performance. Documentary analysis was also used in gathering the level of their pupil achievement.

**RESULTS**

It was found that school heads have an above average managerial performance while pupils' achievement is satisfactory as attested by the arithmetic mean of 81.85 and has an above average school efficiency. Among the dimensions of managerial performance, accountability and continuous improvement was the highest manifestation while management of resources was the least. It was also determined that curriculum and learning is the best predictor of school performance in terms of pupil achievement whereas accountability and continuous improvement and management of resources are the dimensions which significantly predict school efficiency. Furthermore, an action plan was formulated for the further improvement of the school performance.

**DISCUSSIONS**

The results implied that school heads' managerial performance in four SBM dimensions generally has an impact on their school performance. Least performance on resource management demonstrates the needs on establishing linkage and partnerships with public and private entities to generate resources needed by the school, particularly for instruction and learning. Integrated learning, curriculum enrichment, lesson integration, and research-based program development should also be enforced since curriculum and learning is the best predictor of pupils' performance.

**KEYWORDS:** Managerial performance, pupils' achievement, school efficiency, SBM dimensions

**SUBMISSION ID: R04A-LIPAC1-0140**



**Managerial Performance of Public Elementary School Principals: Basis for Staff Development Program**

Brenda Alegre

**Abstract**

**INTRODUCTION**

The study attempted to assess the level of managerial performance of Public Elementary School Principals of Cavite Province as the basis for the Staff Development Program.

**METHODS**

It made use of descriptive research. The questionnaire was used as the main instrument in gathering the pertinent data using the frequency count, weighted mean and chi-square.

**RESULTS**

On the relationship between each of the profile variable and the extent of managerial performance:

There is no significant relationship between the ages of the respondents to the extent of their managerial performance in the areas of planning, organizing, staffing and leading but there exists a significant relationship between the age of the respondents and their managerial performance in the area of control. There is no significant relationship between the gender of the respondents and the extent of their managerial performance in the areas of organizing, staffing, leading and controlling but there exists significant relationship in the area of planning.

The educational attainment of respondents has no significant relationship to the extent of their managerial performance in all areas.

The number of years in service of the respondents has no significant relationship to their managerial performance in planning, staffing, leading and controlling but there exists significant relationship in the area of organizing.

There is no significant relationship between the principals' age, years in service, highest educational attainment and their assessment on the suitability, feasibility, and acceptability of the proposed staff development program.

There is no significant relationship between the principals' gender, position and their assessment on the feasibility and acceptability of the program mentioned.

There is a significant relationship between the gender and position of the respondents and their assessment on the suitability of the program.

**DISCUSSIONS**

Managerial strategies relative to the improvement of the managerial tasks of school principals may be continuously gathered by higher officials and pertinent information to improve and uphold the assessment of principals' performance in their respective jurisdictions.

Principals are encouraged to continue to update themselves with the available and emerging innovations in school management through attending seminars, conducting research, reading books, journals, and professional magazines.

**KEYWORDS:** Principal, Staff Development Program, Managerial Performance

**SUBMISSION ID: R04A-CAVTP-0076**



**Managerial Skills of Head Teachers and Satisfaction of Faculty Members  
and Students: Bases for Development Plan**

Remar Yu-Matiag

**Abstract**

**INTRODUCTION**

One of the most important variables in distinguishing between successful and unsuccessful schools is the quality of leadership and management because good management makes a difference to the quality of schools and to the educational outcomes of their students. Headteachers being the extension of the school head are likewise accountable and responsible for the effective administration and management. However, there are head teachers who are not fully aware of their specific duties and responsibilities which prohibit them of performing their roles to the greatest extent to contribute more in attaining the goals and objectives of the institutions. This study was conceptualized to assess their managerial skills and the level of faculty and students' satisfaction as bases for the development plan.

**METHODS**

The descriptive research method is employed using a survey questionnaire to gather data. Unstructured interview and documentary analysis were also used to substantiate the information. Sloven's formula determined the sample size of students' respondents. The arithmetic mean, t-test and chi-square test were employed to analyze and interpret data.

**RESULTS**

Majority of the respondents are females, ages 41-45, married, 21 years and above in service with a bachelor's degree. Headteachers exerted managerial skills to a great extent in terms of manpower resources, physical facilities, and relational expertise. Faculty members and students are satisfied with their managerial skills. The high relationship assessment revealed that the respondents' managerial skills affect the job satisfaction of their staff and students.

**DISCUSSIONS**

Headteachers' roles are challenging and sensitive. They are expected to render adequate professional behavior in their work and in dealing with other school's stakeholder. They must be equipped with ample knowledge and skills to fulfill responsibilities because their influence on the attitudes of both faculty and staff is enormous and has far-reaching consequences for the school organization. Hence, they must be skillful enough to work on the attainment of the school's mission, vision, and goals. The way they performed their respective tasks is a motivating factor to faculty and students to become productive and satisfied with their chosen school, thus a development plan for enhancement of their managerial skills will surely make them more efficient in the dispense of their duties to produce quality teaching-learning process.

**KEYWORDS:** Head Teachers, Management, Development, Satisfaction

**SUBMISSION ID:**



**Managing Faculty Job Satisfaction in Private Higher institutions in  
the province of Batangas: Basis for a Proposed Human Resource Based  
Program**

Dyan Ferrer, FABINHS

**Abstract**

**INTRODUCTION**

This study was an attempt to propose a human resource-based program that reflects the intercorrelation of Aldefer's Theory and Herzberg Two Factor Theory with the administrator's leadership and management practices.

It looked specifically on the faculty respondents' needs-based satisfaction profile, motivation-based satisfaction profile as well as the perceived extent of manifestation of the administrators' leadership practices with regard to directive, supportive, participative and achievement-oriented leadership styles and also the extent of manifestation of the management practices of the administrators in terms of planning, organizing, leading and controlling. Moreover, it attempted to relate the perceived leadership and management practices of the administrators to the needs-based satisfaction profile and motivation-based profile of the faculty.

**METHODS**

Using stratified random sampling, this study involved the participation of 185 faculty from the private higher institutions in the province of Batangas, drawn from a total population of 570 permanent faculty through a proportional allocation sampling technique.

**RESULTS**

Results revealed that the faculty respondents were found to be satisfied in all opportunities related to their existences needs such as pay, fringe benefits and physical safety. They were very much satisfied with related needs in terms of respect from peers, students and superiors; and growth opportunities such as those related to personal and professional growth.

**DISCUSSIONS**

The administrators were perceived to greatly manifest directive leadership; and manifest supportive, participative and achievement-oriented leadership. Likewise, the faculty respondents were found to have perceived their administrators to greatly manifest the planning, organizing and leading practices, and manifest controlling practices.

Based on the findings of the study, it can be inferred that in leading and managing a school organization, it is imperative that the various needs and motivation of school personnel particularly the faculty, be greatly considered and be satisfied. Moreover, needs, motivation, leadership, and management must be intertwined to produce effective school organization.

**KEYWORDS:** job satisfaction, human resource, fringe benefits, faculty

**SUBMISSION ID: R04A-LIPAC1-0252**



**Managing Integration of Multiple Intelligences and Higher Order Thinking  
Skills in Classroom instruction: Basis for Proposed Action Plan at Balete  
Central School**

Liseo Vergara, San Roque Es

**Abstract**

**INTRODUCTION**

The main purpose of this study was to analyze in managing the integration of multiple intelligences and higher order thinking skills that anchored on the theory of Gardner and Blooms Taxonomy that lead to the development of proposed action plan for classroom instruction in the 21st century.

**METHODS**

The descriptive qualitative research was used in this study. It implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured if measured at all in terms of quantity, amount, intensity, or frequency. Qualitative research stresses the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such a researcher emphasizes the value-laden nature of the inquiry.

**RESULTS**

The teacher should prepare plans to enable to integrate MI and HOTS in classroom instructions. The teacher should be able to ensure proper time allotment in the integration of MI and HOTS in classroom instructions. The teacher should be able to match the level of students' ability in techniques and teaching styles. Teachers must create journals regarding their reflection to enhance their classroom instructions. Teachers must have collaboration with their co-teacher to create a good integration of MI and HOTS. School Heads should conduct at least once a week of process observation. The results analyze that School Heads should conduct coaching and mentoring particularly the integration of MI and HOTS in classroom instruction.

**DISCUSSIONS**

School Heads should help among teachers to construct HOTS questions and activities that needed among learners. Schools Heads should encourage among external stakeholders to participate well in remedial instruction particularly the integration of MI School heads must help among learners to collaborate with the different activities using journals.

**KEYWORDS:** Multiple Intelligences, HOTS, classroom instruction

**SUBMISSION ID: R04A-BATANP-1884**



**Managing Mathematics instruction for Junior High School faculty in the  
Division of Batangas Province**

Emie Velasco, Padre Garcia National High School

**Abstract**

**INTRODUCTION**

Mathematics proficiency plays a significant role in never-ending quest to achieve greater heights in the field of discoveries and innovations. Different activities and intervention programs have been conducted, however, it is slipping to the point of noticeable deterioration observed among public junior high school students. The lamentable decline in the number of mathematically inclined students is most visibly felt like evidence of the achievement test results. With these, an instructional management program for mathematics is needed in uplifting learners' proficiency.

**METHODS**

This descriptive research determined teachers' competencies on content areas of mathematics. Inclusively, covering teaching competencies such as knowledge of the teaching strategies, skills in assessing learning outcomes, classroom management techniques, and attitudes toward the subject, together with instructional skills. Respondents of the study involved 121 administrators and 190 mathematics teachers in the Province of Batangas. The statistical tools utilized were frequency, percentage, weighted mean, ranking, and t-test.

**RESULTS**

The study revealed that teachers' competencies on content areas were moderately evident. Furthermore, different teaching competencies were also manifested to a moderate extent, noting classroom management techniques were relatively strong among the teaching competencies. As assessed instructional skills were manifested to a moderate extent however, significant differences were noted on communication, human relation, technical and conceptual skills. Issues and challenges experienced by teachers were lack of basic numeracy skills especially in multiplication and division, lack of instructional materials like modules, textbook and manual and use of ICT in teaching and insufficient knowledge in utilizing mathematics software.

**DISCUSSIONS**

The study proved that mathematics teachers' understanding of the different content areas in mathematics along with the ability and inclination to the different teaching competencies and instructional skills are factors in improving proficiency level in mathematics. A management program was developed to further improve teachers' teaching competencies and geared to improve mathematics teachers' instructional skills to make urgent improvement and modification on the different teaching methods, techniques and strategies in mathematics instruction and to make these more relevant to the present needs, conditions and demands of society.

**KEYWORDS:** teaching competencies, managing mathematics instruction,

**SUBMISSION ID: R04A-BATANP-0231**



**Managing Stress among Elementary Teachers in Sto. tomas South District  
and its Effect to their Academic Performance**

Jennilyn D. Obis & Joan S. Valencia

**Abstract**

**INTRODUCTION**

One of the school's responsibilities is to mold individuals to become morally upright citizens. In shaping this kind of citizens, teachers and administrators play a significant role in teaching them the right attitudes and behavior as students themselves have their own part to play. They must respond positively to the molding process and expectations of society and the community.

Educators are becoming increasingly concern about the pressure which students face and may have argued that these pressures are too severe, and these contribute to less than optimal conditions for the development and maturation of a person.

**METHODS**

This study made use of the descriptive method of research to determine the effects of stress on the academic performance of elementary teachers at Sto. Tomas South District.

The descriptive method focuses on the present situation (what is). The purpose is to new certainty. The truth may have different forms such as the increased quantity of data, a new sweeping statement or new law, increased insight into factors which are operating, the discovery of new causal relationship, a more precise formulation of the problem to be solved and many others. (Calmorin, 2010: 75)

**RESULTS**

The following are the weighted mean and descriptive rating of Managing School Work Stress. On the item "I get so worried about the assignments that they make me feel ill." got the weighted mean of 3. 1, On the item "This worry about assignments makes me feel depressed." got the weighted mean of 3. 07, On the item "I let these concerns about the work get on the top of Me." obtained the weighted mean of 2. 92, On the item "When I need to work, others always succeed in persuading me to go out." got the weighted mean of 2. 82.

**DISCUSSIONS**

Based on the result of the study, students are bogged down under the pressure of hordes of assignments and wish that there had been someone who would take care of our assignments. Since the main stressor for teachers revolves around academic activities, the department should provide better training to teachers that promote a more realistic outlook of upcoming semesters and help them plan their course work in a way that supports them in reaching their goals without causing undue and unnecessary demands.

**KEYWORDS:** Managing Stress Among Elementary Teachers

**SUBMISSION ID: R04A-BATANP-1643**



**Managing the Implementation of Student assistance Grant initiative  
Program Under the Drop Out Reduction Program in Tayabas City Division  
Stand Alone Senior High School Division of Tayabas**

Virgilio Jao Jr, Tayabas City Division Stand Alone SHS

**Abstract**

**INTRODUCTION**

Among other concerns, education has always been one of the top priorities of the Philippine Government all throughout these years. Filipinos believe that children today define the Filipino nation of the future. How these children are educated and trained will shape the culture of the next generation of Filipinos. Hence, various innovations and reforms have been made by the different sets of curricula to fulfill the dream of a bright future for the Filipinos. To this end, education remains the major tool by which people become empowered along with the economics, social, and personal well-being of all citizens in the Philippine society and this has always been emphasized by the Department of Education.

In 2008, the national dropout rate was estimated at 8% of individuals aged 16-24. The Education for All or EFA report also pointed out the school system in a disadvantage because of its poor completion rate and low academic performance of students.

**METHODS**

The study used the quantitative descriptive research that dealt with the management and implementation of Dropout Reduction Program (DORP). Specifically, the study used a descriptive-survey design in determining the problems encountered in the management and implementation of Dropout Reduction Program (DORP) and the measure adopted to save the identified Student-At-Risk of Dropping out (SARDO).

**RESULTS**

The research work revealed that respondents chose Other Interventions (OI) in managing DORP. This has been found to be effective in the school where the study was conducted. Committed leadership and strong dynamic, innovative, and competent leadership of the school head and administrative personnel helped in managing and implementing the program and in sustaining quality education to save Student-At-Risk of Dropping out (SARDO). One weak point that was reported by the respondents has to do with the availability of materials which needs to be addressed as soon as possible. Moreover, it was noted that funds were sometimes unavailable.

**DISCUSSIONS**

The researchers felt the need to get sponsors and conduct fundraising activities and the like to sustain the program. Likewise, school heads in cooperation with teachers shall initiate other means to address the problems with drop out so that the mission and vision of the Department of Education which is Education For All shall be achieved. Further, strengthening partnerships with stakeholders must be ensured to sustain quality education in saving students-at-risk.

**KEYWORDS:** Drop Out Reduction Program, Management, Leadership, Student-At-Risk of Drop Out

**SUBMISSION ID: R04A-TAYABA-0014**



## **Managing the Special Education Program in Batangas Province**

Maria Fe Bautista, Division Of Lipa City

### **Abstract**

#### **INTRODUCTION**

The special education program is an integral part of the educational system and is anchored with the EFA Goal of Education for All. This study aimed at identifying the management of the education of learners with special needs focusing on the exceptionalities that are being catered, teaching strategies, curriculum management, support system, and the monitoring tool and evaluation. This study would also like to investigate the challenges and constraints in its administration and the prospects in its implementation. The results of which will be used to produce a management guide that will help improve the management of the SPED program.

#### **METHODS**

The descriptive method of research was utilized in the study. The questionnaire, interview and focus group discussion were utilized as the main data gathering instruments.

#### **RESULTS**

The two groups of respondents did not differ in their responses regarding the status of Sped program relative to Children with Exceptionalities, Curriculum Management, Teaching Strategies, Support System and Monitoring and Evaluation Tools and Specifications.

Among the challenges and constraints identified in the management of SPED Program where both groups agreed were the lack of financial support for the clinical assessment of SPED learners, big class size per disability and weak stakeholders support system.

Respondents both strongly agreed on the prospects for the effective implementation of the program like enhance pre-vocational skills among ID learners, strengthen support system with the LGUs, train teachers for better instructional accommodation and modification practices and conduct benchmarking in other SPED centers to adopt best practices. They also strongly agreed that change of Children with Special Needs to Learners with Special Educational Needs, organize additional support for regular classroom teachers, encourage ICT utilization for better access to textbook and resources and strengthen the implementation of alternative modes of delivery schemes like home-based, community-based early intervention program for LSEN should be included in the implementation of the SPED program.

#### **DISCUSSIONS**

The researcher designed a management guide which focused on areas of concern, objectives, activities / projects, period and expected outcome/output.

It is recommended that the proposed comprehensive management guide may be presented to school administrators for review prior to its implementation.

**KEYWORDS:** status of SPED program, constraints, and challenges, prospects in the SPED implementation,

**SUBMISSION ID: R04A-LIPAC1-0145**



**Manifested Difficulties in Word Problem Solving in Mathematics by Grade  
Six Pupils of Jose K. Obando Memorial Elementary School: Basis for  
Designing an Intervention Strategy**

Nolits De Luna

**Abstract**

**INTRODUCTION**

Weaknesses in solving word problems in Mathematics are common among many pupils in different schools, as in this school where the researcher teaches. The common reason for this phenomenon is the nature of the difficulty of Mathematics as a subject. For nearly seventy years, teaching methods have relied on a behaviorist model of learning, a paradigm which emphasizes learning-by-rote; that is, memorization and repetition. In mathematics, this meant that a problem was presented, together with a technique of solution, and these were practiced until sufficiently mastered.

**METHODS**

The utilization of this study was the experimental method. The pre-test result was regarded as the control variable, while that of the post-test was deemed as the experimental variable. The results of the separate tests were compared to determine the effects aimed at. In this study, the pre-test or control variable was assigned to the result of a test in Mathematics before the application of an intervention strategy. Contrariwise, the post-test was assigned to the result of a test in the same subject after the teacher's utilization of intervention strategy. The test performance of pupils on the separate tests was documented for data gathering purposes.

**RESULTS**

There were difficulties manifested by pupils in Math-related activities such as difficulty in identifying the given variables, what is/ are asked for in the problem and the mathematical operation to be used to arrive at the correct answer. Based on observation of classroom activities, some of the pupils are inadequately knowledgeable in counting more than three-digit numbers; hence a deficiency in counting-most specifically in mental counting. The null hypothesis accorded to the results between the pre-test and the post-test was rejected.

**DISCUSSIONS**

The causes of the cited difficulties are insufficient interest in Mathematics-related activities, pre-occupation with children's games and insufficient exposure to consistent problem-solving activities. The utilization of an intervention strategy is effective in Mathematics-related activities as sustained by pupils' improvement in solving word problems after the experimental period. This finding was supported by the increase in the number of pupils who obtained correct responses in word problems from the pre-test to the post-test, such increase of which signifies the rate of improvement manifested by the said pupils.

**KEYWORDS:** Intervention Strategy, Significant Difference, Deficiency

**SUBMISSION ID: R04A-LIPAC1-0063**



**Manifested Socialization and Leadership Competencies of Kindergarten Pupils in Laurel District: Basis for a Proposed Plan of Action**

Angela Lajara, Paaralang Sentral Ng Mataasnakahoy

**Abstract**

**INTRODUCTION**

This study was conducted to determine the socialization and leadership skills manifested by the Kindergarten pupils in the different school and classroom activities such as daily routine, group activities, school programs, and games and contests.

**METHODS**

This made use of the quantitative method of research with sixteen respondents who are Kindergarten teachers in Laurel District, Division of Batangas. Data were treated using the percentage, weighted mean, and Pearson's r correlation.

**RESULTS**

The study revealed that the kindergarten pupils manifest socialization skills in daily routine, group activities, and school programs to a moderate extent while they manifest socialization skills in games and contests to a great extent. Moreover, they also manifest leadership skills to a great extent in all the classroom and school activities.

**DISCUSSIONS**

The study also found a significant relationship between the manifested socialization and leadership skills of pupils in all the classroom and school activities. In the consequence of the findings, a proposed plan of action for the enhancement of the socialization and leadership skills of the kindergarten pupils was proposed.

**KEYWORDS:** Socialization, Leadership , Kindergarten

**SUBMISSION ID: R04A-BATANP-0575**



**Manifested Socialization and Leadership Skills of Senior High School  
Students at Bolbok Integrated National High School: A Case Study**

Rowena Amper, LPT

**Abstract**

**INTRODUCTION**

This aims to conduct a case study on the manifested socialization and leadership skills of senior high school students of BINHS.

**METHODS**

The case study approach which focuses on qualitative interpretation of data to be gathered was used. A structured and recorded interview was the instrument used.

**RESULTS**

Good socialization is shown by being friendly, while the ways by which good leadership is shown are through being a role model, being a good leader and being helpful. The benefits gained from socialization are those of gaining friends, harmonious relationship and peaceful environment, while those from being a good leader are those of gaining trust, respect and friends towards a peaceful environment.

**DISCUSSIONS**

Games, group activities and assigning of leadership roles must not only be maintained but should also be promoted and further enhanced in the activities. Teachers may design other curricular and co-curricular activities that enhance students' development of socialization and leadership competencies.

**KEYWORDS:** manifested socialization, leadership skills, senior high school

**SUBMISSION ID: R04A-LIPAC1-010198**



## **Manipulative Instructional Materials (MIMs) to Virtual Instructional Materials (VIMs) in Teaching Mathematics**

Jenelie Aguado

### **Abstract**

#### **INTRODUCTION**

The learning strategies infused with manipulative instructional materials, games, experiments, and simulations. Teaching preschool pupils through manipulative activities motivate their passion for learning mathematics. This research showed the benefit of using them to develop students' skills in learning number that could affect student knowledge toward the learning process.

#### **METHODS**

This study used a descriptive type of research. It was an attempt to obtain data, facts, and opinion about the performance level of the Kindergarten in Mathematics. The checklist was the main data-gathering instrument used in the study. Interview items give a clear idea of the dynamic of manipulative activities reflection in the education environment. The researcher utilized twelve (12) Kindergarten as the total population of the afternoon session in Balagtas Elementary School in School Year 2018-2019.

#### **RESULTS**

The use of color tablets, puzzles, pattern blocks, abacus and interactive clock enhances the lessons in Mathematics and as a result, most of the Kindergarten pupils obtained Average level in performance assessment.

#### **DISCUSSIONS**

There are some proposed virtual instructional materials such as animated illustration, sensory art, bubble wrap, measuring tools and combined building blocks. The use of these interactive instructional materials should be accompanied with appropriate approaches that facilitate pupil's selection, organization and integration of new information and knowledge.

**KEYWORDS:** abstract

**SUBMISSION ID: R04A-LIPAC1-010198**



## **Mapping Teachers' Competencies: Basis for the Development of Science Teachers Development Program**

Ma. Salome Manalo & Emmylou Holgado

### **Abstract**

#### **INTRODUCTION**

Teachers possess varied knowledge and skills of human nature, social and physical environment to assist pupils in discovering more effective ways of enhancing the teaching-learning process. They must explore and find ways to make teaching effective. The effectiveness of learning depends so much upon the relationship between teachers and learners

#### **METHODS**

The Descriptive Method of research was employed, and the Questionnaire was the main instrument in gathering data in the study. The statistical tools applied in treating data were weighted mean and ranking. Fifty Science teachers are respondents. Responses were tallied, tabulated and interpreted using the scales.

#### **RESULTS**

The results revealed that Most of the Time, teachers exhibited their characteristics by the average weighted mean of 4.12. In teaching competencies, in terms of planning, instructional Materials, teaching, and evaluation it shows teachers satisfactorily performed the competencies with an average mean of 4.06. In utilizing strategies, a weighted mean of 4.13 while an average mean of 4.18 was indicated on how teachers communicated to learners which are satisfactory only. Upon learners' reinforcement and involvement an average weighted mean of 4.14 which falls on satisfactory.

#### **DISCUSSIONS**

Teachers' character, teaching competencies in terms of planning, instructional materials, and evaluation, the instructional strategies, communicating with learners and reinforcement and involvement of learners are considered the basis for the development on instruction in teaching Science. Characteristics of teachers influenced the quality of instruction in Science. Teachers demonstrated their knowledge of the subject matter, promoted pupils with interesting and appropriate activities and learning opportunities that really determine a pupil's achievement. It is then suggested an Action Plan for the sustainability of teachers' competencies for best instruction in Science.

**KEYWORDS:** competencies, development, character, teacher

**SUBMISSION ID: R04A-BATANP-2075**



**Mapping the Science Skills of Grade III Pupils at Leon M. Manigbas  
Elementary School**

Rhona Briones & Christine Dhenrose Caguimbal, Department of Education -  
Batangas

**Abstract**

**INTRODUCTION**

During elementary years, especially during science subjects, pupils get easily bored with routine activities, instead, they like to try their own ways of doing things. Using different science skills in teaching, science enhances children's reasoning ability.

The science curriculum is designed to develop human knowledge and understanding. It is mandatory for science teachers to look for the goal of their instructions beyond the narrow confines to science learning. These are found in activities and all of these should be utilized. Activities help students to think critically and develop scientific attitudes. During classroom activities, aroused and sustained among students further interests in science which may lead to the pursuit of science.

**METHODS**

The study made used of descriptive method of research to attain data that would precisely interpret the concerns of this study. The descriptive method was used to identify the performance of pupils in science and health, the pupil's competency in science skills and to find out the relationship of the performance of pupils in science and health with the different science skills.

**RESULTS**

Majority of pupils had an average level of performance in Science and in its components. Pupils found less difficult observing and comparing because they had the basic skill to all investigative activities learned at the very early grade level and had enough knowledge on how to use the different apparatus and instrument.

On the other hand, pupils encountered difficulties in some science skills such as predicting and inferring because children were easily distracted.

**DISCUSSIONS**

The pupils should develop their ability to think critically, to investigate and work through problems logically and to make connections to the real world. And for teachers and administrators, they must go together to think of better ideas on how to assess the different science skills in learning of science of pupils.

**KEYWORDS:** observing, inferring, comparing, predicting

**SUBMISSION ID: R04A-BATANP-0430**



**Mapping the Science Skills of Grade III Pupils at Leon M. Manigbas  
Elementary School**

Rhona Briones & Christine Dhenrose Caguimbal, Department of Education -  
Batangas

**Abstract**

**INTRODUCTION**

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On the other hand, pupils encountered difficulties in some science skills such as predicting and inferring because children were easily distracted.

**DISCUSSIONS**

The pupils should develop their ability to think critically, to investigate and work through problems logically and to make connections to the real world. And for teachers and administrators, they must go together to think of better ideas on how to assess the different science skills in learning of science of pupils.

**KEYWORDS:** observing, inferring, comparing, predicting

**SUBMISSION ID: R04A-BATANP-0448**



## **Marketing Strategies to Increase Enrolment Rate of Gjcshs: A Basis for Developing Marketing Guide**

Edgar Rivera & Michael B. Barias, Gen. Juan Castaneda Senior High School

### **Abstract**

#### **INTRODUCTION**

The main purpose of this study is to increase the number of enrollees for SY 2017-2018. As a starter in the senior high school, there were many identified issues and concerns, and one of these was the very low rate of enrolment with only 103 enrolled students, 25.75% from the target 400 enrollees in the SY 2016-2017.

#### **METHODS**

The research design of this study is qualitative descriptive. The samples of this study were participated by 94 students from STEM, SMAW, and EIM, 18 parents and 13 from the community/barangay officials of Anabu II-A, Imus City. The samples were gathered, interviewed individually, had focused group discussion and survey questionnaire was given based on their concerns on low enrolment rate.

#### **RESULTS**

The school marketing handbook was developed as the final output of this study. In effect of these activities, the number of enrollees for SY 2017-2018 of Grade 11 is increased by 111.65% (218) from 102 enrollees for SY 2016-2017. This denotes that the strategies employed to increase the enrolment rate were excellently effective.

#### **DISCUSSIONS**

The findings found three (3) common themes from the respondents namely: school marketing procedure was limited, courses offerings were short, and the voucher system had a greater effect. Additional were identified by parents/guardians that the enrolment period was short, and the school facility was insufficient. The peer influence was identified by the community being a contributory factor in the low enrolment rate. In addressing these themes, different strategies and actions were executed in order to improve the school marketing procedure such as career advocacy dissemination program (CADP) was given to 5 public junior high schools and in near-by barangay meetings, Alay-lakad para sa propesyong hangad (ALPH) in the community, empowering school promotion through social media networks, and the additional course offerings

**KEYWORDS:** School Marketing, Enrollment rate

**SUBMISSION ID: R04A-IMUSC1-0085**



## **Master F4: An Evaluation on Remedial Program in Mathematics**

Wency Bello, Rosie Rogador, & Diosa Salazar

### **Abstract**

#### **INTRODUCTION**

The research was conducted at Kaytitinga Elementary School, Kaytitinga 1, Alfonso, Cavite. Only 20 pupils were chosen to be tutored by 20 teachers in the school after class hours from August 2016 to March 2017.

#### **METHODS**

The conceptualization of this Master F4 originated from Manalo, 2012 which later modified to cater to the needs of Kaytitinga Elementary School pupils. In this program, pupils with very low mastery in the four fundamental operations are identified and will be given sets of tests using the Master F4 Portfolio, and from there, they will be assigned to one teacher to give them remedial teaching involving four fundamental operations. Materials used in this remediation program are: Master F4 Portfolio, Manalo, 2012, squared paper, table squares, number lines, procedural examples, counters, money, flats and longs, Base ten materials, block, tangrams, geo boards, 100 charts, window drill cards-Card A1-2, Card S-1-2, Card M-1-2, Card D-1-2 as supplied by DepEd. Each pupil under study was given remedial notebooks and stickers that will serve as their attendance, no attendance no sticker for their puzzle, sign of completing the Master F4 remediation program.

#### **RESULTS**

There is a significant difference between the academic performance of pupil respondents before and after the implementation of Master F4 as revealed after the eight-month remediation program of the Master F4, post-test revealed the following: 9 pupils or 45% got Moving Towards Mastery and 11 pupils or 55% have Mastered in the Master F4-Addition. Findings suggest that Master F4 program has significantly improved pupils' mathematics abilities in four fundamental operations. Three crucial practices should be applied to all mathematics interventions: universal screening, explicit and systematic instructional methods, and data-based decision making.

#### **DISCUSSIONS**

Research is united in the belief that early detection and remedy of Math difficulties eliminates future struggles with increasingly complex and **Abstract** mathematical concepts studied throughout secondary grades. Researchers have identified "fluency and proficiency with basic arithmetic combinations and the increasingly accurate and efficient use of counting strategies" as indicators of early math proficiency. The consensus among researchers indicates that elementary school math interventions are essential to avoid later difficulties.

**KEYWORDS:** Master F4, Four Fundamental Operations , basic arithmetic

**SUBMISSION ID: R04A-CAVTP-0105**



**Master Teacher's Evaluating Services for Teachers I-III in Tulay  
Elementary School**

Dalisay M. Samson, Department of Education

**Abstract**

**INTRODUCTION**

Master Teachers are considered as instructional leaders. It is primarily because their mastery, experiences, competence, and excellence in the multiple aspects and key areas of teaching and education are highly exemplary and worth emulating by their fellow teachers. It is undeniable that their acquired status and obtained high rank as an educator reflect the level of their higher educational attainment, teaching expertise, pedagogical competence and instructional leadership excellence which they strived to reach through their passionate efforts and endeavor.

**METHODS**

This research will apply the descriptive-survey method of research in this study. This methodology will be primarily undertaken through the conduct of interviews and distribution of survey-questionnaires to two groups of respondents. The first group of respondents will be composed of the Master Teachers while the second group will be comprised by the Teachers I-III of Tulay Elementary School. Guided by the concepts of descriptive-survey research, interviews are conducted, and survey-questionnaires are distributed to attain the research objectives and discuss the following salient points or concepts of this research.

**RESULTS**

When we mentor teachers in teaching, we have a unique responsibility. We need to help them grow as teachers. The mentor's overall role is to promote the growth and development of the teacher to improve student learning. The teachers essentially must learn how to teach while on the job. Mentors are critical supports in guiding teachers to enhance their planning, instruction, and content knowledge. Master teachers' coach, mentor and guide their colleagues in the utilization and application of appropriate research-based strategies. The findings of this study showed that majority of the respondents of this research perceived that Master Teachers are highly knowledgeable about the curriculum, pedagogy, practice, and methodology of education.

**DISCUSSIONS**

Teachers are motivated by an opportunity to develop new ways of thinking and new insights by having knowledge about the curriculum pedagogy/approaches, practices and methodology of education. This research replied to make teachers more abreast to their growth and development for the benefit of the pupil.

**KEYWORDS:** instructional leaders, development, competence, excellence

**SUBMISSION ID: R04A-BATANP-2084**



**Mastery Level and Learning Styles of the Grade Six Non-Numerate Pupils:  
Basis for the Development of an Interactive Learning Module**

Maricon V. Estrellado, Department of Education

**Abstract**

**INTRODUCTION**

In the world with dividing clusters of Math enthusiasts and Math non-aficionados, global learners, including Filipinos, are dealing with crafted learning activities integrated into their curricula. In the local school setting, it was recorded in the 3-year School Improvement Plan and was reflected in the School Report Card 2013-'16 of Masin Elementary School that 27% of the enrolment was assessed as non-numerates in Year1; 33% for Year2 and 30% for Year3. These significant rates have been calling for interventions. Hence, this research (2017) aimed to determine the mastery level and learning styles of Grade 6 non-numerate pupils as the basis for the research-based interactive learning module.

**METHODS**

The researcher made use of the descriptive-evaluative method. The study considered the result of the District Numeracy Test in evaluating the mastery level in Math of Grade 6, in each of the five content areas in terms of Number & Number Sense, Geometry, Patterns & Algebra, Measurement and, Statistics & Probability. Furthermore, this study also used the descriptive-survey method of research for (1) analysis of the learning styles and; (2) analysis of the significant difference in the mastery level when classified according to their preferred learning styles.

**RESULTS**

The results revealed that the mastery levels of the respondents were 25% or Mastery Least (ML) in the Number & Number Sense, 24% or ML in the Geometry, 31% or ML in the Patterns & Algebra, 29% or ML in the Measurement and 23% or ML in the Statistics & Probability. Regarding the preferred learning styles of 55 respondents, 15 or 27% were activists, 12 or 22% were reflectors, 6 or 11% were theorists, 2 or 4% were pragmatists and 20 or 36% had the preference to two or more learning styles. It was also found that there is no significant difference in the mastery level in each of the 5 content areas in Mathematics 6 when they were classified according to their preferred learning styles as indicated by the calculated F-values that are less than the critical F-value 3.72 for a two-tailed test at .05 levels of significance.

**DISCUSSIONS**

The results exhibit the necessity to conceptualize and support interventions like "I LOVE MATH!" so that learners will be engaged in the various activities specially designed based on their interests and abilities. Future researchers are also suggested to conduct a related investigation involving learners regardless of numeracy level, not limited to non-numerates alone.

**KEYWORDS:** interactive learning module, learning styles, mastery level, Mathematics 6

**SUBMISSION ID: R04A-QUEZON-0051**



## **Mastery in Multiplication among Grade 4 pupils: Basis for Difficulty in Teaching Math**

Claris Ann Coliyat, Department of Education

### **Abstract**

#### **INTRODUCTION**

Mathematics has been with numerous negative comments among pupils nowadays. With the different strategies intended for making Mathematics teaching easy to understand still, pupils are having a hard time in doing such especially in Multiplication. It has been a teachers' everyday prayer for his pupils to memorize and understand multiplication. With the fact that one cannot go through other math concepts without the mastery in Multiplication, teaching Math and other related concepts are not that easy.

#### **METHODS**

The researcher used descriptive qualitative research where she interviewed five math teachers to be able to generate and explain why mastery in Multiplication is needed among Grade 4 pupils before proceeding to another level in teaching. Moreover, she also addressed questions which let the respondents answered about how difficult it is to discuss math without mastery in Multiplication.

#### **RESULTS**

Among teachers, the researcher interviewed most of them depending on the mastery of multiplication for pupils to understand the next level of topics in math among Grade 4 pupils. It is also very evident that teaching math among Grade 4 pupils without mastery in Multiplication is like putting yourself in a situation where you do not know what will come after. Needless to say, mastery in Multiplication is a prerequisite for a Math teacher to discuss the next topic in Mathematics.

#### **DISCUSSIONS**

Mathematics has been a requirement and a subject even in tertiary levels. It is a need that every pupil masters every concept intended for that grade level. But then, the need for a strategy and an action plan which will run within the school year which will make standardized teaching to master Multiplication and result in understanding the concept.

**KEYWORDS:** Mastery, concept, standardized, strategy

**SUBMISSION ID: R04A-BATANC-0536**



**Mastery Learning Approach through the use of Worksheets and E-Games in teaching Divisibility Rules among Grade V pupils in Inicbulan Elementary School**

Vedilyn Maranan, Department of Education - Bauan West District

**Abstract**

**INTRODUCTION**

In the delivery of instruction, teachers always focused on the mastery of learning competencies, utilizing differentiated approaches and strategies suited to the level, interest, and abilities of learners. The researcher conducted an action research to help Grade five pupils of Inicbulan Elementary School to increase their learning efficiency and learning achievement in dividing numbers specifically on divisibility rules. This action research aimed to use mastery learning approach using worksheets and e-games in teaching divisibility rules.

**METHODS**

The researcher used data gathering procedures namely focus group discussion, questionnaires, and checklist. The researcher uses different kinds of test like summative test and teacher-made exercises, worksheets and e-games which involved divisibility rules.

Project E-GAMES, which means Everyday during lunch break Group and individual Activities focused on Mastery of Divisibility Rules Enrichment and intervention activities for Slow and struggling learners, were the proposed intervention scheme used by the researcher to increase the learning achievement of Grade five pupils.

**RESULTS**

Findings revealed that during the first summative test the common difficulties encountered by pupils were the lessons about divisibility rules. The poor study habit and lack of interest in the subject also hinder in their success toward the subject. On the other hand, Interventions are a great aid in uplifting their interest in math lessons.

However, the researcher gave some recommendations like teachers should study and focus on the difficulties of pupils in Mathematics particularly in divisibility rules. A thorough review monitoring and evaluation of pupils' division skills should be pursued to determine their level of understanding and interventions must be applied in teaching division for them to comprehend and solve the given equations and later problem situations.

**DISCUSSIONS**

The results demonstrate the need for mastery learning approach using worksheets and e-games as a great aid in understanding and applying the divisibility rules of Grade five pupils. Varied types of worksheets such as math journals and e-games should be made available in the classroom.

**KEYWORDS:** e-games, mastery learning, interventions

**SUBMISSION ID: R04A-BATANP-1766**



## **Multi-Sensory Instructional Materials: Effect on Mathematics Performance of Grade 10 Students**

Juan Jr. Cruz, Department of Education

### **Abstract**

#### **INTRODUCTION**

Despite vast advantages and benefits of the Mathematics subject, this has been considered by many students as one of the most difficult. In fact, given the chance to decide on the subject to be taken in school, the students would prefer other subjects than Mathematics. This may be one of the reasons that explain the findings of the Department of Education that Mathematics Education in the Philippines is facing a dilemma as shown in the low performance of students in National Assessment in Mathematics whereas the National performance of fourth year high school in (NAT) from the school year 2004 to 2013 were all below the 75% standard criterion.

Knowing that not one method of learning is appropriate for all students, teachers should have a variety of methods and strategies to choose from. One way is the adoption of a multi-sensory approach. This approach is also known as VAKT (visual-auditory-kinesthetic-tactile) which implies that students learn best when information is presented in different modalities.

#### **METHODS**

Research & Development (R & D) and quasi-experimental methods of research were employed in this study. T-test was used to determine the significant differences of pre-test and post-test of the students in the control and experimental classes and Cohens D' effect size was used to determine the effect of multi-sensory instructional materials on the Grade 10 Mathematics competencies.

#### **RESULTS**

As to content validity of the multi-sensory instructional materials, the evaluation means results were interpreted as very high valid; The experimental group higher than the control group; There was a significant difference between the control and experimental post-test scores, and there was a large effect on the performance of the students after using multi-sensory instructional materials on the developed competencies in Mathematics as described by the Cohen's D computed value of 1.65.

#### **DISCUSSIONS**

The developed multi-sensory instructional materials fully complied with the expected standards for Grade 10 Mathematics under the K to 12 curriculum; The students in the experimental class who used the multi-sensory instructional materials in Mathematics instruction performed better than their counterparts in the control class; The performance of the experimental group exposed to the multi-sensory instructional materials experienced a greater amount of learning; and The multi-sensory instructional materials were effective in enhancing the Grade 10 Mathematics competencies.

**KEYWORDS:** Multi-sensory instructional materials, Content Validation, Mathematics Performance

**SUBMISSION ID: R005-CAMSUR-0001**



**Multisensory Strategies: Effective Vocabulary Enhancement to Grade Four  
Learners of Anangi Elementary School, Lipa City Division**

Liza Dalisay, Department of Education Lipa City Division

**Abstract**

**INTRODUCTION**

This study was intended to enhance the vocabulary skills of Grade 4 learners in Anangi Elementary Schools using multisensory strategies in teaching English vocabulary. They were categorized into visual and movement strategies. Moreover, the participants of this study were the Grade four learners from Anangi Elementary School in East District of Lipa City Division. The total population of the Grade four learners were used as participants, hence, there was a total of 38 learners who participated in the study. The survey questionnaire was the main source of data to be analyzed. The researcher assumed that all the respondents answered the questionnaire honestly and at the same time it was also assumed that their English teacher used all the multisensory strategies mentioned in this study.

**METHODS**

Descriptive - quantitative research method through the survey technique was the chosen research design utilized in the study because of its appropriateness to the nature of the problem. This study included a total of 38 Grade 4 learners who participated in the study. There was no sampling method used since the total population of the respondents participated in the study. The questionnaire was the main data gathering tool used in this study. The items were on the profile of the respondents and the multisensory strategies used by English teachers in developing the vocabulary of the learners. The data analysis technique used were frequency, percentage, and weighted mean computation.

**RESULTS**

Majority of the respondents were eight years old. It is evident with the percentage of 36.4 that the age group had obtained, the majority were female comprising the 77.3 percent of the total respondents. It was found that the visual, movement and sound strategies in teaching vocabulary were sometimes used by the teacher. They also agreed that the use of the said strategies helped improve their vocabulary skills. There was also a significant relationship between the assessments of the respondents on vocabulary development with the use of the multisensory strategies when grouped according to profile variables.

**DISCUSSIONS**

This study implied that the use of multisensory strategies such as visual, movement, and sound strategies were able to improve the vocabulary development of the learners.

**KEYWORDS:** Teaching and learning, multisensory strategies, vocabulary development, teaching strategies

**SUBMISSION ID: R04A-LIPAC1-0248**



**Multitasking and Academic Performance of Students in Calamba Doctors'  
College**

Maila Claire Tejada

**Abstract**

**INTRODUCTION**

Multitasking is very predominant among students. However, the causes of multitasking among students have not received much attention. As multitasking has become a part of students' lives, it is important to understand its possible backgrounds and influences on them. The controversial results of the past researches have motivated the researcher to find ways and means to resolve, search, and explore techniques and methods that could possibly eliminate or lessen multitasking among students.

**METHODS**

Descriptive correlation design determined the relationship between multitasking and students' scholastic performance. A Multitasking Checklist prepared by the researcher was used to measure the level of multitasking through cellphone usage. This was checked by the researchers' adviser and Dean of the College of Education and pilot-tested to 18 students. The 18 students who were joined in the pilot test were excluded in the actual fielding of the research instrument. Weighted Means (WMs) were used to describe the levels of multitasking. The academic performances of the respondents were grouped into: Excellent, Very Good, Good, Satisfactory, Fair and Poor.

**RESULTS**

Multitasking through cellphones does not hinder student-users from accomplishing school projects or participating in scholastic activities. Cellphones provide the users with a lot of benefits. Today, the new millennial students can handle other tasks while doing school paper works. They perform their assigned tasks satisfactorily without neglecting their quizzes, term tests, and other significant curricular requirements. Students enjoy the use of their cellphones, especially texting and calling acquaintances. They are contented with the academic ratings that they attained but do not strive to perform better to earn excellent grades in spite of their capabilities to cultivate and nurture their skills to higher levels.

**DISCUSSIONS**

Policies and guidelines on the appropriate use of cellphones inside classrooms and school campus should be prepared and implemented. Such policies and guidelines should be integrated into the Student Handbook. A Multitasking Illustration Guide should be constructed for the actual use of the students. Classroom Teachers should be up-to-date in the issuance of term ratings of students aimed at helping them raise their ratings in every subject. Students should construct their own Multitasking Illustration Guide aside from what they have from their IT teachers, one that suits them comfortably

**KEYWORDS:** multitasking, academic performance, cellphones

**SUBMISSION ID: R04A-CALAMB-0305**



**Music and its Efficacy to the Study Habits of Grade 10 Students of Spcnhs  
S.Y. 2018 -2019**

Sarah Grace Dorado & Debbie Khadmiel Lapuz Pontanoza, San Pablo City  
National High School  
(Adviser: Luningning Adarna)

**Abstract**

**INTRODUCTION**

Students of today's generation are dealing with the difficulties in schoolwork mostly at higher levels. Music has long been known to have a powerful effect on the mind that is why the researchers think of it as a way on how to help them in this kind of situation. The overall objective of this study was to determine the efficacy of music to the study habits of Grade 10 students of San Pablo City National High School Year 2018-2019.

**METHODS**

Descriptive-co relational method of research was used. We conducted a survey with a total of eighty-five fourth-year respondents who were selected through random sampling from a seven hundred fourth year students enrolled in San Pablo City National High School Year 2018-2019. The percentage, frequency, distribution, mean, and standard deviation were used to get information about the respondents' profile and the perception of the respondents. The relationship of the dependent variable was determined by the use of the Pearson Product Moment-Correlation Coefficient.

**RESULTS**

The respondents who participated and answered the survey questionnaires who are affected by the factors, the respondents' profile, the type of music and the song related factor were not significantly related as the result in the study. It is implied to the results that respondents can focus if they are listening to music while performing study habits. In addition, the time spent by the students listening to music while doing study habits has a significant relationship in conveying its importance to the study.

**DISCUSSIONS**

The result conveyed the necessity of music specifically pop music in relevance to the study habits of the students. Exposing in music with a substantial frequency of time while studying can positively affect the students. In relation to that, song related factors such as home and school perceptions justify a significant relationship with the findings.

**KEYWORDS:** music, study habits, necessity, importance

**SUBMISSION ID: R04A-SANPAB-0053**



## **My Buddy, My Mentor: A Strategy to Improve the Reading Comprehension Performance**

Maricar P. Ravelo, Teacher  
(Adviser: Jomel Montero)

### **Abstract**

#### **INTRODUCTION**

Reading is one of the finest habits that a person can have. Its ultimate goal is to be able to understand written material, to evaluate its contents and apply it for some practical reasons. One of the pressing issues in Grade IV Diamond of Tina Central Elementary School is the pupils' poor reading comprehension. It has 36 pupils 30 of which are considered in the Frustration Level in comprehension during the pre-test result in Phil-IRI of School Year 2016-2017. The data show that despite the enhancement activities conducted still the pupils are struggling in terms of comprehension. Thus, this study used My Buddy, My Mentor Reading Strategy to improve the reading level of Grade IV Diamond pupils in terms of reading comprehension in English.

#### **METHODS**

This study used non-random sampling of the Grade IV Diamond pupils this S.Y. 2016-2017. The Philippine Informal Reading Inventory (Phil-IRI) in English as its main tool in collecting the data. In directing My Buddy, My Mentor Strategy, the English teacher, or the researcher grouped children according to their reading level based on the result of the Phil-IRI pre-test. The frustration-level pupils were the reading peers while the instructional and independent readers were the reading friends or mentors. Percentage and a paired-sample t-test was used to evaluate the impact of the intervention

#### **RESULTS**

All the recipients are at the beginning level during the Pre-test. After having applied the intervention, 27 or 90% among the 30 recipients turn out to be in the Advance level while 3 or 10% are in the Proficient level and none of them is left in the levels with lower performance rating. It is evident that there is a statistically significant increase in comprehension from pre-test ( $M=71.63$ ,  $SD=1.497$ ) to post-test ( $M=94.20$ ,  $SD=2.905$ ). The computed p-value is 0.000, which is less than 0.05 level of significance.

#### **DISCUSSIONS**

The extent of the implementation of the reading interventions is at a very good level. Recipients' reading performance for comprehension shows that there is a consistent increase in the level of reading performance. There is a significant difference and large effect based on the p-value and eta squared statistic as shown and elaborated on the proficiency level of the recipients both in word recognition and comprehension before and after the implementation of the said intervention.

**KEYWORDS:** My Buddy, My Mentor, Reading Comprehension, Performance

**SUBMISSION ID:** R013-SURSUR-0152



**My Parent, My Teacher: An Intensive Parent - Teacher Partnership to  
Develop Word Recognition of the Grade 6 Pupils**

Grechille Llovit, Teacher

**Abstract**

**INTRODUCTION**

Reading and writing skills are significant factors towards the success of every child at school, at work and in daily living. It can also be a fun and imaginative activity for them that allow them to explore fantasy and the real world. Learning how to read is one of the most important things elementary pupils accomplish in school because it is the basis for most of their future endeavor. It is fundamental to function in today's society. It is a basic necessity in day-to-day activities most especially to elementary pupils who are still developing their reading skills. Reading is fundamental to attain greater knowledge.

**METHODS**

The researcher used the Phil-IRI result that serves as their pre-test to identify the pupils to undergo the intervention during the third quarter of the school year 2018-2019. The children under Frustration level were the recipients of this intervention. Identified pupils underwent a series of reading activities which they need to bring home. The parents will be the one to follow-up their children with provided materials after school. After completing the intervention's allotted time, post-test is administered using the given passages in the Phil-IRI Manual. The result of their pre- and post-test will be used as the basis in identifying and understanding their level of comprehension. This will also be the basis of the researcher if the intervention is effective or not.

**RESULTS**

The Pre-tests result shows that out 17 pupils, 3 were in independent level, 6 in instructional and 8 in the Frustration level. Under frustration level pupils were considered as the recipient of the intervention. Results revealed that pre-test result was 2.824 and the mean score of the post-test was 4.059 with t-value of -6.126 that signifies a greater improvement in the reading comprehension through "My Parent, My Teacher." This signifies that considering parent in the intervention as their helper and teacher contribute meaningfully on the development of the learner.

**DISCUSSIONS**

It is good to note that "My Parent, My Teacher" has improved the word recognition of the identified Grade 6 pupils. However, more reading activities may be created in order to continue developing the pupils in reading comprehension. It is also encouraged that the said activities may also be applied in all learning areas so that pupils would have more learning experiences in vocabulary development.

**KEYWORDS:** Intervention, comprehension, reading, improve

**SUBMISSION ID: R013-SURSUR-0294**



## **Nanay Teacher Kaagapay sa Unang Pagbasa**

Jovilyn L. Gonzales, Alena Rita M. Briton, Justina T. Gonzales, & Janopol Or

### **Abstract**

#### **INTRODUCTION**

Reading has a vital role in the learning process. Having a great number of emergent readers was so alarming that calls the attention of the researchers. Reading program was made to ease the increasing number of non- readers and slow readers. Involvement of stakeholders is the main factor to resolve the biggest hindrance in the learning process.

#### **METHODS**

Sampling method design was used. Learners and parents from Kindergarten to Grade III were the targeted respondents since a good foundation of proper reading development with comprehension starts at these Grade levels. Orientation about the program was the first step to conduct and made the research possible. A "checklist" (a list of all information that you want to find out) reading inventory was administered, with the gathered figure through quantitative inquiry in the checklist as a tool to identify learners with special need in developing independent reader.

#### **RESULTS**

Assenters coped with the program actively participated. They pay particular attention to complication preponderantly in 1) letter recognition and phonemic awareness and 2) lack of reading comprehension. Implementation of the program was immediately initiated and lasted for three years.

#### **DISCUSSIONS**

The effective output of the said program was recommended in the intermediate level to continue the aim of the education for zero non-readers. Due to positive result researchers extended help to other colleagues by conducting Learning Action Cell (LAC Session) in making improvise reading materials suited to their Grade level handled. Spare time was also given emphasis as reading remediation. Implementation of the research was still initiated up to the present. Factor affecting the result that has the highest reason was the dedication and the 100% stakeholder's involvement.

**KEYWORDS:** checklist, comprehension, stakeholders

**SUBMISSION ID: R04A-TANAUA-0175**



## **Narratives of Out of Field Teachers in the Province of Cavite, Philippines**

Riza Mae Sanchez & Lynette P. Rue, Luis Y Ferrer Jr. Senior High School

### **Abstract**

#### **INTRODUCTION**

Due to a shortage of teachers to teach specialized courses in senior high school and growing population of students in public schools, many teachers are forced to handle subjects that are beyond their area of specialization, wherein the quality of education may suffer. This study was conducted to hear the voices from below (i.e., out-of-field Filipino teachers). The teachers lived experiences which focus on their pedagogical approach, their challenges and coping mechanisms were highlighted.

#### **METHODS**

A Self-Efficacy instrument adapted from Ferreira (2013) was administered to determine the levels of the teacher's self-efficacy in terms of pedagogy. Also, an in-depth interview was conducted. Fifteen out-of-field teachers were surveyed and five out-of-field teachers were interviewed about their lived experiences.

#### **RESULTS**

The results revealed that the level of self- efficacy of out-of-field- teachers in senior high school is high in terms of pedagogy. Also, the major challenge that was experienced by out-of-field -teachers were identified which are, knowledge of the content, selecting the appropriate strategy, and teacher's competence. It was also found that they used various coping mechanisms which include; a) consultation with expert teachers b) teacher's resilience c) trainings d) sense of optimism and determination. The study also revealed the reasons why they accept their job as an out-of-field teacher, which were classified into intrinsic and extrinsic.

#### **DISCUSSIONS**

The results demonstrate the sacrifices and struggles of out-of-field teachers and the urgent need for the education sector as well as the government to capacitate the needs of these teachers. Out-of-field teaching has been part of the education system for a long time, not only in the senior high school but in all the Grade levels as well as in tertiary education, it hinders the goal of having a quality education. It is about time that education leaders may consider how to formulate clear and strong policy on teacher support system among out-of-field-teachers.

**KEYWORDS:** extrinsic, intrinsic, out-of-field-teacher, pedagogy, self-efficacy

**SUBMISSION ID: R04A-CAVTP-0032**



**Nat 3 T's: Test Taking Techniques for Grade Six Acacia at San Pablo  
Elementary School Sy 2017-2018**

Myma Quiatchon, Celia Malizon, & Loida Maligaya, San Pablo Elementary School

**Abstract**

**INTRODUCTION**

The National Achievement Test concluded that the plight of the school and students is somewhat murky; the goal of having 75 percent and above mastery levels in academic performance in the National Achievement Test does not seem to be cognizant of the teaching and learning environment we have. Of course, we do not discount the fact that DepEd is doing what it perceives to be the best programs and initiatives to answer the pressing need for quality education.

**METHODS**

This study used a descriptive method that utilizes a questionnaire as the main instrument to determine the test-taking techniques of the pupils.

**RESULTS**

The study revealed that 60% of the respondents were prepared to a high extent in terms of preparing the test materials before the test. 10% of the respondents were prepared to a moderate extent in terms of reviewing before the test and 100% of the respondent prepared in terms of following the direction and consuming allotted time during the test.

**DISCUSSIONS**

On the other hand, 20% of the respondents had the highest extent of preparation in terms of following the direction during the test, 23.33% were prepared to a high extent, and 10% of the respondents were prepared to a moderate extent. With regards to selecting answer/ responses, 60% had the highest extent of preparedness while 40% had the high extent of preparedness during their test. There are also 66.66% of the respondents rated the highest extent of preparedness in consuming allotted time during the test, 16.66% rated as prepared to a high extent and still there were 16.66% of respondents prepared to a moderate extent in consuming allotted time during the test.

**KEYWORDS:** achievement test, reviewing, direction, preparing, assessment

**SUBMISSION ID: R04A-BATANP-1853**



## **National Achievement Test Results of Grade Six Pupils Basis for a Five Year Instructional Strategic Plan**

Felipa Bernales, Villen P. Jimenez, & Sally M. Anciro, Department of Education

### **Abstract**

#### **INTRODUCTION**

Quality education then must be the topmost priority of every educational institution. It is what motivates people to do their best. It is also the aspiration of any nation. But there are still factors resulting in a considerable number of illiterate Filipinos and out-of-school youths and graduates who are not prepared for work.

The Department of Education (DepEd) revealed that the record of National Education Testing and Research Center (NETRC) showed a declining achievement level of elementary and high school students based on the National Achievement Test (NAT) from 2005-2010.

#### **METHODS**

Results of the National Achievement Tests were analyzed to identify what instructional five-year strategic plan may be proposed to improve the NAT performance of the respondents.

#### **RESULTS**

The NAT performance of Grade 6 pupils for the last three years declined with MPS of 91.76 for School Year 2012-2013; 71.27 for both School Year 2013-2014, and 2014-2015 which is at the Closely Approximating Mastery and Moving Towards Mastery Level, therefore, a 5- year instructional strategic plan was developed to improve the NAT performance of Grade 6 pupils. As to teacher-related factors, the respondents agree that teaching strategy was the number 1 teacher-related factor that affects the NAT performance of the Grade 6 pupils with a weighted mean of 4.18. Teaching load is the second factor with a weighted mean of 4.12 wherein the respondents agreed upon. The respondents also agree that assessment of learning follows with a weighted mean of 4.04. Teaching methodologies is at the last spot with a weighted mean of 3.99 wherein the respondents also agree that it affects the NAT performance. The overall weighted mean of 4.08 indicates that the respondents agree that teacher-related factors affect the NAT performance of Grade 6 pupils.

#### **DISCUSSIONS**

The following factors affect the NAT performance of Grade 6 pupils:

1. Teacher-related factors such as teaching strategies, assessment of learning, teaching methodologies, and teaching loads
2. Pupil-related factors which include a diversity of learners, study habits, and parental support
3. School-related factor such as learning environment, curriculum implementation, and school policies implementation
4. The administrator-related factors which include instructional leadership, creating a pupil-centered learning climate, human resource management & professional development, and school management and operation

**KEYWORDS:** NAT

**SUBMISSION ID: R04A-CAVTP-1432**



**National Certificate Ii institutional Assessment for Electrical installation  
Maintenance: Basis for Intervention Program**

Arlene De Ungria, Gen. Juan Castaneda

**Abstract**

**INTRODUCTION**

Mandated by Republic Act 10533 also known as Enhanced Basic Education Act of 2012 known as the K12 Education Curriculum, students are required to enter Grade 11 and 12 and choose a track according to their interest. One of these tracks is Technical Vocational and Livelihood (TVL) which enables students to take a National Certificate level II (NCII). It is a certification honored even outside the country. The purpose of this study is to ensure the preparedness of Grade 12 students and pass Institutional Assessment that will help them gain confidence before the actual assessment.

**METHODS**

The research design of the study was descriptive which organizes, tabulates, depicts, and describes the data collection. The sampling used in this action research was convenient and non-random. The data was taken through the conduct of institutional assessment to 35 Grade 12 students currently enrolled in EIM.

**RESULTS**

The study revealed that Grade 12 EIM students who underwent an Institutional Assessment and considering they have already become skilled in the identified least mastered area/s, they are prepared to take the National Certification II Assessment for Electrical Installation Maintenance in TESDA accredited centers. Six out of 35 students got a not satisfactory rating for oral questioning and actual test based on the assessment of internal assessor while 10 out of 35 students acquired a not satisfactory rating for oral questioning and 3 out of 35 in the actual test as assessed by an external assessor. To address the findings of this study, teacher-made activity sheets and handouts were utilized in order to grasp the least mastered competency/ies determined by the assessors. The researchers would like to suggest the creation of another instrument for Institutional Assessment that will enumerate clearly the least mastered competencies.

**DISCUSSIONS**

After the conduct of an Institutional Assessment, students were able to know their level of preparedness in National Certification II Assessment for Electrical Installation Maintenance, this can also help students gain confidence before the actual assessment.

**KEYWORDS:** Institutional Assessment, Internal Assessor, External Assessor

**SUBMISSION ID: R04A-IMUSC1-0094**



## **Natural Ink Out of Alugbati (*Bassela Rubra.*, Linn) Berries Extract**

Aleli Demillo, Alfonso Municipal Association Of Research Educators

### **Abstract**

#### **INTRODUCTION**

This study entitled "Natural Ink out of Alugbati Berries Extract" aims to create a new form of an alternative or a substitute for the commercial ink using the alugbati (Malabar nightshade) berries extract. Instead of using harmful chemicals in manufacturing ink, we replaced it with alugbati berries extract as the primary material in making ink.

#### **METHODS**

The experimental method was used in this experiment. We used alugbati berries extract to create an alternative or substitute commercial ink. It also tackles about making an ink that is made up of natural ingredients that are not harmful to human health. Materials used for the creation of the ink are available in the community as well as the school garden.

#### **RESULTS**

Three trials were conducted in making ink from alugbati berries extract. The first trial did not meet the standards. Another trial was conducted and the ink produced was red-violet in color and leaves a light image of the stamp on a piece of paper. The third trial was made to improve the characteristics of the first two ink experiments. This time, we added more alugbati berries. From that experiment, the ink produced was dark purple in color and it leaves a mark on a piece of paper not so light as the second trial.

#### **DISCUSSIONS**

In this investigatory project, we formulated a natural ink that is made up of alugbati berries extract. We found that the more amount of alugbati berries extract the more it can produce dark color ink.

**KEYWORDS:** alugbati berries extract natural ink alternative substitute commercial ingredients experiment

**SUBMISSION ID: R04A-CAVTP-1016**



## **Natural Vs Commercial: A Comparative Analysis between Stain Remover**

Keith Joshua Legaspi, Ralph Ian S. Cajiles, & Erickson O. Wico, Department of Education, ETTMNHS

### **Abstract**

#### **INTRODUCTION**

The demand for cleanliness increases as commercialization progresses. Several brands of cleaning products particularly detergents have emerged over the years. On the other hand, there is an increased call for sustainable and environmentally friendly products, laundry detergent included. Hence, this study is conducted to compare the effectiveness of commercial (bleach) and natural (vinegar) stain remover. This research sought to identify the probability of natural stain removers as an alternative to commercial products to help and support the sustainability of the environment.

#### **METHODS**

The experimental research design was employed in this study. Catsup, Mud and Grease stains were introduced to two sets of identical fabric. The first set was immersed on a basin with a detergent solution and the other one was immersed in vinegar. Results were compared according to the duration of stain removal.

#### **RESULTS**

Based on the results of the experiment, commercial stain remover is highly effective when tested in Catsup, Mud, and Grease. Meanwhile, natural stain remover was found to be moderately effective when tested on a similar set of stain. Vinegar took longer time to remove the stain with about 15 minutes and longer compared to bleach which only took 5 to 10 minutes effective time. Therefore, this study reports that bleach detergent solution is more effective than a vinegar stain remover. However, both are reported to leave the same strong smell to the fabric.

#### **DISCUSSIONS**

Although the results show that bleach detergent is highly effective because of its processed chemical ingredients, vinegar is found to be a competitive alternative to commercial detergent solutions in removing the stain. It is recommended that further studies and experiments should be done in order to test the properties of vinegar and other natural stain removers as potential environment-friendly stain remover products.

**KEYWORDS:** Cleaning Products, Stain,

**SUBMISSION ID: R04A-CAVITP-1135**



## **Navigating the Misbehaviours of Student and the Interventions, Suggestions, and Recommendations of Teachers**

Dyne Ann Herdiles, Department of Education

### **Abstract**

#### **INTRODUCTION**

Student misbehavior is a problem affecting schools across the nation and around the world. It is a big problem that needs to be solved or lessened. The primary goal of this study was to explore the disruptive behaviors and the interventions, suggestions, and recommendations teachers made to address them. The study intended to generate a list of categories of students' problematic behaviors, to identify common misbehaviors and the most disruptive to teaching and learning. I strongly believe that the misbehavior of students really affects students learning.

#### **METHODS**

This research employed a qualitative phenomenological research design specifically. The design was used to explore the phenomenon of students' misbehavior, as viewed by the teachers and the principal of Cantilan East Central Elementary School.

#### **RESULTS**

This chapter presents the results of the study on navigating the misbehaviors of students and the interventions, suggestions, and recommendations of teachers. The results are presented based on the order of questions found in the interview guide. What common student misbehaviors research participants encounter inside the Classroom?

Bullying their classmates. As to the responses of the participants, it revealed that bullying is one of the common misbehaviors shown by the students in school. Inattentiveness in Class. As presented in the responses, inattentiveness in class discussions is present where students do not care about their teachers is doing inside the classroom. Uttering Expletives. Participants confided that some students found it just easy to utter expletives even in the presence of their teachers. Seeking Attention: It was observed that some students would love to seek attention from teachers and their classmates. Talking Back at Teachers. As revealed, some students at this very stage of academic lives, they already knew how to talk back against their teachers. Cutting Classes. This came out from the responses of some study participants. Some students had the penchant of leaving their classes probably after getting tired with other activities at home or after they feel bored with their classes.

#### **DISCUSSIONS**

The result revealed some of the most disrupted behaviors, which were inattentiveness in class, bullying, seeking attention, and uttering expletives. Inattentiveness in class would usually happen when all their classmates were focused on the lessons while they use were busy talking with each other, shouting, moving from chair to another, and hitting their classmates.

**KEYWORDS:** MISBEHAVIOURS

**SUBMISSION ID: R013-SURSUR-0228**



## **NCII Assessment Impact: School Learning Vs institutional Review**

Jeneth J. Barba, Plaridel Integrated NHS

### **Abstract**

#### **INTRODUCTION**

With the advent of the K to 12 curriculum, every educational institution in the secondary level aims to make their learners employment-ready even right after graduation. This research was conducted to determine which institution greatly contributes to the success of the NC II passers. In connection, this study assesses the quality of education provided by the TVL teachers to their primary stakeholders, the students.

#### **METHODS**

Twenty-eight students were selected using simple random sampling as respondents in this study. The data were gathered by employing two research instruments- checklist and questionnaire. The checklist was used to identify the available FBS equipment. On the other hand, the questionnaire was devised to determine the teaching-learning process, developed behavior, and perceived competence. The instruments were administered through survey method. For the data analysis, frequency count, percentage and identification of themes were employed.

#### **RESULTS**

On average, 97% of the respondents become exposed to FBS tools and equipment. On the other hand, the institutional review was only able to cater to 89% of the respondents. In line with the motivation, school learning made use of five teaching strategies while the institutional review utilized two. During the discussion, the school learning offered four strategies while there were only three for the institutional review. On the assessment part, both review centers utilized one strategy. For the average, 26 respondents learned FBS-related behavior from the school learning while only 24 learned from the institutional review. From a total of 28 respondents, all or 100% said that they felt competent after undergoing the school learning. Meanwhile, 71.43% felt the same from the institutional review and the remaining 8 or 28.57% revealed that they were not yet feeling competent.

#### **DISCUSSIONS**

This study made it clear that the large part of the NC II passers' competence is determined by the education given by the school than by the institutional review. The result also proves that the quality of education offered by the PINHS and its teachers for HE students is equal to what is demanded by the national standards. From the conclusion, the researcher suggests that educational institutions offering FBS should provide learners exposure to tools and utensils; In teaching FBS, the teacher should provide a variety of teaching strategies; and FBS instructor(s) should also pay attention to developing FBS-related behavior.

**KEYWORDS:** NC II, FBS, institutional review, school learning

**SUBMISSION ID: R04A-LAGUNA-0240**



**Ncbts - Based Teaching Competence and Teaching assignment of  
Elementary School Teachers, District of atimonan, Division of Quezon: Its  
Implication to Review of Existing Policies on Teachers assignment**

Emelita Ricafort , Department of Education

**Abstract**

**INTRODUCTION**

Updating the teachers' competence is tantamount to upgrading the system of education. In that way, the agency caters to the needs of the teachers in the front line; at the same time that teachers meet the demands of the learners. The performance of the learners is reflective of what the school is able to provide and how the teachers have performed their functions. In dispensing their function, the teachers aim for effective performance. Having the goal to perform effectively and efficiently, teachers have to follow the standards designed to evaluate their competencies.

**METHODS**

It specifically determined teacher respondent's profile, their competence using NCBTS framework with the seven domains namely Social Regards for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting, Community Linkages, and Personal Growth and Development. The research investigation covered only one respondent. The descriptive survey method was employed in this study. The Statistical Package for Social Science (SPSS) used for data analysis and interpretation.

**RESULTS**

Based from this study, teachers themselves are the most important agents in the improvements of their teaching, their values, and personal aspiration, coupled with knowledge and skills learned from their studies, seminars/training that are aligned in the NCBTS made them competent in their teaching-learning process. The stereotype idea that teachers assigned in central school are more competent than teachers assigned in non - central is not a basis or a policy of school heads in giving assignments. Teachers teaching in non - central may transfer in central school, if they have the intention to transfer. Teachers teaching in primary grades can be assigned in the intermediate grades, for these teachers should have the same teaching competencies.

**DISCUSSIONS**

The results demonstrate that in the call of the teaching profession, there must be a continuous assessment of teachers' competencies so that the quality of education will always be the point of reference of Dep Ed. Talking about competencies is a matter of knowing how teachers fulfill their duties in the place of teaching assignments given to them by their supervisors. Since NCBTS is a guiding post of all teachers in their teaching-learning process, all teachers have to perform their duties no matter where their teaching assignments are, for they are guided by this framework.

**KEYWORDS:** NCBTS, Teaching Assignments, competence, effective performance

**SUBMISSION ID: R04A-QUEZON-0193**



## **Needs Assessment of Grade 9 and Grade 10 High School Students on Computer Technology**

Ronelia Santos

### **Abstract**

#### **INTRODUCTION**

Having an outlook on what to teach and how to come upon the delivery is one task that a teacher must perform to ensure understanding. A classroom is a place where intellectual congress happens, the researcher decided to conduct a study which will gather needs required to help in teaching topics related to computers. Thus, the use for needs assessment is elected by the researcher to have an in-depth understanding of the study at hand.

#### **METHODS**

Once a teacher enters the workforce thus begins one's vocation. Teaching as a vocation needs to be enriched every once in a while, thus lead the researcher to search for a way to provide better technology transfer to students, thus, the use of Needs' Assessment. The researcher made use of the survey questionnaire from surveymonkey.com, The researcher has delimited the study to her students' self-assessment at Nueva Ecija University of Science and Technology, Laboratory High School Grade 9 and Grade 10 in her Technology and Home Economics (Computer).

#### **RESULTS**

In order to find out, the needs of her student-respondents, the profile of the respondents are collected tabulated and computed. The computed results have shown the correlation coefficient to be 0.66, which is interpreted as a high positive correlation. It lead to mean that the relationship of the needs' assessment of student-respondent and their profile; which are, the length of time using computers; overall skills; needs passably addressed in understanding of hardware, software and computer-related skills, while the average weighted mean for needs' of Grade 9 high school students is 2.40 and the Grade 10 high school students is 2.28, is then interpreted as, moderately adequate.

#### **DISCUSSIONS**

The Needs Educational Technologies of Grade 9 and Grade 10 students taking technology and Home Economics for Grade 9 and Grade 10 are interested in learning Microsoft Office (MS Word, Excel, PowerPoint) and Social Networking respectively, and relationship between the needs on hardware, software, computer-related skills; gender; over-all skills; length of time in using computers; is interpreted as high positive correlation, Furthermore, Basic to Advanced Laboratory exercises as well as applying suggested topics to the researchers' syllabus should be used to enhance and to ensure the needs are greatly addressed to the student-respondents, and Further evaluation should be applied on future studies such as measuring the proficiency of student-respondents.

**KEYWORDS:** Student needs assessment, enhance learning

**SUBMISSION ID: R003-NUEECI-0000**



**Needs Assessment of Junior High School Students in Contact Center Services: Basis for Competency-Based Learning Materials**

Marycon Carmela G. Mella, Mary Ann N. Villareal, & Joanne V. Cura

**Abstract**

**INTRODUCTION**

The call to equip learners with skills for future employment resulted to the integration of TESDA courses in Technology and Livelihood Education (TLE) for Junior High School, including Contact Center Services (CCS) NC II. Since its implementation in 2012, no assessment of students' competence has been conducted to measure the alignment of learning outcomes to industry standards. This study examined the competence of students in CCS, in order to design learning materials for Junior High School, which are anchored on TESDA Training Regulations.

**METHODS**

To attain this purpose, a descriptive research design using a self-assessment questionnaire based on TESDA Training Regulations was utilized to measure the competence of the students. The respondents of the study were 182 Grade 10 students taking CCS NC II as their specialization in TLE. For analysis of data, mean was used to determine the level of competency of students in CCS.

**RESULTS**

From the results of the study, students have varying levels of competency in Contact Center Services NC II. Students are assessed as "Competent" in Basic Competencies; however, they are still "developing" their skills in "Participate in workplace communication", which requires them to know and perform different modes of communication and routine work duties.

In terms of Common Competencies, students are both "developing" and "competent". "Apply quality standards" was assessed as "developing", which involves skills in assessing their own work, the quality of received materials, and quality improvement. The second Common Competency, on the other hand, is assessed as "competent", since the CCS CG and LM for Grade 9 include "Performing basic computer operations and internet navigation" as one of the competencies.

The core of all competencies in CCS NC II was assessed as "developing", which includes communication, customer service, and engaging customers.

**DISCUSSIONS**

Students are expected to perform specific competencies which must be given emphasis in the learning materials in a logical and systematic way. A proposed design for competency-based learning materials in Contact Center Services Exploratory (Grade 8) and Specialization (Grade 9 and 10) were developed by the researchers in order to address the needs of the learners. The materials were grounded on the industry requirements for contact center practitioners, thus increasing the employability of graduates.

**KEYWORDS:** competency, learning material, needs assessment, teaching, and learning, TLE

**SUBMISSION ID: R04A-IMUSC1-0032**



## **Needs Assessment of Selected Grade 9 Students in Writing Compositions in English: A Basis for Writing Enhancement Program**

Nanette Gluda , Teacher II At Gen. E. Aguinaldo National High School

### **Abstract**

#### **INTRODUCTION**

Writing especially in English is one way of organizing thoughts, showing awareness and familiarity on certain issues, manifesting someone's ability to use the conventions of the language efficiently. But since English is just a secondary language to us Filipinos, some students really find it hard to express their thoughts in English. According to Fisher, Myer, and Dobelbower (2017), writing skills are imperative for students in any career, however, many students have acknowledged avoiding courses that emphasize writing. Students may accept it or not, writing is a basic skill that one should really learn and develop. Every activity, test, and some performance require effective writing skills to manifest how well they know about the subject. Recent writing activities on the 1st and 2nd quarter of the school year 2018-2019 in English 9 revealed many problems that should be addressed. Thus, this basic research is conducted to analyze students' needs in writing and propose a writing enhancement program.

#### **METHODS**

This basic research employed both qualitative and quantitative research method. Selected students' written composition is assessed through the use of Analytic Scoring Rubrics from the Oregon K-12 Literacy Framework - Writing developed by the Literacy Leadership State Team. An interview is also conducted on selected Grade 9 students to find out which part of the writing process have they found difficult. Moreover, a Focus Group Discussion (FGD) with the group of English teachers in Gen. E. Aguinaldo National High School - Bailen was conducted to find out the specific competencies that should be taught to address the needs.

#### **RESULTS**

Based on the assessment of students' composition, translations of thoughts in English, organization of logical ideas in paragraphs, utilization of different sentence structures, correct usage of agreements, capitalizations and punctuations are some of the major difficulties of students in writing. Furthermore, specific lessons such as sentence structures, parts of compositions, capitalization and punctuation rules, and subject-verb agreement are some of the competencies that can help to address the encountered problems.

#### **DISCUSSIONS**

This study concludes that there is a need to develop a writing enhancement program that could address the writing needs of students in Gen. E. Aguinaldo National High School - Bailen, thus the Project WRITE (Writing and Reading Intensively Towards Excellence) is hereby suggested.

**KEYWORDS:** Needs Assessment, Project Write, Writing Difficulties

**SUBMISSION ID: R04A-CAVITP-0453**



## **Negative Effects of Watching Korean Dramas on Selected Grade -11 Humms Students**

Fanny C. Cuya, Gmaths  
(Adviser: Charisma Gredona)

### **Abstract**

#### **INTRODUCTION**

Korean Dramas are very popular at present among the young generation including the Grade 11 students of General Mariano Alvarez Technical High School. They become the focus of any social media sites and gain a lot of positive comments about how they view love, tradition, and family. It also gives importance and new color to Korean history. The study will show the effects of this phenomenon to the respondents specifically their way of viewing things and its benefits.

#### **METHODS**

The research design used was Narrative Inquiry and Phenomenology. The study used Grade 11 students of GMATHS as respondents. Questionnaires were used to obtain the needed information.

#### **RESULTS**

The study revealed the negative effects of Korean dramas to the academic performance of students as shown in their average Grade. Seven (7) out of ten(10) students has an average Grade of 84 and below. The result of the study will serve as a basis for parents in partnership with the guidance counselor in monitoring and guiding student performance at home and in school.

#### **DISCUSSIONS**

The study will not only document the negative effects of over watching Korean Dramas on students. This will help the guidance office create proper interventions to help students overcome the urge to prioritize watching Korean Dramas over their studies. The study can also serve as a reference for future studies to researchers who intend to dig deeper on the said subject.

**KEYWORDS:** NEGATIVE EFFECTS, KDRAMA, HIGH SCHOOL

**SUBMISSION ID: R04A-CAVTP-0669**



## **Neologism in Reading and Writing Connections of Grade 11 Senior High School Students**

Catherine Joy B. Pornea, Department of Education, Sta. Teresita National High School

(Adviser: Ma. Catherine Ratin)

### **Abstract**

#### **INTRODUCTION**

Words play a critical role in our everyday living and it comes to no surprise that our languages continue to expand in an effort to reflect the world they are used in. Nowadays, with the development of different inventions and innovations, a significant number of new words have appeared in the English language many of which are still unfamiliar to many people. This study aimed to gather sufficient data regarding the meanings of newly coined words introduced by the millennials and also to categorize it to its relevant words. In connection with this, the study explored the neologism in reading and writing of the Grade 11 senior high school students.

#### **METHODS**

The qualitative design of research used in this study is a descriptive content analysis which understands thorough analysis of language in its widest sense. The interview protocol was used as a research instrument to gather the data. The participants of the study were composed of Grade 11 Senior High School Students of Sta. Teresita National High School who have been identified to be immersed in Social Networking Sites and have been using neologisms. They were personally interviewed by the researchers on the campus during their convenient time and transcribed as soon as possible and were then coded for interpretation by the researchers.

#### **RESULTS**

The result shows the percentage distribution of the 45 neologisms formed based on the process of word formation. The chart indicates that Acronym was the dominant process used in the neologisms as it occupies 47% of the total sample words. It was followed by coinage and compounding both has 16% of the total sample words. Next to it are the processes of Borrowing, Multiple Process with 5% and Blending with 4% of the total sample words. Lastly, with 2% each of the total sample words are the processes of Clipping, Hypocorism, Conversion, and Derivation. Word formation processes such as analogy and backformation have no word listed under them so there are no percentages recorded on it.

#### **DISCUSSIONS**

This study is different from other studies which resulted in blending is the most common word formation process. It also has a different set of words and almost half of the collected data was discovered to be formed under the process of acronyms. There are many underlying reasons why an acronym is the most common word formation process. The main recommendation of this study is for the future researchers to continue studying the neologisms because as technology advancement new words are created almost every day.

**KEYWORDS:** neologism, reading and writing

**SUBMISSION ID: R04A-BATANP-1391**



**Nestle Wellness Dance Exercise: Its Effect in Cardio-Respiratory  
Endurance of Selected Grade 8 Students**

Celeste Peria, Department of Education - Camp Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

The Curricular Philosophy of the K to 12 PE curriculum stated that every learner must achieve and maintain health-related fitness as well as optimize health through active participation in physical activities. Physical fitness is defined as the ability of the individual to perform his/her task without undue fatigue (Catapang, 2000). The results of the pre-test of the 3-minute step test of the selected Grade 8 students for SY: 2017-2018 did not meet the target score based on the parameter set by Dr. Aparecio Mequi which was based on their gender. It is the researchers desire to help improve the working heart rate of the selected Grade 8 students to a better cardiorespiratory endurance.

**METHODS**

The study used the descriptive method of research. The respondents of the study were forty-five (45) Grade 8 students of Camp Vicente Lim Integrated School using purposive sampling. They were selected according to their physical performance in the MAPEH class that is based on the [wellness.rc.hr.com/LEMUMembers/3MinuteStepTestProtocol.aspx](http://wellness.rc.hr.com/LEMUMembers/3MinuteStepTestProtocol.aspx). The pre-post-test of the 3-minute step tests on the Physical Fitness Test protocol by Dr. Aparecio Mequi, were used to measure the cardio-respiratory endurance of the students. Scores in the Pre-test, post-test will be recorded, analyze, and compared.

**RESULTS**

The working heart rate of male students is 111.09 and 110.83 for the female students. It means that the 45 students who underwent the wellness dance exercise have met the target resting pulse rate.

**DISCUSSIONS**

The integration of different aerobic exercises can also help develop cardiovascular fitness among the Grade 8 students. Nestle Wellness Dance Exercise in all the students of Camp Vicente Lim Integrated School should be implemented.

**KEYWORDS:** Physical Fitness, Nestle Wellness Dance Exercise, Cardio-Respiratory Endurance, 3-minute step test

**SUBMISSION ID: R04A-CALAMB-0239**



## **Net Salary as Correlates to the Job Performance of Quirino General High School Faculty and Staff**

Kzela Celeste E. Buyucan, Uirino General High School

(Adviser: Luther Marc Sarandi)

### **Abstract**

#### **INTRODUCTION**

The ideal motivation process in the workplace includes important tools such as the development of the work environment and employee relationship with an enhanced level of income that is congruent with a load of work given to the employees. In line to this, Quirino General High School is one of the institutions with dedicated employees; nevertheless, the job performances and net salary of teachers vary, leading the researchers to investigate whether net salary correlates to the job performance of the teachers. Furthermore, the net salary will be considered a factor that affects the job performance of teachers

#### **METHODS**

The researchers employed descriptive research via correlation research design with 50 teachers from the Junior and Senior High departments of QGHS S. Y. 2018-2019 as the respondents. In this study, questionnaires subjected to internal consistency test and data are treated with Mean and Pearson-r correlation.

#### **RESULTS**

The results showed teachers ages 43-47 gained a significant correlation when it comes to their net salary and job performance as compared to the other age brackets. Albeit, no significant relationship when it comes to gender, married teachers obtained significant relationship at 0.05 level of significance and teachers who are neither married nor single gained highly significant relationship at 0.01 level. In totality, the results showed no significant relationship with net salary and job performance.

#### **DISCUSSIONS**

Befitting to such outcomes, these implied that there is no significant relationship of net salary and job performance of employees which attests to the study of Gunawan & Amalia (2015) where empirical results showed wage does not have a motivational effect on the performance of the employees linking to no correlation between salary and performance.

**KEYWORDS:** net salary, correlation, job performance

**SUBMISSION ID: R002-QUIRIN-0018**



**New Strategies in Teaching Mathematics Employed by the Public  
Elementary School Teachers and the Problems they Encounter: A Basis for  
Intervention Program**

Jenilyn Maiquez, Department of Education

**Abstract**

**INTRODUCTION**

The teachers are the ones held accountable for the mathematics education of other pupils. They must have the assurance that the basic concepts of mathematics, as well as fundamental skills, are developed. The researcher comes up with this study that intends to find new strategies in teaching mathematics employed by the public elementary school teachers and the problems they encounter as well as the basis for an intervention program.

**METHODS**

This research used the descriptive-survey method. It was utilized because the researcher made objective descriptions of data as they were gathered. The questionnaire was the instrument utilized in the study. It was used because the teacher-respondents were highly competent to discriminate any item in the research instrument.

**RESULTS**

Based from the findings of the study, the following are the problems encountered by the public elementary teachers in teaching Mathematics: 1) difficulty to motivate pupils, 2) inadequate and complicated exercises in the textbooks, 3) lack of pupils' knowledge of essential facts, rules and formulas, and 4) school heads should give incentives to teachers who are proficient in teaching the subject.

**DISCUSSIONS**

Here are the possible solution offered to improve teaching mathematics in terms of: 1) methods of teaching- massive implementation of what is taken up during seminars and in-service, 2) instructional facilities- teachers should always check the content of the books so that they can simplify the content for the pupils, 3) attitude and behavior- teachers should always evaluate the achievement of their pupils and monitor the slow and fast learner, and 4) supervisory- school head should give incentives to teachers who are proficient in teaching the subject.

The proposed intervention program is providing extensive training, seminars, and workshops opportunities for all elementary mathematics teachers.

**KEYWORDS:** STRATEGIES, PROBLEM,

**SUBMISSION ID: R04A-TANAUA-0127**



**News Broadcasting Used in the Teaching of European Exploration among  
Grade Eight Students of Banaba West National High School**

Lanie Morante, Banaba West Integrated School

**Abstract**

**INTRODUCTION**

Teaching Social Studies presents teachers with a unique set of challenges not always found in other disciplines. Students see Social Studies in general, and History in particular, as the learning area that has the least relevance to their current lives and their future needs. News broadcasting is the medium of broadcasting of various news events and other information via television, radio, or internet in the field of broadcast journalism. The content is usually either produced locally in a radio studio or television studio newsroom or by a broadcast network. The researcher aimed to propose supplementary materials that may be utilized to enrich the use of News Broadcasting in teaching European Exploration to facilitate quality learning among G8 students. Banaba West National High School was chosen as the research locale. It is her second home which is strategically located at Banaba West, Batangas City.

**METHODS**

The researcher used the descriptive method of research to gather the necessary data to determine the distinct features of News Broadcasting in teaching Social Studies and lessons under European Exploration which News Broadcasting may be employed to facilitate learning among G8 students of Banaba West National High School in relation to the proposal of supplementary materials which may be utilized to enrich the use of News Broadcasting in the teaching of European Exploration. The researcher distributed the questionnaire to the respondents to yield the needed data.

**RESULTS**

The distinct feature of news broadcasting technique in teaching European Exploration is the medium of broadcasting of various news events and other information via television, radio, or internet in the field of broadcast journalism. News broadcasting technique could be applied in teaching in European Exploration. Majority of the students had average performance in each lesson applying news broadcasting technique. The proposed supplementary materials focused on the module to be used in teaching Social Studies.

**DISCUSSIONS**

Choose a more appropriate strategy or technique in teaching European Exploration like news broadcasting technique for the students to learn by real-world experience. Social Studies teachers should be more authentic in applying different strategies and materials in discussing the different topics in the subject. News Broadcasting should be applied to facilitate learning and understanding among students in teaching European Exploration.

**KEYWORDS:** News broadcasting, News broadcasting in Social Science

**SUBMISSION ID: R04A-BATANC-0478**



**Newscasting Approached Used in Teaching Pananakop ng Mga Espanyol  
in Araling Panlipunan among Grade 5 Pupils in Balagtasin Elementary  
School**

Mechiel Reyes, Alma Mae O. Husmillo, & Maribel R. Tapire, Department of  
Education

**Abstract**

**INTRODUCTION**

Effective teaching of Araling Panlipunan is characterized as Meaningful Integrative Value - based Challenging Active. It is meaningful when students see the relevance and connection of their lesson to their lives. It also becomes meaningful when students are challenged to use disciplined inquiry or use high - order thinking skills to construct meaning. It is sensitive to and integrates multiple intelligence and learning styles of students. It integrates the cognitive skills required in other disciplines as it provides opportunities for students to conduct an inquiry, develop and display data, synthesize findings, and make judgments. It also integrates effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

**METHODS**

The study used the descriptive method of research to gather the necessary data to determine the distinct features of Newscasting in teaching Araling Panlipunan I which Newscasting may be employed to facilitate learning among Grade Five pupils of Balagtasin Elementary School in relation to the proposal of supplementary materials which may be utilized to enrich the use of Newscasting in the teaching of Pananakop ng mga Espanyol. There were 37 pupils from Grade Five section Earth in Balagtasin Elementary School became the respondents of the study. The group of respondents was composed of 21 male pupils and 16 female pupils who were then taking up a lesson in Pananakop ng mga Espanyol using Newscasting in reporting and presenting the topic information.

**RESULTS**

Newscasting ensures quality participation among students. It makes the discussion livelier and more interesting; develops the oral skill of pupils; makes the pupils more aware of the currents issues and vital information of the community; train pupils to become confident during report and presentations; facilitates critical understanding and mastery of the subject content; foster camaraderie and teamwork among pupils; hooks interest and attention of the pupils to the subject matter.

**DISCUSSIONS**

Results indicate that Newscasting Approach in teaching Pananakop ng mga Espanyol is the medium of newscasting of various news events and other information via television, radio, or internet in the field of broadcast journalism. Newscasting approach could be applied in teaching Pananakop ng mga Espanyol in Epekto ng Kolonyalismo sa Lipunan ng Sinaunang Pilipino, Paraan ng Pananakop sa Katutubong Pangkat and Paraan ng Armadong Pananakop ng mga Espanyol.

**KEYWORDS:** Benefits, Colonialism, Effectivity, Use, Newscasting Approach

**SUBMISSION ID: R04A-BATANP-0817**



**NIT2L Intervention Materials: Groundwork for the Improvement of Mathematics Performance of Grade 8 - Jade at Talangan Integrated National High School, School Year 2016 - 2017**

Yhezyl Condino, Talangan INHS

**Abstract**

**INTRODUCTION**

I have observed the students' difficulty on the subject Mathematics is clearly reflected on the different test results usually conducted annually be it National, Regional, Division or School level. The study determined the level of students' Mathematics performance using the NIT2L (Numeracy Inventory Tool of Laguna Learners). It also revealed the level of the performance of students by its intervention materials. There were 40 Grade 8 students (section Jade) subjected to determine the significant difference between the level of performance of students using NIT2L and its intervention material was established.

**METHODS**

A descriptive research was used in this study. This method involves comparing two or more known groups to determine possible differences in characteristics, attributes or views regarding a particular issue or topic of interest (Blay, 2013).

The study has three variables. First, the Input where Pre-test will give to the chosen sample students. During the Process, NIT2L Intervention Materials will be utilized. The topics covered are Whole Numbers, Integers, Rational Numbers and Decimals. Lastly, the Output where Post-test will administer. The identified low numerate students Jade will undergo the intervention class provided with the NIT2L Materials. Data collection starts with asking permission to administer the action research from the School Principal. The researcher will collect the following: NIT2L Pre- Test Results, Least Learned Competencies, Teacher-Parent/Guardian Agreement, Schedule of Intervention Class, Intervention Class Results, and NIT2L Post-test Results. Acknowledgment of the references in this action research will be cited in the proper sheet. The respondents of this study will be treated as confidential and their names will not be mentioned.

**RESULTS**

Findings revealed that the difference between the students' performance in terms of their Pre-test and Post-test when they are grouped accordingly using intervention Materials of NIT2L (Numeracy Inventory Tool for Laguna Learners. Whole Numbers with the mean of 6.47 in the Pre-test, 8.97 in the Post-test and the mean difference 2.50 gave an idea about that the use of intervention materials has a positive effect on their performance.

**DISCUSSIONS**

It was concluded that there is a significant difference between the Pre-test and Post-test of NIT2L(Numeracy Inventory Tool for Laguna Learners) materials before and after the intervention was used and there is significant increase as end product on their students' performance.

**KEYWORDS:** NIT2L Intervention Materials Groundwork to improve Mathematics Performance of Students

**SUBMISSION ID: R04A-LAGUNA-0087**



**No Cellphone Policy: Impact to the Academic Performance of Grade 11 in  
Bolo Norte High School**

Zynnex Mendez & Dan Joseph Bagasbas  
(Adviser: Paterno Mapula, Jr.)

**Abstract**

**INTRODUCTION**

In this modern generation, abrupt advancement of technology is observed. School administrators and teachers noticed that students nowadays, use cellular phones for leisure rather than for emergency and educational purposes. In view of this prevailing issue, the school implemented the "No Cellphone Policy" last August 2018 which aims to improve the academic performance of students. In this study, we wanted to know the acceptability level and effect of No Cellphone Policy to the academic performance of students.

**METHODS**

Descriptive - comparative method was used in the study. Descriptive method was used to describe the acceptability level of the students on No Cellphone Policy. Comparative method was used to determine the significant difference between the academic performance of the students during the first quarter without No Cellphone Policy and second quarter with No Cellphone Policy. The survey questionnaire was used to determine the acceptability level on No Cellphone Policy in terms of health, academic performance, and socialization. The first and second general weighted average grades of the students were used to determine the significant difference between the two general weighted average grades.

**RESULTS**

Respondents perceived the highest acceptability level with an average weighted mean of 2.25 on No Cellphone Policy in terms of socialization. Respondents also agreed on No Cellphone Policy in terms of academic performance and health with 2.17 and 2.11 average weighted means, respectively. From the 76 respondents, 37 or 48.68% increased, 15 or 19.74% retained and 24 or 31.58% decreased in academic performance during the second quarter. The study found that there is a significant difference between the academic performance of the students during the first quarter without No Cellphone Policy and second quarter with No Cellphone Policy. It was also found that most of the students' general weighted average during the second quarter is higher than in the first quarter.

**DISCUSSIONS**

The results manifested that No Cellphone Policy in teaching - learning process is effective. Further research study is recommended since it is highly observed that some students received a lower Grade during the second grading period compared to the first grading general weighted grades. Hence, No Cellphone Policy implementation is still one of the factors that give a positive impact on the academic performance of the students.

**KEYWORDS:** No cellphone policy; academic performance;health;socialization

**SUBMISSION ID: R005-CAMSUR-0045**



## **No Child Left Behind Act: and It's Impact to the Community of Coastal Areas in Batangas City**

Nicole Evora & Daerene A. Limbo

### **Abstract**

#### **INTRODUCTION**

No Child Left Behind Act was established to give chance to all students regardless of their social academic, and financial status. It provides extra educational assistance to poor children to study and attain academic progress. Another purpose of the said act is to ensure the fundamental rights of a child to quality education. The researchers chose the topic to determine its impacts on the students who are studying in public schools and to know how essential the said law is important in the community.

#### **METHODS**

Researchers used Descriptive method in the study. Survey-questionnaires were used as a tool for collecting information. A total of 100 respondents participated from Brgy. Simlong, Batangas City to Brgy. Talahib, Batangas City.

#### **RESULTS**

The results showed that citizens of Brgy. Simlong, Batangas City to Brgy. Talahib, Batangas City has considerable knowledge about, know what the impacts and importance of the said law in a community are.

#### **DISCUSSIONS**

No Child Left Behind Act has a great effect not only to students but also to their parents and to the community. Because of it, they have the opportunity to continue their study with the help of the government. Moreover gives assistance to all parents who cannot send or support their children in school. The researchers also found that there are still government officials who are corrupt and only focuses on their personal needs but there still few who are dedicated and who will do everything just to make the economy and the country more progressive. Because of the No Child Left Behind Act Dr. Jose Rizal's famous line "Kabataan ang pag-asa ng bayan" has a chance to prove that no matter what happened, still, youth are the hope of the nation.

**KEYWORDS:** NO CHILD LEFT BEHIND ACT, ALTERNATIVE LEARNING SYSTEM, K-12 PROGRAM

**SUBMISSION ID: R04A-BATANC-0225**



**No Update on Civil Status: A Narrative inquiry of Two Female Calatagueno Teachers with Lifelong Love for Teaching**

Jemalyn P. Eguia & Aiza M. Caunceran, Calatagan National High School

**Abstract**

**INTRODUCTION**

Dedication and commitment are inevitable in the teaching profession. Dedication to purpose and commitment to advocacy are the core strengths of those who are in the teaching profession. Teachers among the other professionals are apparently focusing more on their profession. As a result, many teachers especially female teachers tend to choose or rather end up with single blessedness life.

**METHODS**

Employing the qualitative research design, an in-depth interview was used as a data gathering technique. This involved intense probing for deeper meaning and understanding of the responses. The interview guide was used as a device through collected informative knowledge such as questionnaires samples and interview techniques.

**RESULTS**

Both of the participants pointed out that teaching is not the major factor in why they remain single. Furthermore, they also stressed out that being single is their personal choice. Civil status of a certain teacher does not affect his efficiency and effectiveness. Dedication and commitment in teaching do not rely on civil status but on the attitude towards work.

**DISCUSSIONS**

The study will be beneficial to the teachers and future educators for the results of this study may inspire them to be the best teachers who develop and mold young minds and lives.

**KEYWORDS:** civil status, commitment, dedication, single blessedness, profession

**SUBMISSION ID: R04A-BATANP-1591**



**Nona Math Quad (Grade 9 Quadratic Lessons with Gci Rules, Gci Worksheets and Trans Parabola)**

Rochelle B. Bitantes, Flocerpida B. Barias, Gemely C. Baldonado, Walter O. Murillo

**Abstract**

**INTRODUCTION**

Mathematics is a logical and creative activity employing abstraction to identify, describe and apply patterns and relationships. But it has been observed among the students the feeling of anxiety and frustrations with regards to Quadratic Functions as shown in the Consolidated Mean/ PL and NAT Result of the Grade 9 learners. Therefore, in this project, we made sure that there is no student left behind with the utilization of GCI Rules, GCI Worksheets, and Trans - Parabola.

**METHODS**

Multiple Continuous Improvement (CI) methodologies have been used in this research where assess, analyze and act took place. In stage assess, 4 steps were delivered such as get organized, talk with the customers, walk the process, and identify priority improvement areas. For stage analyze, do root cause analysis, develop solutions, and finalize improvement plan were identified and processed. Lastly, the act stages are where you pilot your solution, roll out a solution and check your progress have been implemented.

**RESULTS**

Based on the comparative MPS of the Pre-test and Post-test results, a gain of 34% is achieved. There was a big improvement shown in the delivery of quadratic lessons using the GCI Rule, from an average teaching time of 1 hour and 21 minutes without completing the steps during the pilot testing to 1 hour and 2 minutes with complete delivery of steps during the rollout.

After the series of solutions, the researchers produce manipulative named Trans- parabola. The Trans-Parabola helped the students showed active participation and collaboration in the activities. Trans-Parabola is a manipulative or an alternative material used to analyze the effects of changing the values of  $a$ ,  $h$ , and  $k$  in the equation  $y=(x-h)^2 + k$  of a quadratic function on its graph in the absence gadgets.

**DISCUSSIONS**

The utilization of GCI Rules (Guided Practice, Collaborative, and Individual) helped the learner developed competencies and ensured correct structuring of the concepts and its delivery where meaningful learning takes place.

From all the things that the researchers did in this CI Journey, there were lists of CI journey milestones made in the school. These are the improvements made in the project, the GCI rule, GCI worksheets, trans-parabola, student's active involvement and improved delivery of lesson with complete steps undertaken on target time. Other Mathematics teachers able to buy in the GCI rule in their classes and they were given an opportunity to improve their IPCRF rating.

**KEYWORDS:** Continuous Improvement Project, Intervention Materials and Procedures

**SUBMISSION ID: R005-TABACO-0082**



**Non-invasive Glucose Test as an Alternative Detector for Diabetes Mellitus:  
Basis for the Development of Laboratory Activity for Grade 10 Science**

Jacqueline Ureta, Department of Education

**Abstract**

**INTRODUCTION**

Diabetes Mellitus is one of the four major non-communicable diseases that cause death worldwide (WHO, 2016). Prevention and early diagnosis are important to battle this illness. Saliva is one of the most abundant secretions in the human body and its collection is non-invasive (Suresh, et al., 2016). This study aimed to use saliva as an alternative non-invasive glucose test for Diabetes Mellitus. To determine the effectiveness of saliva as a diagnostic tool, saliva glucose levels were compared with blood glucose levels in diabetic and non-diabetic subjects.

**METHODS**

In coordination with the Maragondon Rural Health Unit, 30 subjects were included in the study - 15 diabetic and 15 non-diabetic subjects. The subjects were asked to come to Barangay Tulay B Health Center at around 7 a.m. after 6-8 hours of fasting. Blood samples were extracted from capillary vessels and subjected to glucose meter for blood glucose level reading. Five milliliters of unstimulated saliva were collected from the subjects for laboratory procedure in Emilio Aguinaldo College- Cavite. To determine the saliva glucose level, Profame Diagnostic Reagent was utilized with a spectrophotometer (V - 1100D) and was computed using the equation  $\text{absorbance of the saliva} \div \text{absorbance of the standard} \times 100$ .

**RESULTS**

The range of the saliva glucose level for diabetic subjects was higher compared to non-diabetic subjects. It can be inferred that diabetic subjects have high concentration of glucose in their saliva. Testing the difference between the blood glucose levels and saliva glucose levels of diabetic subjects at 5% level of significance showed no significant difference between them which can prove that saliva can be utilized as a non-invasive glucose test for Diabetes Mellitus. As for non-diabetic subjects, there was a significant difference and weak correlation. Several factors could have contributed to the result such as the reaction of O-toluidine to proteins present in the mouth of the subjects and their dental conditions.

**DISCUSSIONS**

The results showed that non-invasive glucose test using saliva can be used to detect Diabetes Mellitus. The results of the study were also utilized in the development of a laboratory activity for Grade 10 Science to develop 21st-century skills among learners and at the same time promoting awareness on Diabetes Mellitus. Further studies can be conducted to test the reliability of saliva as a diagnostic tool for Diabetes Mellitus.

**KEYWORDS:** Diabetes Mellitus, Non-invasive, Glucose Test, Laboratory Activity, Grade 10 Science

**SUBMISSION ID: R04A-CAVTP-0774**



**Non-Participation in Co-Curricular Activities of Blaan Students Basis for a  
Proposed Intervention Program: A Critical Ethnographic inquiry**

Daniel Avergonzado, 2nd Place Division Action Research, Regional Action  
Research Qualifier

**Abstract**

**INTRODUCTION**

The dreams of educators like me who is involved in the education of children coming from Indigenous Peoples (IP) tribes is of witnessing the metamorphosis of our IP pupils into successful people who do not deny their heritage. An IP learner who succeeds in the formal education system of the country, despite the insurmountable challenges of going to school, sometimes seems impossible. I had personally experienced the depressing incidents of having IP students who cannot continue with their schooling due to the myriad impediments they are experiencing. Those who are able to remain in school are often too timid to actively participate in school tasks. If they cannot fully engage in academic and co-curricular activities, their education is diminished.

**METHODS**

The research design used in the study was the critical ethnographic research of qualitative design. Denzin and Lincoln (2011) defined qualitative research design as a systematic subjective approach used to describe life experiences and to give them meaning. Furthermore, the qualitative research design will best fit my study because I will be able to get information from the students themselves, who are experiencing the factors that do not allow them to participate in school activities.

**RESULTS**

This study found the non-participation in co-curricular activities by Blaan secondary level students perceive that they were not competent in dealing with the activities that they needed to participate in. The Blaan students expressed that joining in the activities do not bring with it any contributions to their lives. Furthermore, a few Blaan students have declared that it was not necessary to participate in activities because they are nonetheless promoted to the next Grade level. The Blaan students have stated that the main reason that they do not participate in co-curricular activities is the bullying of the other students. The Blaan students have lamented that the non-Blaan students exclude them from the activities, thus hindering them from participating at all.

**DISCUSSIONS**

The result needs to design programs that play a very important part in the participation of the Blaan Students. The government must, therefore, spearhead educating the Blaans in the proper way of preserving their culture. It must be part of the school's curriculum. The Blaans must be given the opportunity to participate in every activity designed by the Department of Education to promote equal opportunities to all the IP students.

**KEYWORDS:** Non Participation in Co-curricular Activities, Critical Ethnographic Research, Blaan Students, Intervention Program

**SUBMISSION ID: R012-SOUCOT-0003**



## **Non-Physics Majors' Level of Confidence in Teaching Physics: Basis for a Teacher Enhancement Program**

Rochelle S. Balete & Rubie G. Tagle, General Emilio Aguinaldo NHS

### **Abstract**

#### **INTRODUCTION**

The adoption of the K to 12 curriculum in the Philippines brought challenges to the Junior High School Science teachers. They tend to teach concepts not within their areas of specialization. This study determined the profile of non-Physics majors and their level of confidence in teaching Physics as a basis for designing a proposed teacher enhancement program.

#### **METHODS**

The study used a descriptive survey type of research. A questionnaire with a mixture of Likert-scale and open-ended questions was administered to the 40 non-Physics majors of Gen. Emilio Aguinaldo National High School. The data gathered were treated with the use of frequency count, percentage, and weighted mean. Also, an unstructured interview was conducted to support the findings of the study.

#### **RESULTS**

The results revealed that all teachers have finished Science courses but with varied areas of specialism. The percentage distribution per specialization was as follows: 52.5% Biology, 27.5% General Science, 15% Chemistry and 5% Physical Science. As for the number of years in teaching K to 12 Science, 57.5% of teachers have taught for 4-6 years and 42.5% for 0-3 years. Furthermore, the data showed that teachers were confident in teaching topics for Force and Motion and less confident in Energy with an average mean of 2.7 and 2.4, respectively. Moreover, Chemistry and General Science Majors were confident in teaching Physics while Biology and Physical Science Majors were less confident. On the other hand, only Grade 10 teachers were confident in teaching Physics.

#### **DISCUSSIONS**

The low level of confidence was attributed to their limited knowledge, the unfamiliarity of the concepts and use of mathematical skills. The results implied the need for a teacher enhancement program such as a short course in Physics, peer teaching, and in-service training to help teachers gain self-confidence and improve the teaching-learning process in Physics. Hence, the Proposed Teacher Enhancement Program in Physics (PTEPP) was planned.

**KEYWORDS:** Teacher Enhancement Program, Level of Confidence, Physics Teaching

**SUBMISSION ID:** R04A-IMUSC1-0052



## **Nourishing the Grade I Pupils Reading Comprehension through Transactional Strategy instruction**

Elizabeth D. Legaspi & Kemmy Lara O. Dela Roca, JAPMES

### **Abstract**

#### **INTRODUCTION**

Reading is indeed a complex activity since it involves both perception and thought. This makes it challenging for teachers to impart fair, if not excellent, reading skills to their pupils. For beginners, a good foundation of phonemic awareness and vocabulary skills are necessary to help them develop strong comprehensive skills. In the Philippines, the Department of Education aims to continuously increase the literacy rate of students. To address this challenge, this study tested the effectiveness of transactional strategy instruction (TSI), a method used to teach reading comprehension strategies, in cultivating Grade 1 pupils' reading comprehension skills

#### **METHODS**

In this study, a quasi-experimental, pre-test, post-test design was used. A Grade 1 class of 38 students was used as an experimental group. The control group was made up of 37 Grade 1 students from another class. All students, both in the experimental and control groups, were given a pre-test to track the application of all strategies before teaching began. Students in the control group were taught using the standardized curriculum while the experimental group was taught two strategies based on the method of transactional strategy instruction: how to generate questions and how to observe and think aloud. A post-test was given at the end. The data were collected through quantitative analysis, and the results were calculated.

#### **RESULTS**

Data showed that the scores of both groups drastically increased on the post-test. This can be influenced by familiarization or mastery of the material used. However, the experimental group's scores increased more in the ability to generate questions and in thinking aloud when compared to the control group. There was also a noticeable increase in the overall understanding of the students in the experimental group. Effectiveness of TSI on Grade 1 pupils was evidently proven in this study.

#### **DISCUSSIONS**

The results demonstrate progress in first grader's reading proficiency and the ability to function autonomously as readers when appropriate transactional strategies are taught and habitually practiced. Consistent implementation of TSI must be followed in order to achieve better results. Encouraging pupils to actively participate in class could help them see clearer pictures of the topic. When executed satisfactory, TSI can be an essential means in helping pupils to develop their imagination, comprehension, and judgment.

**KEYWORDS:** reading comprehension, group, reading proficiency

**SUBMISSION ID: R04A-BATANC-0275**



**Number of Senior High School Who Frequently Go Out of School Premises  
at Pantay National High School**

Grace Ann Ocopio, Shaina Natanauan, & Eunice Nava, Pantay National High  
School

(Adviser: Jerilee Villabeto)

**Abstract**

**INTRODUCTION**

These days, some student, particularly in high school, do not follow rules and regulations. They go out of school premises or even skip classes. This research study may benefit the future researchers, teachers, school administrator, and students. Through this study, the school may find the right way to stop students from going out of school premises.

**METHODS**

According to Shuttleworth (2018), Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The researchers observed first the target respondents, those students who always go out of school and describe their behaviors. The research tool contained five questions which were given to the selected respondents as subjects of the study. Frequency and percentage distribution help the researchers to find the frequency and percentage of the data gathered from the survey responses and observation.

**RESULTS**

As a result from the data gathered, the researcher concluded that Grade 12 students have a greater number of students who go out than Grade 11. Male students go out more than female students. Most students go out during lunch break.

**DISCUSSIONS**

As the result presented, the researchers concluded that students may encounter problems such as accidents, troubles, and the like. The researchers found difficulty in observing the subject of the study due to different hours of the students' break, therefore, it is recommended to intensify the observation through close monitoring of the subjects.

**KEYWORDS:** NUMBER, SENIOR HIGH SCHOOL, GOING OUT, FREQUENTLY, HIGH SCHOOL

**SUBMISSION ID: R04A-RIZALP-0021**



## **Numeracy Level of Grade V Pupils in Jcpmes: Basis for a Mentoring Plan**

Rosalie Baja, Batangas City

### **Abstract**

#### **INTRODUCTION**

Mathematical skills are a proficiency which is developed mainly in Mathematics. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. Mathematical skills also demand an understanding of the ways in which data is gathered by counting and measuring and presenting in graphs, diagrams, charts, and tables. To verify the Mathematical skills of each individual pupil, a Numeracy Test is implemented in schools as part of the Department of Education Program. The Pre and Post Examinations divulge the learning's acquired by the learners throughout the year. Each Grade -V pupil's poor performance in solving mathematical equations involving the basic operations and word problems is a trend that the researcher became aware of very early in her teaching career and her study focused on the proposed mentoring plan to increase the number of numerates Grade five pupils of JCPMES.

#### **METHODS**

This study used the descriptive method of research as it aimed to increase the number of numerates among the Grade five pupils of Jose C. Pastor Memorial Elementary School through the proposed mentoring plan of the researcher. This method was used to gather the needed and relevant data information about the mathematical skills of the respondents. It appeared that the majority of the non-numerates find difficulty in solving and analyzing mathematical problem accurately. There seem to be an obvious irony in the response of the majority of the non-numerates considering their academic status.

#### **RESULTS**

The pre-test and post-test of Numeracy Test were obtained to determine the level of performance of Grade 5-Sapphire. The level of performance was categorized into three Levels: Non-Numerates (0-49), Nearly Numerates (50-74) and Numerates (75-100). Results indicated that the performance of the pupils in the Numeracy Post-test was higher than their performance in the Pre-Test. There were seventeen (17) Numerates out of 54 with 31.48 percent, 23 Nearly Numerates with 42.59 percent and only 14 with 25.93 percent remained Non-Numerates. Unlike in the Pre-Test wherein there are 26 out of 54 pupils who were Non-Numerates.

#### **DISCUSSIONS**

The result implies that the pupils performed well when they were mentored by their classmates who became their close friends through the effort of their mathematics teacher in using the "Mentoring" strategy. The teacher may help enhance pupil's numeracy level through implementing mathematics enhancement programs like "Mentoring" strategy.

**KEYWORDS:** ARITHMETIC, MENTORING, NUMERACY, STRATEGY

**SUBMISSION ID: R04A-BATANC-0215**



## **Numeracy Proficiency of Grade 5 Pupils in Bato District: Basis for a Training Design**

Judith B. Ebuenga , Department of Education  
(Adviser: Judith Ebuenga)

### **Abstract**

#### **INTRODUCTION**

This study determined the numeracy proficiency of Grade 5 pupils in Bato District, Division of Camarines Sur for School Year 2017-2018, basis for a Training Design. It drew out the demographic profile of the pupils and their numeracy proficiency-based from the Pre-Test and Post-Test results in terms of Addition, Subtraction, Multiplication, Division, and Comprehension of Whole Numbers. It tested the significant improvement of the numeracy proficiency of the pupils from the pre-test to the post-test, the significant difference of the numeracy skills, and the significant relationship of the pupils' numeracy proficiency due to their demographic profile. A training design was developed based on the findings of the study.

#### **METHODS**

The descriptive- inferential- correlational method of research with documentary analysis was utilized in this study. The Grade 5 pupils' pre-test and post-test results were used to determine their numeracy proficiency level. Various statistical tools such as frequency count, percentage, rank, and chi-square ( $\chi^2$ ) were used to treat the data statistically.

#### **RESULTS**

Training Design. The training design was formulated by the researcher based on the findings.

#### **DISCUSSIONS**

The following conclusions were summarized;

The numeracy proficiency achieved by pupils based from the Pre-Test was Average in Addition, Subtraction, and Division. They were Low in Multiplication and Comprehension of whole numbers. The post-test results showed Closely Approximately Mastery in Addition and Moving Towards Mastery in Subtraction, Multiplication, Division, and Comprehension of whole numbers.

The researcher formulated a training design based on the findings of the study. The following recommendations were:

The parents of the pupils should extend their full support to their children financially and morally in order to encourage the pupils to strive more in their studies.

There is a need to motivate, guide, follow up, and enhance the students' skills to improve their performance in terms of numeracy proficiency. The teachers should monitor the pupils' progress or performance in Mathematics to determine the pupils' strengths and weaknesses for possible intervention. The teachers should focus their attention to those pupils who need assistance to enhance their skills and thus, improve their numeracy proficiency level.

A training design is recommended to enhance the competencies of the mathematics teachers and eventually improve the numeracy proficiency level of the pupils.

**KEYWORDS:** Numeracy Proficiency, Grade 5 Pupils, Bato District, Training Design

**SUBMISSION ID: R005-CAMSUR-0128**



**Numeracy tools with E-Games as an Efficacy Factor of the Grade Vi Learners in Barigon Elementary School**

April Joy Briva & Rizza C. Biscocho, Barigon Elementary School

**Abstract**

**INTRODUCTION**

This study aims to know the effectiveness of numeracy tools with e-games among the Grade 6 pupils in Barigon Elementary School. Students could get a noticeable fast learning mechanism and would have a good numerical capacity depending on the learning tools being used inside the classroom, especially in Mathematics.

**METHODS**

The researchers have chosen the selective sampling method wherein they relied on the chosen set of the population to participate in the study. To gather the perception of the students regarding the effectiveness of numeracy tools with E-Games, researchers disseminated survey questionnaires. This study also used the Pre and Post-test Assessment and compared the results.

**RESULTS**

Before the implementation of numeracy tool with e-games, there was a positive and negative perception of pupils regarding Mathematics class. It can be seen from the table that there were 23 pupils or almost 85% of the respondents enjoyed Mathematics class but 19 pupils or 70% respondents answered that they do not fully understand the competencies in Mathematics.

There is a difference in the outcome of MPS, SD and Mean Result of the Pre-test and Post-Test. In terms of the MPS between the two, there was a difference of 10.29 from the 78.67 and 88.96 scores. In relation to the Standard Deviation Score, it can be observed that there was a gap of 1.13 score between 2.56 of the pre-test and 3.69 from the post-test.

As a result, the mean score of pre-test 39.33 and the post-test of 44.48 the difference was 5.15.

**DISCUSSIONS**

This study has proven that Numeracy tools with e-games are an efficacy factor in learning among the selective group of learners - Grade VI pupils of Barigon Elementary School. The result of the pre-test and post-test was tallied, tabulated, and interpreted to recognize its effectiveness.

Continuous implementation of numeracy tool with E-games shall be applied in classroom instruction to enhance the academic performance of pupils.

**KEYWORDS:** numeracy, perception, E-games

**SUBMISSION ID: R04A-BATANP-1638**



**Numeracy tools: It's Impact on the Mathematics Performance of Grade VI Pupils in Payapa Elementary School**

Hannah Marie Jolongbayan, GSP

**Abstract**

**INTRODUCTION**

Teaching Mathematics is not an easy task. Mathematics teachers are the ones who are always besetting problems as to the attitudes and acceptance of the pupils in learning the subject. In the year 2018, the country's flagship in education, DepEd has established productive programs to achieve better numeracy skills using the most appropriate numeracy assessment tools to engage pupils' numeracy development. The numeracy program was conceived in response to repeated low pupils' achievements in Mathematics. It was also conceptualized as the most effective measure to increase pupils' participation in various Mathematics activities and challenges. Despite the effort made, the teachers are still looking forward to possible reinforcement to ensure that the utilization of the numeracy assessment tools give more benefits to the pupils who are encountering difficulties in understanding the contents and concepts of learning Mathematics.

**METHODS**

This research method is the most used research design since it can be appropriately used in both quantitative and qualitative investigations. The data were obtained from the respondents through a self-structured questionnaire. The participants of the study were the 7 public elementary school teachers presently assigned in Payapa Elementary School, District of Lemery.

**RESULTS**

It was revealed that teachers were effective in using numeracy tools and satisfied with the results as evidenced by a mean of 3.48. Likewise, teachers were effective in their familiarity with the positive effects of the tools as represented by a mean of 3.35. However, in two remaining items, their ineffectiveness was identified.

**DISCUSSIONS**

The data only implied that the respondents need to be more aware and knowledgeable on the utilization of numeracy tools in order to ensure that good academic performance of the pupils in learning the different aspects of Mathematics. The teachers were not effectively adjusted as the usefulness of utilizing numeracy tools in the teaching-learning of Mathematics.

**KEYWORDS:** Academic, utilization, numeracy, performance, assessment, reinforcement

**SUBMISSION ID: R04A-BATANP-0627**



**Numerical Literacy and Students' attitudes towards Mathematics  
instruction: Basis for Proposed Innovation Teaching Strategies**

Rosemarie Perido, Department of Education

**Abstract**

**INTRODUCTION**

Attitudes, whether positive or negative, learned or acquired, have a tremendous effect on the manner in which a person governs his or her life. Attitudes shape our religious beliefs, tolerances, goals and achievement processes and our mental health. No matter the stage in which one is in life, attitudes are an integral part of all that we do, present and future. The problem of educators nowadays, therefore, is to encourage the pupils to study diligently and to develop positive attitudes towards Mathematics. In this study analysis of the numerical literacy and the students' attitudes were analyzed for teachers to adopt and create innovative teaching strategies that foster greater academic learning among high school students.

**METHODS**

The descriptive method of research was utilized using the questionnaire, observation, and unstructured interview to draw the data needed. The appropriateness of this method was based on the fact that the main purpose was to determine the numerical literacy and the students' attitudes towards Mathematics instructions and used them as a basis of proposed innovative teaching strategies.

**RESULTS**

The level of numerical literacy of the respondents is good expressed in the mean of 81.08% and a standard deviation of 3.37. From the 223 respondents, 14 or 6.28% had a positive attitude to the greater extent, 52 had a positive attitude towards mathematics instruction, 146 had undecided attitudes, 10 had a negative attitude and 1 manifested negative attitude to the greater extent. As reported and ranked by the student respondents the first three strategies always used by the teacher were demonstration, drill and practice and whole class discussion. The very significant agreement was noted between the mathematics teachers and students in terms of strategies identified, as indicated by computed rho of 0.911 which lies between + 0.71 to + 0.99 which denotes very high relationships among variables.

**DISCUSSIONS**

The results demonstrated that there is so much to be desired in terms of increasing the numerical literacy of the students. A faculty development program for mathematics teacher should focus on equipping them with skills and competencies in the development and application of newer and appropriate strategies to be cascaded to students to heighten their interest and create favorable attitudes. Mathematics teachers must foster a classroom environment that will enable the students to realize the applicability and indispensability of mathematics in all the areas of human endeavor.

**KEYWORDS:** Numerical Literacy, Attitudes, Mathematics

**SUBMISSION ID: R04A-CAVTP-0875**



## **Nurturing Education Reward System: Strengthening Positive Behavior to Promote Child-Friendly School**

Teresa Magcalas, Department of Education

### **Abstract**

#### **INTRODUCTION**

The child-friendly classroom is one which fosters learning to the maximum. But it is a reality that having ill-mannered pupils in the classroom is inevitable. Disruptive behaviors can negatively affect the classroom environment as well as the educational experience for all the learners.

In this study, the researcher seeks to identify the disruptive behaviors of pupils in class, the perceived causes of pupils' disruptive behavior, and the ways to strengthen positive behavior among pupils.

#### **METHODS**

The study employed a descriptive quantitative research design to identify the disruptive behaviors of Banaba Elementary School pupils.

The researcher used a self-formulated and self-administered questionnaire based on the perception of teachers on the common disruptive behaviors of pupils in class, their causes, and actions taken to address such behavior.

The questionnaire has four parts. Part A was about the profile of the respondents. Part B contained the common disruptive behaviors of pupils, Part C focused on the perceived causes of disruptive behaviors, and Part D comprised of the actions taken to address the disruptive behaviors.

The researcher utilized the survey questionnaire to collate the common disruptive behaviors of pupils, their perceived causes, and the actions taken to address them.

Simple frequency count was used by the researcher to identify the common disruptive behaviors of the pupils. A frequency count is a measure of the number of times that an item occurs. And, an open-ended question was also utilized for the perceived causes of the identified disruptive behaviors and the actions taken to address them.

#### **RESULTS**

The research revealed the top ten disruptive behaviors of pupils: (1) wandering out of seat, (2) not following directions, (3) talking, (4) being inattentive, (5) shouting out, (6) hyperactivity, (7) chewing gum, (8) not completing work, (9) teasing, and (10) arguing.

On the other hand, perceived causes of such disruptive behaviors were (1) biological condition, (2) excessive dependence to parents, (3) environment, (4) family background, and (5) peer influence.

To find ways of strengthening positive behavior among the learners is the focus of the researchers to promote a child-friendly school. This is significant to facilitate effective teaching-learning process and develop pupils who are morally upright.

#### **DISCUSSIONS**

Strengthening the positive behavior among pupils is an avenue to promote a child-friendly school.

**KEYWORDS:** nurture, reward, child-friendly, behavior

**SUBMISSION ID: R04A-BATANP-0220**



**Nutrition Check: Factors Affecting the Nutritional Status of Kinder to Grade Six Pupils of Natunuan North Elementary School**

Felicisima Cueto

**Abstract**

**INTRODUCTION**

Child's physical, emotional, and cognitive development depends on the nutritional status that a child possesses. The nutrition of young children can be considered as a vital part of development since this is where the eating habits begin to form. Moreover, nutrition is one of the powerful factors that influence a child's health and performance in school. There are so many programs that schools are implementing in order to guide and ensure that the pupils will stay healthy. One of these programs is the School-based Feeding Program and Supplementary Feeding wherein the school provides nutritious food for the pupils with below normal weight and continuously monitors their nutritional status.

**METHODS**

Research Method

The researchers use the internet to search for journals and thesis which may contain information, data, ideas, and concepts that are relevant to this study. The researchers also ask the permission of the principal to obtain the list of enrollees in this school year 2016-2017 and the nutritional status of the students from Kinder to Grade Six.

The researchers evaluate aspects all over nutrition by using the main three methods.

1. Nutritional history
2. Appropriate physical examination with simple anthropometric measurements.
3. Laboratory Investigation

**RESULTS**

Nutritional status of children seemed to be a predisposing factor to the same problem in their children indicating the family's influence in creating habits and lifestyles in their children, inclusive of their eating habits and physical activity.

**DISCUSSIONS**

It can be gleaned in the table that last year June 2016 out of 289 pupils, 8pupils were under severely wasted, 27 wasted, 220 normal, 7 overweight, and 7 obese but as of January 2017 out of 289 pupils, 5 are severely wasted, 18 wasted, 252 normal and 13 above normal and 5 obese. The record shows that there is a gradual decrease in the number of below normal status as compared to the first weighing in June 2016 and January 2017 who were recipients of the School-based Feeding Program and the 35% of the Canteen share for the Supplementary Feeding.

**KEYWORDS:** Feeding Program Affects the Nutritional Status of Pupils

**SUBMISSION ID: R04A-BATANP-1778**



## **Nutritional Status and Academic Performance of Grade 7 Students**

Jonriel O. Curada

### **Abstract**

#### **INTRODUCTION**

Nutrition is a fundamental pillar of human life, health, and development across the entire lifespan. From the earliest stages of fetal development, at birth, through infancy, childhood, adolescence, and into adulthood and old age, proper food and good nutrition are essential for survival, physical growth, mental development, performance and productivity, health, and well-being. This study determined the significant relationship between the level of nutritional status and academic performance of Grade VII students in Mathematics.

#### **METHODS**

It utilized the descriptive - correlational research design. Frequency and percentage distribution were used to depict the level of nutritional status and academic performance of the students of San Roque National High School. Spearman rho correlation was used to test the significant relationship between the two variables used.

#### **RESULTS**

Nutritional status of students was at a normal level, however; their academic performance is in approaching proficiency level. The study also showed that nutritional status and academic performance in Math generated positive but high correlation; implying that nutritional status influences the level of academic performance of the students. The study further attests that nutritional status may hinder a child's ability to learn; academic performance of students in the school was greatly affected. Health and education are essential to formulating new possible policy interventions targeted at the improvement of children's status in developing countries. The importance of nutrition and schooling in developing countries the analysis presented in this work makes progress in sorting out such a causal relationship. Furthermore, investments in health are expected to have positive effects on education since the returns from investment in education last for many periods and health status is positively correlated with life expectancy

#### **DISCUSSIONS**

The development of any nation or community depends largely on the quality of education of such a nation. Understanding the nature of the causal relationship between health and education is important to determine the exact relationship between them. Health and nutrition influence educational achievement, but poor health and malnutrition in early childhood may affect cognitive abilities. School authority should take a look with the performance of the learners and has to have thorough observation and analysis with its impact in relation to their physical status.

**KEYWORDS:** nutritional status, academic performance, students

**SUBMISSION ID: R013-SURSUR-0082**



**Nutritional Status and the Academic Performance of the Grade 3 Pupils in  
Sinala Elementary School: Basis for Strengthened Feeding Program**

Ma. Amor Reyes, Rosan Manalo, & Sherrybeth Gatdula, Sinala Elementary  
School

**Abstract**

**INTRODUCTION**

School-Based Feeding Program (SBFP) is one of the major strategies of the Department of Education (DepEd), through the Health and Nutrition Center (HNC), and the Department of Social Welfare and Development (DSWD) with specific objectives of improving access, stabilizing attendance, increasing enrollment, reducing dropout and repetition and alleviating short-term hunger for better academic performance.

This study investigated the nutritional status and the academic performance of the twenty-seven (27) Grade III pupils in Sinala Elementary School as a basis for strengthening the feeding program of the school.

**METHODS**

A researcher-made questionnaire was designed for the respondents and the use of data-based materials to collect data to document appropriateness and availability for provision of adequate nutrition, the health status of children and their academic performance in which the result could be used as a basis for strengthening the feeding program of the school. This study is a descriptive research explaining certain phenomena/ situation in the school such as health status.

Average weighted mean has been used as the statistical approach in interpreting the data of the questionnaire. After the collection of instruments, they were examined for completeness, comprehensiveness, consistency, and reliability. After analyzing the data, it is found that there is a significant relationship between the nutritional status and academic performance of Grade III pupils.

**RESULTS**

From the research findings, it is therefore clear that pupils' nutritional plays a significant role in their academic performance. As seen in the result, pupils who were undernourished had a poor performance in class as was observed in three examinations. Nevertheless, it is evident that there was a significant improvement in their obtained mean percentage score.

Other than the nutritional status, other factors such as the daily habit of pupils, hygiene practices and their environment are considered to be the contributors that hinder the teaching-learning process.

**DISCUSSIONS**

From the result of the study that there is an association between the nutritional status of the pupils and their academic performance, it is essential therefore to lessen the incidence of undernourishment among school children to improve their academic achievements.

**KEYWORDS:** nutritional status, academic performance, feeding program, teaching-learning process

**SUBMISSION ID: R04A-BATANP-1908**



**Nutritional Status of High School Students Under the Feeding Program and Recipients of the Non-Feeding Program in Relation to their Eating Style and Academic Performance: Basis for an Enhanced Wellness**

Leilanie Catapang, Kaytitinga National High School

**Abstract**

**INTRODUCTION**

The School-Based Feeding Program (SBFPs) are among several interventions that can address some of the nutrition and health problems of the school. The Kaytitinga National High School also implemented the SBFPs aiming to improve the nutritional status, improving academic performance and improved household food security. In this study, the researcher tried to find out the effects of nutritional status of high school students recipients of feeding program and not recipients of feeding program in relation to their eating style and academic performance: basis for an enhanced wellness program.

**METHODS**

Descriptive correlational design of the research was applied to interpret and analyze the data. This study focuses on Junior High School students with a low nutritional status. There was a total of 365 respondents, 194 Grade 7 students and 170 Grade 8 students. The students took BMI for their nutritional status, answered Phil-IRRI Nutritional and Lifestyle Status Questionnaire based on the Likert's scale to survey student's eating style and gathered student's permanent record for their academic achievement.

**RESULTS**

The majority of the Grade 7 and Grade 8 students who participated in the study have a normal nutritional status which belong to the recipients of the non-feeding program. There were 14 students whose nutritional status categorized as severely wasted and 351 most students belong to normal nutritional status. It is noticeable that most of the students received all the nutrients in appropriate amounts so as to meet the needs of the body and the recipients of the feeding program help to improve their nutritional status. The majority of student recipients of the feeding program is fair satisfactory while the non-recipients of the feeding program is satisfactory. The higher academic performance levels of the student have normal nutritional status. Eating program would show an effect on the students' health and their performance level.

**DISCUSSIONS**

The results demonstrate that the school should include seminars among students and parents on good eating habits and the importance of good nutrition. Inculcate among learners the values of physical exercise as a proposed wellness program that may be able to improve the nutritional status of the students and academic performance.

**KEYWORDS:** Feeding program, nutritional status, eating style

**SUBMISSION ID: R04A-CAVTP-1160**



**O.M.G! (Oh, My Grammar!): A Continuous Improvement Project of  
Bugtongnapulo National High School 2017- 2018**

Desiree B. & Ivy Nina L. Cipriano, Bugtongnapulo National High School

**Abstract**

**INTRODUCTION**

With its aim to produce globally competitive individuals, the Philippines adopted the K-12 curriculum where students are honed to their fullest potentials. Communication skills and language literacy set forth as two of the major goals the curriculum aims to achieve after the 13 years of the basic education program. However, for the past four years, it has been observed that there was a sudden decrease in the MPS results in English at Bugtongnapulo National High School. As reviewed in the school year 2017- 2018, it was found that the Mean Percentage Score (MPS) in the same subject reflected low mastery among Grade 10 students. It was determined that the students need remediation in grammar,

**METHODS**

Apart from a series of document analysis, interviews, focused group discussions and class observations, a pre-assessment test in grammar was administered. The researchers pilot tested the proposed project called O.M.G (Oh, my Grammar!) where objectives are presented: to increase students' proficiency in English, specifically in grammar; improve the communication skills of the students and develop students' confidence in expressing themselves in English. Eventually, this project shall increase the NAT result in English in the future. The activities comprised the integration of a five-minute grammar drill on English classes, Friday grammar- focused classes and after-class hours peer tutoring.

**RESULTS**

After the successful implementation of Project O.M.G.!, it was found that 1.) students showed improved communication skills as depicted on their written and oral performances, 2.) confidence is evident in their use of conversational English and 3.) achievement of MPS target every quarter.

**DISCUSSIONS**

From the findings and conclusions, the need for consistent and strict implementation of the project is necessary. The researchers believe this will not only improve but also strengthen the students' perception towards the English Language.

**KEYWORDS:** grammar, Bugtongnapulo National High School, performance

**SUBMISSION ID: R04A-LIPAC1-0050**



**Observance of the Community in the Implementation of School Disaster  
Risk Reduction and Management in Calamba City**

Armando Tolentino & Serafin B. Eduarte Jr., Department of Education - Camp  
Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

Calamba West District High Schools are the schools in the Division of Calamba City that is situated near the West Valley Fault ended at Matang Tubig in Canlubang. It caters more than seven thousand students both junior and senior high school, and more than a two hundred teaching and non-teaching personnel. Every quarter, the schools were joining the National Simultaneous Earthquake Drill (NSED) in cooperation with the Barangay Quick Response Team in Calamba City. In the conduct of the aforementioned drill, teachers, non-teaching personnel, students, and PTA officers participated in the said Nationwide quarterly earthquake drill. It was observed that during the conduct of the drill, many of our students and even some teachers were not seriously participated in the drill despite the different campaigns and series of lectures to the students with regards to the proper conduct of the activity.

**METHODS**

The descriptive research design was used to depict the participants in an accurate way. More simply, descriptive research is all about describing people who take part in the study. The researchers will be using the 100 students and 50 teachers from 5 junior and senior high Schools of Calamba West District. The researcher gathered information through the use of the survey questionnaires that he made.

**RESULTS**

The researcher concluded that the students and employees of WEST 5 district assess the implementation of SDRRM the same way. With this in mind, it implies that the school shows no bias in disseminating important information and protocols to its students and personnel. Furthermore, the efforts of the school were to meet the four thematic areas of SDRRM and it was seen by both of the groups of respondents. The researchers concluded that the schools, including all the members of its community, are very likely to survive a disaster.

**DISCUSSIONS**

The study showed that there is a significant relationship between the assessments of the respondents on the implementation of SDRRM and their readiness level towards a possible disaster that may happen. With this discovery, the researchers conclude that the readiness level of a member of the CVLIS community towards possible disasters depends on his/her assessment on the implementation of SDRRM. The community and its members will eventually share the same trait of being ready for the possible disaster that may happen and have the competency to adjust and bear the impacts of a disaster.

**KEYWORDS:** SDRRM, earthquake drill

**SUBMISSION ID: R04A-CALAMB-0224**



**Off- Campus Learning Experience of Social Studies Student Teachers:  
Basis for an Enrichment Program**

Maureen C. De Claro, Ed.D, San Pascual Senior High School 1

**Abstract**

**INTRODUCTION**

One of the most important components of any teacher education program in the country is off-campus training or student teaching, which is a mandate of the Commission on Higher Education. All student teachers undergo training for a full semester in order to expose them to the real teaching environment and equip them with the competencies required in the teaching profession.

Despite the supposedly intensive off-campus training, a lot of problems still persist as experienced by both student teachers and their cooperating teachers. It is for this reason that the study on off-campus learning experiences of Social Studies student teachers, with the end of devising an enrichment program, was conducted.

**METHODS**

With the researcher-made questionnaires and Focus Group Discussions as data gathering instruments, descriptive design was used in the study. The respondents of the study were 120 Social Studies student teachers and their respective cooperating teachers, all of whom were from three divisions of Batangas. Statistical tools used to treat the gathered data were frequency, percentage, mean, t-test, and ANOVA.

**RESULTS**

Results of the study revealed that majority of the student teachers are female, residing in the rural area, with an annual family income of Php120,000 or less, practicing Roman Catholics, and had an average of 200 hours or more spent in off-campus teaching. The cooperating teachers assessed that the Social Studies student teachers greatly manifest classroom management skills, but they moderately manifest the skills in pedagogical knowledge, contextualization and localization, decision making, communication, and human relations.

Likewise, it was revealed that there are significant differences in the assessments of the two groups of respondents on the manifestation of student teachers' skills and competencies, except in classroom management. Similarly, there are significant differences in the student teachers' skills in pedagogical knowledge, decision making, communication and classroom management in relation to the length or number of hours allotted for off-campus training.

**DISCUSSIONS**

The common issues encountered during off-campus training are the need to emphasize student participation in classroom discussion, the need for additional activities for student remediation, and the irregular class attendance of students. An enrichment program was devised based on the aforementioned findings to help address the issues encountered.

**KEYWORDS:** off-campus, learning experience

**SUBMISSION ID: R04A-BATANP-2206**



## **Offensive Words No More: Perceptions of Senior High School Students on the Use of Expletive Words**

Ysmael, Ren, Department of Education - Calamba City  
(Adviser: Larra Marie Bernardo)

### **Abstract**

#### **INTRODUCTION**

Assessing the understanding of learners in their communication pattern is one way to reflect on their values system. It determines the words that are considered offensive and tend to lead to violent reaction. The students' choice of words affects their communication skills and socialization. The causes of violent reaction are mostly from the harmful words that the speakers use that triggers the receiver of the message to react negatively. Then, this can result in physical blows and escalates the problems brought by offensive words which are the focus of this study.

#### **METHODS**

The researchers used a phenomenological method. In the theory of Neuro-Psychosocial Theory of speech by Timothy Jay, this explained the involvement of cursing. This section is devoted to the psychological underpinnings of cursing, treats such issues as a children's cognitive development and vocabulary learning from a principally behaviorist stance, and personality factors.

#### **RESULTS**

The result of this study defines its cause and effect relationship. The majority of the learners countered that the expletive words are the offensive, rude, and informal words that can harm people by the involvement of the violent reactions by means of physical blows and often affects the emotional aspects of a person. Some of the research participants answered the questions that expletive words are just an expression and sometimes used as a joke. The example words that the learners used and heard in the raw data under the chapter 4, the research participants had the majority answers of "tangina", "shit" and "motherfucker" while the others answered, "punyemas" and "gago". On the other hand, the said expletive words lead to physical blows like punching and kicking. This affects their behavior, understanding and communication skills.

#### **DISCUSSIONS**

This study assessed the research participants with their answers. We, the researchers conclude that the behavior of the students affects their thinking skills by engaging the use of expletive words that tend to lead in physical blows. Guidelines and seminars to the learners are the recommendations of this research. It indicates that the students need proper teaching in a formal set up.

**KEYWORDS:** EXPLETIVE WORDS, OFFENSIVE WORDS, PERCEPTIONS, VIOLENT REACTIONS

**SUBMISSION ID: R04A-CALAMB-0100**



**Office Productivity Skills of Lalaan Central School Teachers in Microsoft Word: Basis for an Action Training Program**

Marites M. Anciro & Alma D. Abad, Department of Education

**Abstract**

**INTRODUCTION**

One of the most vital defining characteristics of our century today is that information is increasing at a level too fast to catch up. In such an atmosphere, it is unavoidable to develop, create, and update the different skills of every people in information-based professions. Or else, their status and professional skills may be questionable. The effective use of Information and Communication Technology as a pedagogical tool integrated into the subject being taught is for improving the teaching and learning by the teacher to all his students. The researcher, as a member of the academe as elementary public school teacher in Lalaan Central School from the District of Silang II, was motivated to conduct this study, which she believed will be able to provide the school administrators data pieces of information on how to establish an action program to enhance the teachers' skills and knowledge in order to achieve the objectives of each subject and the school's goals.

**METHODS**

The descriptive method of research was utilized. It involved the gathering of information to find out to what extent of Office Skills are demonstrated by the teachers. To evaluate the Office Productivity Skills of the Elementary Teachers of Lalaan Central School, the researcher used a self-made questionnaire and an adapted questionnaire from Chowdhury (2009). It was administered to the respondents as a measuring instrument in gathering the data. To present, analyze and interpret the data of the study, the frequency and mean were used to determine the Office Productivity skills in Microsoft Word of the elementary teachers as evaluated.

**RESULTS**

Finding reveals that elementary teachers in Lalaan Central School are very highly competent in the basic skills like opening and closing Microsoft Word program and doing some formatting of the texts. There are some items that are fairly competent like saving and printing documents, inserting a header and footer, using numbered and bulleted list and spell grammar checker.

**DISCUSSIONS**

Using ICT can help the teachers in choosing the right resources that are suited for the teaching and learning situations of the teachers and students inside the classroom. This helps the teachers in giving effective presentations and explanations of the topic they are discussing and can make the teaching and learning more exciting and interactive since there is an integration of the ICT that the teachers and students can use during the discussion.

**KEYWORDS:** Office Productivity Skills

**SUBMISSION ID:** R04A-CAVTP-1250



## **Offshoot Intervention to Student's Tardiness and Absenteeism**

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Department of Education - Batangas

### **Abstract**

#### **INTRODUCTION**

The researchers observed that absenteeism and tardiness are common among the students. These had adverse effects on their academic performance. Worse, it leads to drop out. It prompted them to conduct a study on the attendance of students in Tingloy National High School by assessing the effectiveness of giving snacks and rewards. It seeks to eradicate the drop-out cases. In here, the researchers give the students who are reported as absentees in the previous school year free snacks, after having completed their attendance every month, they receive free tutorial sessions on the lessons they have difficulty with, and receive a gift as a reward if their performance has improved.

#### **METHODS**

Quantitative descriptive method of research was used in the study. Data of attendance during the SY 2017-2018 was gathered first to determine the respondents of the study. It was composed of 40 students of Tingloy National High School. A preliminary interview was conducted first. The study was conducted year-round and the progress of the students' academic performance and attendance was monitored. At the end of the study, a questionnaire was distributed among the respondents. The researcher evaluated the effectiveness of the project and drafted an action plan to strengthen the proposed project.

#### **RESULTS**

The researcher found that the respondents had the highest absences in March, followed in January and April. Respondents were asked about the factors contributing to their poor attendance which includes family, school, and community. They agreed that the aforementioned affect their attendance. As for the impact of the project, they affirmed that it is effective in improving their academic performance and attendance. It has reduced their tardiness and motivated them in coming to school. At the end of the study, 60% of the respondents were satisfied in the implementation of the project

#### **DISCUSSIONS**

It focuses on the effectiveness of giving snacks and rewards in improving the attendance of the students. The results of the study demonstrate that respondents had the highest number of absences in March 2017. Furthermore, family, community, and school affect their attendance. It was effective according to the respondents in improving their academic performance and attendance. The researchers drafted an action plan to strengthen the implementation of the project.

**KEYWORDS:** education, attendance, absenteeism, rewards, snacks, tutorial, tardiness, academic performance

**SUBMISSION ID: R04A-BATANP-0056**



**On Becoming a Gender Sensitive Campus Vis-A-Vis Addressing the Needs  
of the Students with Mothers Working Abroad**

Mary Grace Satumbaga, Dr. Ginalyn U. Macaraig, & Dr. Zacarias G. Gonzales

**Abstract**

**INTRODUCTION**

A school provides a system that could assert the needed intervention to strive for gender equality and address the gender-sensitive related issues primarily experienced in the elementary campuses. Becoming a gender-sensitive campus can be achieved primarily by identifying and addressing the gender-sensitive related issues and effects of mothers working abroad on student's performance and behavior in school as perceived by the teachers inside and outside the classroom.

**METHODS**

This study is a descriptive mixed method of research which used frequency for the quantitative approach and structured interview as data gathering technique for the qualitative approach. Thematic analysis was used in consolidating and interpreting responses from the interviews

**RESULTS**

Results show that the girls have a higher number in the student population in San Gabriel Elementary School. The participation of the students in the leadership roles and school activities shows the girls have the highest number in terms of officership in the homeroom section and attendance to school activities. There are more girls whose mothers are working abroad. Based on the interview, bullying, stereotyping, leadership role, and facilities are the issues identifies and needed to be addressed primarily in becoming a gender-sensitive campus. The effects of the migration of mothers to work abroad are lower performance and interest in school, disorganization, low self-esteem, and wasteful buying.

**DISCUSSIONS**

Committees on the different activities under the project proposal may be initiated through the Principal's and Guidance office and appointment of the project coordinator for every school year. The principals may consider the proposed project for the betterment of learning experiences of the students in the campus. The teachers may undergo continuous training on anti-bullying, financial literacy, stereotyping, motivating students, leadership roles to better facilitate the activities in school. The school should allot activity periods to be able to facilitate the program and must reach the 80 percent student population.

**KEYWORDS:** gender sensitivity, bullying, leadership roles, stereotyping, feminization of migration, financial literacy

**SUBMISSION ID: R04A-BATANP-1770 / R04A-BATANP-1779**



## **On Taking Technical Vocational and Livelihood (Tvl) Strand: A Coign of Vantage**

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Kristina Ramos, Bauan Technical High School  
(Adviser: Ma. Leticia Jose Basilan)

### **Abstract**

### **INTRODUCTION**

It is a great endeavor for the Philippines to enhance the basic education program for the youth. As it was known as K-12, the learners of today have a higher chance to be more competitive globally. Further, K-12 offers several strands which include Technical Vocational and Livelihood (TVL) that could lead them to entrepreneurship, higher education, and employment. In the last two years that Bauan Technical High School offers Gas Tungsten Arc Welding (GTAW), its learners felt inferior among other strand takers. TVL students were compared among other strands as students think that TVL is a less wise choice to have a better future. The researchers want to give phenomenological bases to students on the coign of vantage on having TVL strand specifically GTAW. Significantly, this research ventures on the advances of technical vocational strand -GTAW major highlighting the lived experiences of GTAW students in the said school highlighting the curriculum, challenges and the opportunities stored for skill students of TVL. Purposefully, the study would offer a program that will help the school and TVL takers to uplift their strand in the academe.

### **METHODS**

Purposive Sampling determined the 60 respondents for which are 30 selected students who are currently enrolled in the said strand and 30 teachers of TVL. Data were gathered through interview, Focus Group Discussion, and direct observation. Discourse Analysis strengthens the fact gathered through these procedures. Furthermore, the data were analyzed and validated with the strong support of literature reviews.

### **RESULTS**

Momentously, the study revealed significant experiences and encounters of the respondents with the TVL strand takers. These experiences and encounters were manifested in the cognitive, psychomotor, affective, and interpersonal and social skills of TVL students. Moreover, the study showed great differences in the perception towards TVL takers and the perception of the TVL takers to themselves. Indicators showed these differences as they went through focus group discussions. Lack of confidence, complacency, and trust on personality, ability, and work towards TVL students are some of these indicators which lead TVL strands to feel lowliness.

### **DISCUSSIONS**

The results demonstrate the need for a mechanism that will uplift the Technical Vocational Strand in view of Bauan Technical High School students and teachers as well. With this, the researchers proposed a digital TVL strand Manifesto for strand enhancement in the said learning institution.

**KEYWORDS:** technical vocational and livelihood, GTAW, cognitive skills, affective skills, psychomotor skills, interpersonal and social skills

**SUBMISSION ID: R04A-BATANP-2314**



## **On the Teacher Protection Policy, Why It Matters on the Teacher-Pupil/Parent Relationships?**

Evangeline Cruz & Abigail M. Hamoy, Department of Education Cavite City

### **Abstract**

#### **INTRODUCTION**

In the Philippines, through the ACT Teachers Party-List Representative Antonio L. Tinio, a lawmaker pushed to institutionalize a measure to protect teachers and school personnel in cases related to student discipline and classroom management. "While child protection is indispensable, teacher protection is also a must," Representative Tinio stressed. House Bill 5735, otherwise known as the Student Discipline and Teacher Protection Act, requires the Department of Education (DepEd) to issue policies and principles on student discipline and classroom management. With some problem children, teachers are sometimes victims of children and parents nowadays. This is the primary reason for producing this kind of research.

#### **METHODS**

The researchers used a qualitative research design. A checklist was also prepared.

The observation was considered. Questionnaire on the parent-teacher relationship was administered to the selected teachers as respondents. On the other hand, the selected pupils were interviewed and observed on their dealing with their respective teachers.

#### **RESULTS**

Figure 1. There are three interventions to be used to develop a harmonious teacher-parent relationship. Constant communication between parents and teachers that obtains 14 respondents ranks first. The development of a good social attitude with 4 respondents is second in rank. Teachers' regular meeting/conference with the parents gets only 2 respondents, the last in the rank.

To have a positive teacher-pupil relationship, there are four interventions to be utilized. Lessons from the Word of God focusing on good behavior get 45%, followed by lessons on good manners and right conduct from the books with 30%. About 20% comes from counseling and home visitation with 5%.

#### **DISCUSSIONS**

Because of the limited time, the focus was on the protection against the pupils and parents only.

The respondents favor the existence of the Teacher Policy. Developing a positive relationship between the parents and the teachers requires constant communication. Building good social attitude among parents and teachers is an acceptable way of maintaining a harmonious relationship. Lessons about good manners and right conduct and stories based on the Word of God are believed to have a great impact on the teachers-pupils' relationships. Most action research are focused on children as the victims of teachers. Here, the teachers are the victims of students and parents as well.

**KEYWORDS:** teacher's protection policy, victims, child's protection, teacher protection, intervention, positive relationship, harmonious, communication

**SUBMISSION ID: R04A-CAVITC-0116**



**On Transparency: The ineffectual Characteristics of Selected Teachers in  
Relation with Pet- a Gauge for Faculty Enhancement Program**

Lisama Aying, Gigante Guerra Mary Ann, & Portuguez Perez Mary Jane,  
Department of Education- Cavite City

**Abstract**

**INTRODUCTION**

Good Ethics is a fundamental requirement of any profession. A professional teacher needs to be confident without being arrogant. Nobody can expect to have all the answers, so if a student asks something, Proper preparation is another crucial requirement of professionalism. When the teacher enters the classroom, she/he should have all the required materials and the lesson plan ready. Some teachers, which are but natural, have ineffectual characteristics that can be corrected or changed for the better. This action research is believed to be one of the answers. The professional teacher should be able to admit defeat but offer to find out more for the student.

**METHODS**

The researchers utilized the quantitative method to gather data. The survey used was done online. A questionnaire with a checklist was prepared too. The respondents were eighty-two public elementary school teachers in Cavite. They were holders of these positions: Teachers 1-3 and Master Teachers. They were selected through random sampling. The researchers used a questionnaire and a checklist to collect data to be analyzed. The online survey was done. A face-to-face interview was conducted to at least two respondents who encountered internet problems.

**RESULTS**

This pie graph presents the percentage of the respondents' choices of the teachers' negative characteristics in a possible Faculty Enhancement Program. Out of 82 respondents, 27% agrees that the topmost negative quality that must be avoided or eliminated among teachers is being arrogant. It is followed by 15% pertaining to teachers who are gossip conscious. Teachers who are award conscious and award/recognition grabbers both obtain 13%. Teachers who are selfish has 12%. Those who have sucking attitude toward promotion get 10%. Over intimate to parents has 6% while tardy has 4%, the least.

**DISCUSSIONS**

The researchers focused on only eight (8) ineffectual/negative teachers' characteristics. Interventions were limited to four (4) due to time constraint. The topmost ineffectual quality of teachers has to do with arrogance. The least among the negative qualities is tardiness. The negative qualities of teachers affect their professional ethics / behavior. A well-planned Faculty Enhancement program is necessary for every school for teachers' growth and development. Other action researches do not put emphasis on the negative characteristics of teachers.

**KEYWORDS:** transparency, professional ethics, ineffectual characteristics, negative, intervention, faculty enhancement program, well- planned

**SUBMISSION ID: R04A-CAVITC-0112**



## **One -on-one Interaction Addressing the Learning Gaps in Mathematics**

Narcisa D. Ohao

### **Abstract**

#### **INTRODUCTION**

Learning gap is the difference between what a student has learned and what the student was expected to learn at a certain point in his or her education. A math learning gap refers to any math skills that a student should have previously mastered. One of the more consequential features of learning gaps is their tendency, if left unaddressed, it will compound over time and become more severe and pronounced, which can increase the chances that a student will struggle academically and socially or drop out of school.

#### **METHODS**

This research used the descriptive method. Data collection was based on student's performance on a missed or poorly understood the concept after learning gaps were discovered. A respondent will be given a teacher-made learning material to work with the help of the teacher on one-on-one interaction bases. The performance before the treatment based on diagnostic assessment and after the treatment based on the post-assessment were used to evaluate the effectiveness of the intervention on learning gaps in mathematics.

#### **RESULTS**

Poor knowledge of basic mathematics concepts, without mastering foundational skills, led a difficult experience in coping with the principles. A rudimentary understanding of the concept was achieved by the child but he or she did not master the concept enough to understand how and when to apply it. The outside factors are causing the child stress and so they cannot focus in class. Without mastering foundational skills, this student may face complications in his studies which may lead to the undesirable learning experience.

#### **DISCUSSIONS**

It is a cyclic process where building a solid conceptual understanding helps students learn procedural skills. This can be a week or years after the learning should have occurred. The quicker a learning gap is addressed the fewer problems it will create, but it is never too late to close a learning gap. Helping students to close learning gaps will hopefully enable them to cope with difficulties and have meaningful learnings in a classroom setting. The teacher must administer diagnostic assessment before the start of a regular class to identify learning gaps among students especially in mathematics since mathematics skills build upon each other. A one-on-one interaction of the teacher with the student is an effective method in addressing learning gaps. The student with learning gaps must be given attention as early as possible because the quicker it is addressed the fewer problems it will create.

**KEYWORDS:** learning gaps

**SUBMISSION ID: R013-SURSUR-0302**



## **One Short Story Per Week: An Intervention in Reducing Frustration Level in Reading Comprehension of Grade Five Pupils**

Marycris M. Jubane & Arcelle P. Caybot, Department of Education

### **Abstract**

#### **INTRODUCTION**

This study investigated the effectiveness of One Short Story per Week: Intervention in Reducing Frustration Level in Reading Comprehension of Grade Pupils to its 13 respondents who were Grade V Strawberry pupils of Barobo Townsite Elementary School. According to Woolley (2010), reading comprehension is the process of making meaning from text. Its goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Hence, the researchers crafted this action research to address the said problem properly and to test whether there is a significant difference in the reading level of the said pupils before and after the implementation of the said intervention.

#### **METHODS**

The researchers utilized the descriptive research design to measure the effectiveness in the implementation of the said intervention. In analyzing the data gathered in this study, the researchers made use of two statistical tools: Mean and Pared T-Test to analyze the scores of the 13 pupils in reading comprehension test whether or not it passes the standard based on the PHIL-IRI Manual 2018 to determine whether or not there is a significant difference between the reading comprehension level of the said pupils before and after the intervention so as to gauge the effectiveness of the One Short Story per Week intervention.

#### **RESULTS**

The researchers made an intervention that resulted in a decrease in the number and percentage of pupils under the frustration level in reading comprehension. From 13 pupils or 41.94 of the class, it lowered down to 6 pupils or 19.35%. From the mean of 1.77 to 4.46, from the standard deviation of 0.69 to 0.77 and with the p-value 0.05 after having applied the intervention, it can be inferred that there is a positive effect of the intervention to the pupils on the frustration level in their reading comprehension.

#### **DISCUSSIONS**

Reviewing the result, it was found that there is a significant difference in the reading level of the 13 identified pupils after exposure to the above-mentioned intervention and that the said intervention can help in addressing problems in reading, particularly in comprehension.

**KEYWORDS:** Intervention, comprehension, decrease

**SUBMISSION ID: R013-SURSUR-0169**



**One-on-one Reading Intervention on Decoding Sinugbuanong Binisaya  
Words and the Voice of Grade one Teachers**

Maureen Manlangit

**Abstract**

**INTRODUCTION**

130

**METHODS**

53

**RESULTS**

102

**DISCUSSIONS**

38

**KEYWORDS:** One-on-One Reading Intervention, Decoding Sinugbuanong Binisaya Words and Voice of Grade One Teachers

**SUBMISSION ID: R012-SARANG-0010**



**Online Game Engagement, Emotional and Social Behaviors as Correlates  
of Academic Performance of Junior High School Boys of Malabag National  
High School**

Morena Mulitas, Department of Education

**Abstract**

**INTRODUCTION**

In an increasingly technology-dependent society, people will continue to use computers not only for business but also for pleasure. As online games grow in popularity, the negative effects of usage should be studied. This research was conducted to determine the relationship between online game engagement and academic performance; emotional behavior and academic performance and social behaviors and academic performance of junior high school boys.

**METHODS**

The study employed the descriptive correlational research method using sets of questionnaires. The questionnaire used was patterned after the questionnaires used by Avenido Obon (2010) and Vicera (2013), which was modified by the researcher to fit the needs of the study. The questionnaire was divided into two parts: (1) extent of online game engagement, and (2) influence of online gaming to the emotional and social behaviors. Male students from Grade 7 to Grade 10 Level involved in the study. Simple Stratified Sampling techniques were used, fifty male students were chosen to represent each Grade level. A total of 200 students were used to represent junior high school boys.

**RESULTS**

The results showed that there is no significant correlation between academic performance and the online game rating of the students. In the relationship between academic performance and emotional behavior, the findings indicate that a significant moderately small positive correlation exists between academic performance and emotional behavior of the students. Thus, difficulties in students' academic work or related activities are due to their emotional behavior towards online game engagement. And finally, there is no significant correlation between academic performance and social behavior of the students.

**DISCUSSIONS**

The results reveal that parent-child relationships (closeness and conflict) were found to be vital to youth adjustment and played a significant role in the association between students Internet/online game use and academic and behavioral outcomes. Future research studies should investigate how students cope with the influx of this rapidly developing technology and its impact on the family relationship. Additionally, parenting programs should incorporate strategies about how the internet/online games can be used as an educational tool to benefit students. The paper concludes with recommendations for future study in order to better understand the growing impact of computers in our youth.

**KEYWORDS:** ONLINE GAME, ENGAGEMENT, EMOTIONAL, SOCIAL, BEHAVIORS, CORRELATES, ACADEMIC, PERFORMANCE, JUNIOR HIGH SCHOOL

**SUBMISSION ID: R04A-CAVTP-1187**



## **Online Games and its Effect to Youth: A Phenomenological Study**

John Aldea

(Adviser: Julius Caesar Averilla)

### **Abstract**

#### **INTRODUCTION**

This study aimed to determine the different effects of online games to the youths in terms of; personality, educational and social. This study determined the advantages and disadvantages of playing online games. This study proposed a possible program or activity that may help in solving this kind of problem. The main purpose of this study was to point out the effects of playing Online Games to the youth and what are the possible solutions that may extend to lessen those addicted players of online games.

#### **METHODS**

This study used a descriptive-analytic design. Survey questionnaires were used in gathering data. This study utilized 2 computer shops in Barangay Central, Donsol, Sorsogon and 50 online gamers as respondents. The data were triangulated, analyzed, and interpreted.

#### **RESULTS**

The existing practices or modalities in online games and its effect as perceived by the youths were identified. The effects of online games in terms of personality was that most of the respondents choose anxiety having a frequency count of 11 and a total percentage of 22%. In terms of educational, most of the respondents choose to have lower grades with a frequency count of 19 and a total percentage of 38%. In terms of social, most of the respondents choose a lack of social interaction with a frequency count of 16 and a total percentage of 32%. There is a significant difference along with online games and its effect as to the responses of the youths. Proposed a Symposium: Factors Affecting on Playing Online Games. Based on the findings of this study, the following conclusions are deduced as the basis for the recommendation of the study: (1). To the youth of Barangay Central, they should focus their attention on more important things rather than playing online games, because it affects not only their academic performances. (2). To the owner of a computer shop, they should not accommodate students, especially if school time. (3). To the parents, they should focus on guiding their children. (4). Conducting a Symposium on Factors Affecting on Playing Online Games. A proposed action plan can help to lessen the youths being addicted to playing in online games.

#### **DISCUSSIONS**

Based on the findings, the youth should know that playing online games affect their lives. This study proposed an action plan that can help on giving enough ideas and knowledge about this problem. The findings of this current study encourage future researchers to conduct in-depth analysis on data gathered which may serve as a basis in conducting this type of study.

**KEYWORDS:** Youths, Symposium, Discipline.

**SUBMISSION ID: R005-SORSOP-0001**



**Online Gaming and Performance in Filipino among Fourth Year Students  
of Banaba West National High School**

Marianne Gabia, Banaba West Integrated School

**Abstract**

**INTRODUCTION**

Development in technology brings many things that people do not have many years back. One of these things is online gaming that is provided by the internet. Online gaming is one of the widely used leisure activities for many people. Teenagers who are playing these online games said that they are playing these games just for fun, to keep away from the heat of the sun, without knowing that there are a lot of effects of playing these games that are more than what they think. Playing these types of games makes the player experience different feelings because it is as if the player is really the one taking the challenges. Despite those benefits, playing these games also bring negative effects. It requires much of the player's time, leaving school activities and homework unattended.

**METHODS**

The researcher used the descriptive methods of research to gather the necessary data to determine the effect of Online Gaming in the Performance of the Students in Filipino Subject. The researcher distributed the questionnaire to the respondents to yield the needed data.

**RESULTS**

The student's performance in Filipino during the second grading period is average. To set students online gaming activities and people direction, the teacher utilized the following strategies in developing, coping skills, limiting time on the computer through proper scheduling, avoiding computer use for recreation and replacing computer use. After the strategies are utilized the students performed highly in Filipino.

**DISCUSSIONS**

Students especially the online gamers should be advised to play not only for pleasure but also for the benefit of their academic lives. They should take online games as an advantage in their personal lives. Teacher and administrations should give attention to student's online gaming and follow up students along with this level. Parents should be aware of the actions of their children so that they may give necessary guidance for their children. The school should provide necessary instructional materials and for the benefit of the students learning the process so that students would not resort to online gaming.

**KEYWORDS:** Online Gaming, Online Instruction, Performance in Filipino,

**SUBMISSION ID: R04A-BATANC-0385**



**Online Interactive Course Content Management System for Senior High School Students and Teachers of Camp Vicente Lim Integrated School**

Samson Melitante, Camp Vicente Lim Integrated School

**Abstract**

**INTRODUCTION**

Giving of quality education is one of the focal priorities of the different educational sectors. Be it private or public, they continuously endeavor to produce top caliber graduates who can work and compete not only in the country but also abroad. In this modern world, technology is a great supplement in learning and understanding things. This can also be used to uplift the method of the level of teaching the teachers used to the students. One of these technologies is the widely used Content Management System (CMS) which was developed by the proponent. The system makes the teachers' learning strategies productive and interactive.

**METHODS**

This system development study used the Fourth Generation Technique Model. This model encompasses a broad array of software tools that have one thing in common. Each enables the software engineer to specify some characteristic of software at a high level, the tool then automatically generates source code based on the researcher's specification. The proponent used the descriptive method to evaluate the Content Management System. The questionnaire, interview, and content analysis were gathering techniques. The testing and evaluation in the entire development of the proposed system included white box testing and black box testing.

**RESULTS**

The proposed system which focused on the course content management system of the SHS of CVLNHS served as a portal for both teachers and students of SHS. In this system, teachers are allowed to upload supplementary tools necessary and relevant to the learning approach of the course. On the other hand, students are able to use these materials as their guide to further understand the course. Communication was also part of the portal wherein announcements made by teachers can be easily viewed by the students. The proposed system generally worked with the use of a network connection. Lastly, the system used the front end second level security such as encryption while back-end security was integrated with the programming language used.

**DISCUSSIONS**

With the developed system, the teaching and learning process of Camp Vicente Lim Integrated School (CVLIS) will improve more and will have innovative access to education. More so, with the high influence of Information Technology, CVLIS implements the e-learning techniques in order for the students to learn while having fun. This allows SHS teachers to share their knowledge and materials to the students with less cost or much better with no cost.

**KEYWORDS:** Content Management System (CMS), E-Learning, SHS Students, SHS Teachers

**SUBMISSION ID: R04A-CALAMB-0319**



**Online Strategy Game and its Impact on the Problem-Solving Skills of  
Students in Emiliano Tria Tirona Memorial National High School-  
Integrated Senior High School S.Y. 2018-2019**

Ronna M. Flores & Myka Sophia S. Ramos, Department of Education,  
ETTMNHS

**Abstract**

**INTRODUCTION**

Strategy skills are the ability to produce effective plans in line with an organization's objectives within a particular economic situation. Strategic thinking helps business managers review policy issues, perform long term planning, set goals, and determine priorities, and identify potential risk and opportunities. Strategic thinking is an effective and valuable tool (encapsulate 2018) one can apply strategic thinking to arrive at decisions that can be related to your work or personal life. The school of ETTMNHS-ISHS does not have this kind of research. Therefore, the researchers need to conduct a survey to the respondents, and the purpose of this study is to investigate the effect of strategy skill on online games in their Problem-solving skills.

**METHODS**

In order to determine the Problem Solving Skill, this research made use of Problem Solving Style Questionnaire (PSSQ). This study made use of a Descriptive Survey design. The researchers collected 48 Grade 12 GAS students whose playing online strategy games were the respondents in the study is selected via purposive sampling.

**RESULTS**

The result from the Problem Solving Style Questionnaire (PSSQ) revealed that playing online strategy games has an impact on the problem-solving skill, logical and strategic thinking of the students. Majority of the student agree with 3.544 mean that playing online strategy games helps them to develop useful skills such as communication with mean of (3.542), collaboration (3.688), resourcefulness (3.792), adaptability (3.729), cooperation of individual (3.688) and last strategic thinking with mean of (3.542).

**DISCUSSIONS**

The research study revealed that the majority of the respondents agree that the online strategy games have impact in their problem-solving skills, it helps them to be more objective and logical, they solve the problem efficiently without wasting a lot of time, and it helps them to work as a team and last they analyzing all the facts and put them in systematic order to ease solve their challenges. On the other hand, some of the respondents have a hard-nosed decision and also, they are not comfortable trying to learn new things and they do not enjoy solving new problems. Overall, online strategy games have a great impact on the problem-solving skills of a student in ETTMNHS-ISHS.

**KEYWORDS:** online games, problem-solving skills, senior high school

**SUBMISSION ID: R04A-CAVTP-1075**



## **Online Teaching and its Implication on the Students' Performance in Physics: Basis for Effective Teaching Strategy**

Lourdes Balboa, Rmnhs Fsa

### **Abstract**

#### **INTRODUCTION**

Physics, as a subject, is always dealing with concepts which are very abstract thus, teaching it in a traditional way or lecture-oriented has found to be less motivating for the students to learn. In this study, the researcher identified the students' different views on learning Physics and discerned the implication of Online Teaching to the students' academic performances and as an effective teaching strategy.

#### **METHODS**

Triangular Approach was utilized in this study wherein collecting ideas through interviews with the science teachers on their experiences, teaching Physics were gathered, observations on the students' performance in Physics classes were also considered and the Researcher made questionnaire used to identify respondent's views in which, mean and grand mean were used to interpret data. Similarly, the exploratory method was applied to determine the effect of Online Teaching among the students in learning Physics which was measured and interpreted using one-way ANOVA to reveal the MPS result of students' performance in Physics.

#### **RESULTS**

Most of the students have negative views on the subject due to the lessons that are very abstract, and the solution of word problems must be based on different concepts and theories. They strongly agreed that concepts related to Physics are difficult to express thus making them unable to evaluate and frequently relate to their daily lives. Likewise, understanding the lesson which is very abstract cannot be visualized was also strongly agreed as another difficulty. Relatively the presence of the internet was strongly agreed to be the primary motivation that will give students their interest in the subject. Online teaching due to internet access enhanced students' academic performance.

#### **DISCUSSIONS**

The trend nowadays is to be engaged with the technology. Internet is one among the wonders of technology, undoubtedly is of greater help to all educators, particularly Physics teachers who are dealing with abstract concepts. The school shall provide both teachers and students with the most support in integrating technology like internet connection. Learning Physics could be made easy through On-Line Teaching because the internet provides visual information that enables the student to gain fundamental concepts in Physics and scientific procedures.

**KEYWORDS:** Technology, Online Teaching, Abstract, Concepts, Students' Performance, Teaching Strategy

**SUBMISSION ID: R04A-QUEZON-0174**



**Open High School Program Implementation in the Division of Camarines Sur: An Assessment**

Rosalina Cea, Buhi Sped Integrated School

**Abstract**

**INTRODUCTION**

The objective of this study is to assess the status of implementation of the Open High School Program (OHSP) in the Schools Division of Camarines Sur. This determined the status of implementation of OHSP in terms of enrolment, cohort survival rate, dropout rate; the appraisal of the respondents on the implementation of the OHSP along Curriculum, Instructional Delivery Mechanism, Instructional Competence, Implementation Outcome, and the challenges and constraints.

**METHODS**

The study is descriptive-quantitative and qualitative in nature. The data gathering tools used were the questionnaire, focus group discussion, interview, and documentary analysis. The five-point Likert scale was used to determine the degree of response and was quantified using the percentage and weighted mean.

**RESULTS**

The enrolment in the OHSP has declined, cohort survival rate 2015-2016 has recorded 91.3%. The dropout rate is 1.6%. The assessment on OHSP implementation along Curriculum, Instructional Delivery Mechanism, Instructional Competence, and Implementation Outcomes was high, the challenges and constraints on OHSP implementation moderate. The good point to the continuance and sustainability was the role of the school heads. The five years of its implementation conveyed some constraints. First, is funds insufficiency. Lack of local support and modules unavailability. Furthermore, OHSP or ADMs should be properly managed by having a clear understanding of its goals and objectives.

**DISCUSSIONS**

DepEd should intensify its information dissemination campaign. Cohort survival rate can be increased and dropout rate decreased if teachers use strategies to help students learn, and alternative deliveries of instruction. Modules and LMs should be developed. One important factor for its success is to have a full-time OHSP teacher and support through funds for its implementation. A clear source of fund and well-defined policies have to be set and articulated by the DepEd. The teachers may design activities fit for the learners. Teachers should be equipped in content and pedagogy, and more innovative in their strategies. As to its implementation outcomes, there should be a constant meeting with the SDO-Camarines Sur EPS/OHSP Coordinator for updates. Initiatives such as "Adopt a Classroom" may be channeled through alumni associations and the LGUs. Proposed development plan may be used as reference, guide, and basis for improving OHSP.

**KEYWORDS:** Open High School Program

**SUBMISSION ID:** R005-CAMSUR-0019



## **Oplan Adlas (Aksyon at Determinasyon Para Sa Ligtas, Luntian at Masustansyang Gulayan Sa Paaralan)**

Maricar Oraña, Melisa Endaya, & Charlene Barrozo, Department of Education

### **Abstract**

#### **INTRODUCTION**

Ang OPLAN ADLAS (Aksyon at Determinasyon para sa Ligtas, luntian At masustansyang gulayan Sa paaralan-ADLAS) ay nabuo bunsod sa proyekto ng Kagawaran ng Edukasyon na nagpapalawig ng pagkakaroon ng "Gulayan Sa Paraalan". Hinihimok ang paaralan, mag-aaral, mga guro, mga magulang at mga opisyal ng barangay na makiisa at maging aktibo sa pagtanim ng gulay para sa malusog at produktibong mamamayan. Layunin din ng proyektong ito n matuldukan ang malnutrisyon sa mga mag-aaral.

#### **METHODS**

Sinimulan ang OPLAN ADLAS sa pamumuno ng aming butihing punongguro na si Gng. Cristina V. Panganiban. Nagkaroon ng pagpupulong sa pagitan ng mga guro, magulang, PTA officers at opisyal ng barangay kasama ang aming masipag na punong barangay. Dito pinag-usapan at pinag-aralan ang mga gagawing hakbang para sa pagsasagawa ng Gulayan sa Paaralan. Dahil sa mabilis na pagtugon ng mga kasapi ito ay nagpamalas ng pakikiisa at pagtutulungan para sa batang Adlasenio

#### **RESULTS**

Matagumpay na nailunsad ang OPLAN ADLAS noong Setyembre, 2018. Sa nakalipas na mga buwan ng paghahanda at pagtutulungan naipakita ng mga Adlasenio na kaya pala nilang magkaroon ng gulayan sa mga maliliit na bakanteng ispasyo lalo na sa mga likuran bahagi ng mga silid-aralan sa aming paaralan. Nasaksihan naming ang unti unting pagsibol ng aming mga itinamin para sa malusog na mag-aaral at malusog na komunidad. Ito ang bunga ng aming proyekto:

1. Ang mga stakeholders ay nagkaroon ng matibay na samahan na may layuning mawakasan ang malnutrisyon sa aming komunidad.
2. Naging bahagi ang OPLAN ADLAS sa aming SBFP kung saan ang aming naaning gulay ay naging sangkap sa mga putaheng inihahanda para sa mga batang nagbenepisyo ng programa.
3. Natutunan ng mga magulang ang paggamit at paggawa ng organikong pataba dahil sa tulong at talino ni G. Wenifredo B. Layugan na nagpakitang turo kung paano ito gawin.
4. Sa aming araw-araw na feeding sa aming kantin malaking tulong ang mga gulay sa aming paligid bilang sangkap ng mga lutuing nagbibigay ng sustansya sa aming mag-aaral. Gaya ng paggamit ng pandan sa champorado, malunggay sa lugaw at kulitis sa sopas. Mga gulay na hindi kilala ng mga bata na may sustansyang dala para maging malusog sila.

#### **DISCUSSIONS**

Ang pagkakaroon ng pagkakaisa ng buong komunidad na anaging daaan upang mahikayat ang bawat isa na magtanim ng gulay di lamang sa paaralan kundi maging sa kani-kanilang tahanan. Naunawaan din nila ang kahalagahan nito bilang sangkap upang malabanan at matuldukan ang malnutrisyon sa kabataang Adlasenios.

**KEYWORDS:** gulayan, gulayan sa paaralan

**SUBMISSION ID:** R04A-CAVTP-1664



## **Oplan BalikAT**

Juliet Ricasata, Bagbag National High School

### **Abstract**

#### **INTRODUCTION**

The purpose of this study was to determine the effect of Oplan BalikAT on the improvement of the performance level of Grade 7 non-numerate students of Bagbag National High School. This was in response to the Division Memo No. 161 s. 2017 entitled "The Implementation of Power it Up Program" wherein it was evident that students' performance in math at the Junior High School level was subpar. Oplan BalikAT is a prototype remediation program in Grade 7 mathematics focusing on re-teaching the basic concepts of mathematics including addition, subtraction, multiplication, and division of whole number and decimals.

#### **METHODS**

This study made use of quasi-experimental design involving quantitative methods which utilized the Pre-test-Post-test design. Purposive sampling was used with a population of 91 Grade 7 non-numerate students of Bagbag National High School during the school year 2017-2018. The data gathered were analyzed and compared using mean, standard deviation, weighted mean, and t-test.

#### **RESULTS**

The study revealed a substantial increase in the ability of the student-participants to grasp fundamental concepts of Mathematics while participating in the Oplan BalikAT program which translated into higher test scores in the post-test. Approximately 79% of the student-participants who have attended the program have passed the mathematics subject for that particular school year.

#### **DISCUSSIONS**

This study has proven its validity because the results of the post-test given to the student-participants for a span of four (4) quarters have shown a significant increase when compared to their pre-test. This holistic method of intervention has enabled the students to achieve a better understanding of the fundamentals of mathematics. However, this after-school hours program is hampered by its own schedule. Being held every Monday Wednesday and Friday from 4:00 pm to 5:00 pm, the physical as well as mental pitfalls that must be confronted for the program to work at its optimum.

**KEYWORDS:** Balik Aritmetik Tayo, Power It Up Program, non-numerates

**SUBMISSION ID: R04A-CAVTP-0251**



**Oplan Calakip (Calculator Application and Skill Intervention Program): An Action Research on the Effectiveness of Calculator Class Intervention in Teaching Math Core Subjects for Grade 11 Senior High**

Renz Pureza, Bagbag National High School

**Abstract**

**INTRODUCTION**

Oplan CalaKip (CALculator Application and sKill Intervention Program) is a remediation of Grade 11 students which will focus on calculator utilization in relation to the specific learning competency. This is achieved by making them undergo an extra class which will focus on familiarization of buttons, function, digital output, and encoding.

**METHODS**

The researcher will monitor the development of each student's participants through their pre-test given before the start of Business Mathematics chapter under General Math and the same students will be given post-test by the end of the chapter. During the intervention period of August 23 - October 12, 2018 student's participants are expected to attend a remedial class Monday-Wednesday-Friday schedule from 4:00pm-5:00pm. Each class will be provided worksheet that will cover topics such as; (a) familiarization of calculator buttons (b) familiarization of function (c) understanding digital output (d) Formula encoding of Simple Interest, Compound Interest, Simple Annuity, General Annuity and Differed Annuity via linear and write view (e) SD mode computation of Mean and Variance. Each session will focus on calculator utilization which later relates to learning competency.

**RESULTS**

Based on the results, we can state that the program shows an increase in the test scores performance of the respondents. In terms of their mastery towards the following learning competencies; a. computes interest, maturity value, future value, and present value in simple interest and compound interest environment. M11GM-IIa-b-1 b. solves problems involving simple and compound interests. M11GM-IIb-2

**DISCUSSIONS**

This study is contemporary, facing the challenges brought by Senior High School implementation through a modern approach in learning such as scientific calculator utilization. This holistic method of intervention has enabled the students to achieve a better understanding of mathematics in the senior high school level and its corresponding applications.

**KEYWORDS:** Teaching and Learning, Remediation Program, Calculators

**SUBMISSION ID: R04A-CAVTP-0929**



**Oplan Cola (Continuous Learners Assessment): An Intervention Program  
for Enscimafilap**

Aries Manalo & Emelina L. Barlaol, Rosario National High School

**Abstract**

**INTRODUCTION**

The research study entitled OPLAN COLA (Continuous Learners Assessment) focuses on determining the achievement level of the participants before and after the implementation of the intervention for ENSCIMAFILAP.

**METHODS**

Descriptive Method of research was used on the study wherein sixty participants were purposively selected to undergo the intervention program. The program consists of five questions of varying degree base on Blooms Taxonomy and Gagnes nine levels of learning. Pre-test and Post-test were given before and after the intervention to determine the status of the participants in each learning areas. Mean, Standard Deviation, and Mean Percentage Score was used to interpret the data collected. The difference between Mean Percentage Scores was used to know the improvement seen in each subject areas.

**RESULTS**

Results showed that the distribution of score was not that widely spread compared to Science that has a standard deviation of 7.24 which means that the scores were widely spread. The homogeneity of scores was high on English, Mathematics, Filipino and Araling Panlipunan. Considering the Mean Percentage Score of the five learning and based on the legend used on the LOA the mastery level of students on the five learning areas were still at the low mastery level. Moreover, results showed that Araling Panlipunan had the highest mean that was equal to 54.33 with an MPS of 90.55 while Filipino had the lowest result. The mastery level of the students based on MPS and the legend used for LOA result, all scores fall on closely approaching mastery.

**DISCUSSIONS**

Based on the result presented the following were observed; First, the formative assessment would help on eliminating difficulties on least mastered competencies. Second, retention of concepts discussed during the quarter was enhanced. Third, participants became more familiar with the type of questioning given. These facts were proven by the difference in Mean Percentage Scores of the participants wherein the low mastery level of the participants was closely approaching mastery after the intervention.

**KEYWORDS:** BLOOM TAXONOMY, SCAFFOLDING, INTERVENTION, AND ASSESSMENT

**SUBMISSION ID: R04A-CAVITP-0474**



**Oplan Lagi Sa Eskwela: Absenteeism Reduction Scheme at San Juan Elementary School**

Marites Q. Balba & Carolyn Baret Delos Reyes, San Juan Es-Sto. Tomas South District

**Abstract**

**INTRODUCTION**

This study dealt about the Reduction Scheme in absenteeism at San Juan Elementary School. In the field of teaching, teachers have always encountered learners who are always absent for the whole school year. Educators are always thinking about what the best solution will be to reduce and lessen the number of pupils who always absent inside the classroom. The researchers are very fascinated to truly comprehend the factors that initiate the absenteeism of the learners at San Juan Elementary School. Also, this study aims to determine the action research writing to articulate plans, projects, and programs to minimize the absences of the pupils.

**METHODS**

This is a descriptive quantitative research. It is composed of one hundred fifty-seven pupils from different Grade 4 to 6 level, eight faculty members and one hundred fifty-seven parents. The researchers used three data gathering procedures namely, interview method and discussion, survey method.

**RESULTS**

From the research findings, the aim of the study is the reduction of absenteeism and get 100% attendance from the learners at San Juan Elementary School. The number of attendance of the pupils from kindergarten up to Grade 6 level for the school year 2016-2017 clearly described that in the months of July to February, the learners were not able to complete the number of days of their attendance. In The distribution of respondents according to the general factors that cause absenteeism of the learners: out of one hundred fifty-seven respondents from learners and parents' category, financial matters got the highest percentage or 54 (34.29%) - students, 45(28.66%) - parents. In addition to the results, from the teachers' category family matters got the most score (4or 50%). Lastly, the possible solutions and recommendations to reduce the number of absenteeism of the learners, it shows that 38.22% answered was to Inform parents about the benefit of keeping their children in school.

**DISCUSSIONS**

Based on the results, Schools cannot be effective if students do not show up. The less often students are in class, the less they will learn. But the correlation between attendance and student achievement that the study found was striking. Students, who were chronically absent, tend to lose their opportunity to learn more and be active during the discussion. Students who missed a lot of school were far less likely to graduate from high school.

**KEYWORDS:** absenteeism, learners, reduction scheme, Philippines

**SUBMISSION ID: R04A-TANAUA-0002**



**Oplan Math Focus: An Intervention Program Improving Mathematics  
Basic Skills through Intervention and Remediation for Selected G-8  
Students**

Lorna Monzales, Department of Education

**Abstract**

**INTRODUCTION**

Schools need to assure the attainment of student achievement and measure student growth in any available and useful means. Intervention programs and activities are included in them.

Maragondon National High School faces a big challenge as a learning institution. The school contends with the students' lackadaisical manner and attitude towards their learning especially in the Mathematics subject resulting in low numeracy level. It is quite a task for all Mathematics teachers to get to the core of this situation and to understand the reasons behind the low performance in class and in examinations administered to students like the daily, weekly, and quarterly tests

**METHODS**

This study used the descriptive method. The participants were the forty-five Grade 8 students of MNHS. Modular instructions focusing on students' proficiency in operations on whole numbers, decimals, fractions, and integers were utilized for the intervention program by the Grade 8 Mathematics teachers in the given school year, specifically the fourth grading period. Weekly quizzes were administered to determine the increase in the level of the numeracy skills of the students, scores were taken and coded, tallied and were statistically treated using the mean, MPS, standard deviation and the percentage increase.

**RESULTS**

The results indicate that the achievement test results are remarkably better compared to the diagnostic test results except for the SD results where the variance of the achievement test result compared with the diagnostic test result is smaller which suggests that the scores are more scattered in the achievement test result.

The results are very significant because it clearly shows that OPLAN Math Focus is helpful in improving the numeracy level of the students. Clearly, there is a significant difference between the pre-tests and post-tests scores as evidenced by the increase in the Mean, MPS and SD results in the post-test compared with the pre-test.

The results are very significant and show the effectiveness of the intervention program utilized to improve the numeracy level of the forty-five Grade 8 students.

**DISCUSSIONS**

Based on the findings, the following are the conclusions:

1. The pre-test and post-tests scores differ significantly.
2. Diagnostic and achievement results differ significantly.
3. There is an improvement in the numeracy level of the forty-five Grade 8 students.
4. OPLAN Math Focus is an effective intervention/remediation measure that will improve the numeracy level of students.

**KEYWORDS:** Quarter Grades, Purposive Sampling, and Descriptive Research Design, Mathematics Skills, Intervention, Remediation

**SUBMISSION ID: R04A-CAVITP-1519**



**Oplan Mathulungan and the Mastery Level in Performing integer Operations of Grade 7 Aristotle Students of Florita Herrera-Irizari National High School**

Ella Armayan

**Abstract**

**INTRODUCTION**

FHINHS, a high school in Lanuza, Surigao del Sur with 505 JHS students encountered issues on learners with low mastery level in integer operations. Grade 7- Mathematics got a very low MPS for the 3rd Quarter involving this basic mathematical competency. Such an issue is alarming since the k - 12 curriculum identifies this as a prerequisite in learning other algebraic skills at higher levels. Hence, this study, the collaborative activity based-instruction to improve the mastery level of Grade 7 students in integer operations.

**METHODS**

This study applied purposive sampling and 19 students of Grade 7 were identified to have needed more drills and were chosen to be the respondents of this study. It employed a purposive sampling technique and the data gathered were derived from the Third Periodical Examination. The researcher analyzed the impact of Oplan MATHulungan through various activities such as drills, group contests and daMATH involving integer operations through the help of a group of student-mentors. Results were compared using the same assessment tool, the teacher designed Pre-Post-test

**RESULTS**

Most Grade 7 students find difficulty in operating integers because drills employed by their teachers are not enough for them to master the skill. After the implementation of the intervention to 19 identified Grade 7 students, the MPS rose from 39.16 to 69.89. There is an increase of%. Findings revealed that insufficient drills, exercises, or activities are big factors in the poor performance of students in integer operations. When students are exposed to activity-based instruction by a group of mentors, positive learning experience takes place and students achieve a better understanding of the concept. Because of the collaborative efforts of both the teachers and student-mentors through activity-based instruction, the mastery level of the identified students on performing operations on integers improved.

**DISCUSSIONS**

The results demonstrate the need for sufficient and repetitive drills so that basic competencies will be mastered. Activity-based teaching should be applied in mathematics classes to make teaching and learning experience more enjoyable and meaningful. Collaborative approaches helped both the subject teacher and teacher in higher math for it eases teaching higher algebraic concepts, the student-mentors as well for gaining teamwork, enjoyment, and self-satisfaction for having helped young math learners.

**KEYWORDS:** Oplan MATHulungan, Activity-based Instruction, Integer - operations

**SUBMISSION ID: R013-SURSUR-0067**



## **Oplan Sagip Mag-Aaral to Increase Students Performance in English 8 in Nurcia Integrated School**

Mae Ann Cortel, Department of Education

### **Abstract**

#### **INTRODUCTION**

Absenteeism of students from school is a perennial problem deeply rooted on different factors such as parents' socioeconomic status, family circumstances and illness that resulted to have lower well-being and lower academic level (Michael Thastum, 2015). To sustain the academic progress of students, they have to cope with their missed lessons but it is difficult to do since they frequently escape classes and plan to stop schooling accordingly. Oplan Sagip Mag-aaral is an intervention initiated to answer the problem of low academic performance of students in English 8 through worksheets that they can bring at home thus increase students' academic performance and participation.

#### **METHODS**

A descriptive quantitative research design was used to quantify varying results from the respondents. 20 students of Grade 8 set as the respondents of the study, 16 has completed and passed the summative tests and other outputs conducted for the third quarter of this current school thus the four students who were unable to complete the tasks as respondents of the study. Data were differentiated the time when no intervention was given and the moment when Oplan Sagip Mag-aaral was sustained in the group through remedial and worksheets. Data collected and analyzed through simple average mean and determining the difference between the results gathered.

#### **RESULTS**

Among the 20 participants, 7 summative tests were completed but only 16 students who completely took the tests and submitted outputs. It was then found some of the factors that hinder the completion of summative tests and other outputs that greatly affect the academic performance of Grade 8 English students, 4 students undergo the remedial and worksheet initiated by the respondents to help and therefore sustain their performance. After the implementation of the intervention, all students submitted their outputs and compiled the summative tests through worksheets and other quality outputs thereby showing improvement on the students' performance.

#### **DISCUSSIONS**

Result conveyed that after the implementation of Oplan Sagip Mag-aaral, the 7 summative tests were done on time by the 4 remaining students of Grade 8.

**KEYWORDS:** Oplan Sagip Mag-aaral, to increase students' performance in English 8

**SUBMISSION ID: R013-SURSUR-0311**



## **Opportunities and Threats in Choosing the General Academic Strand for the Senior High School**

Rose Ann Abuel, LPT

### **Abstract**

#### **INTRODUCTION**

The purpose is to determine the opportunities and threats in choosing a General Academic Strand for Senior High School students in selected schools in Lipa District.

#### **METHODS**

Descriptive method of research was used.

#### **RESULTS**

Students from Lipa City Colleges, Lipa City National High School, and Bolbok National High School responded that the number one factor that influences them in choosing the General Academic Strand are peer and family influence, job opportunities, and the availability of facilities. In terms of opportunities, a wider scope of job opportunities ranked one for LCC and BINHS while LCNHS agreed that having enough time to decide what course to take is first for them. Number one threat for LCC and BINHS is limited offering in different school and for LCNHS is preparedness in a future career.

#### **DISCUSSIONS**

The schools must optimize their facilities as well as teaching resources that will cater to students' needs. A seminar orientation for the incoming senior high school students together with their parents must be conducted.

**KEYWORDS:** Senior High School, General Academic Strand, Opportunities and Threats

**SUBMISSION ID:** R04A-LIPAC1-0197



**Oral Communication in English: A Language Needs Analysis of Cnhs Eim  
Grade 11 Students (S.Y. 2017-2018)**

Eloisa Espena, Department of Education

**Abstract**

**INTRODUCTION**

Speaking is one of the macro skills that a learner should develop and improve before they get into a workplace of their chosen profession. The Oral Communication subject of EIM learners has a big role in helping learners developing and improving their speaking ability.

**METHODS**

In this study, the two (2) sections of EIM were asked for self-assessment and interviewed about their own problems, need, and perceptions in studying and speaking the English language. A triangulation of Language Needs Analysis (LNA) composed of deficiency analysis (da), present situation analysis (psa) and target situation analysis (tsa) were used to identify the problems, needs, and perception of each learner in studying the speaking skill.

**RESULTS**

With this careful study, it was found that learners will not be able to speak confidently and fluently due to three important factors of speaking: grammatical error, pronunciation and vocabulary and lack of practice and application.

**DISCUSSIONS**

In conclusion, the researcher suggested teachers, syllabus, and curriculum designers focus on approaches and strategies that would expose them to a real-life situation. It was also highly recommended to retain traditional teaching and use conventional teaching in combination and allowing learners' learning style in studying speaking. Thus, the code "tca + lls" or traditional-conventional approach plus learners' learning strategies was formulated by the researcher-teacher of this study.

**KEYWORDS:** Language Needs Analysis, Triangulation, Traditional-Conventional Approach.

**SUBMISSION ID: R04A-BACOR-0000**



## **Oral Communication Proficiency of the Senior High School Students in the Division of Sorsogon**

Carmen Paz Andes, Department of Education

### **Abstract**

#### **INTRODUCTION**

Eliciting participation in English class is a predicament to most language teachers. In English, by which oral performances take the highest percentage in the computation of grades, a student who is not participative may not pass the subject. English teachers who are expected to develop English language fluency among students face this quandary. This is challenging because the demand for jobs at present requires English proficiency as it can help individuals compete in the global market and become productive partners in the international arena. This study investigated the barriers to oral communication proficiency in English faced by senior high school students in the division of Sorsogon, School Year 2017-2018. The need for this study arises to meet the highest demand in world market employment, to settle the issue that broadens the gap between market employment and schools as producers of professionals needed in the market.

#### **METHODS**

Descriptive survey method was used in the study. Respondents are senior high school students of the division of Sorsogon. The survey questionnaire and students' semesterly Grade in Oral Communication in Context are the main instruments in gathering the data, which were analyzed and interpreted using DepEd rating system, frequency count, ranking, weighted mean, and chi-square.

#### **RESULTS**

Findings revealed that the average rating of students in oral communication proficiency is 77 percent, which falls on the descriptive rating of fair. The first three in ranks among psychological barriers were fear of committing mistakes, anxiety, and pressure to perform well. Barriers along instructional were interest in subject and topic, and interest in learning activities facilitated by the teacher. Identified linguistic barriers were limited English vocabulary, lack of skill in pronunciation, and knowledge of the topic. Physiological barriers were speech defects, illness, and hearing defects. Along performance conditions, the time for preparation, equal opportunities given to members of groups during group activities, and listeners' support are contributing indicators.

#### **DISCUSSIONS**

Since oral language provides the foundation for literacy development, students need daily opportunities to learn and practice oral English for their literacy skills to flourish. Thus, the researcher developed lesson exemplars to further develop students' oral communication proficiency.

**KEYWORDS:** oral communication proficiency, senior high school students, communication barriers

**SUBMISSION ID: R005-SORSOP-0026**



**Oral Communication Skills and Challenges in English of Senior High School Students of Tabaco National High School**

Anabelle Broso, Department of Education

**Abstract**

**INTRODUCTION**

Oral fluency is very important to language learners. It has been observed that students exhibit apprehensions and hesitation in using English. To address the issue, intervention activities were proposed to improve the students' oral communication skills on three language dimensions - sound production, voice projection and proper phrasing and stress of 99 senior high school students of Tabaco National High School in Tabaco City, Albay, S.Y. 2017-2018. It also looked into the challenges met by the students.

**METHODS**

This employed a true experimental design that utilized a pre-test and post-test design. Two groups were identified - control and experimental group. Quantitative data were then gathered, tabulated, analyzed, and interpreted to establish statistical significance among the variables in relation to the oral communication skills level of the students.

Descriptive survey method was used which involved collections of quantitative information tabulated in numerical form, depicts, and describes the data collection. It provided a clear picture of the oral communication skills and challenges in English of senior high school students and its degree of relatedness to independent variables.

**RESULTS**

There was a significant difference in the pre-test and post-test results of the experimental group. The computed mean in the pre-test was 3.09, the variance of 0.398 while the post-test had a mean of 4.03, variance of 0.405. The obtained t-value was 8.19 which was greater than the tabular value of 2.04, significant at 0.05 level of confidence. The score of pre-test and post-test results were different from each other so the researcher concluded that there was a significant difference between the pre-test and post-test results of the experimental and controlled group along the three dimensions on oral communication skills. The ten challenges in oral communication skills were also identified and the respondents ranked the problems. The first three-ranks were given weight. Rank 1 was difficult to practice speaking English on a daily basis. Two problems emerged from Rank 2.5. These were: difficulty in understanding what others say and responding inappropriately and difficulty in producing a well-modulated voice when talking.

**DISCUSSIONS**

To measure the effects of the intervention activities to the oral communication skills of the Senior High School students, a post-test was given. It made the process of improvement faster and wider since a greater number of students were able to improve their oral communication skills in English based on the gathered data. This implied that if the educational system wants a faster and wider improvement on oral communication skills in English among students, additional and extensive formal instructions in the target language should be given to the students.

**KEYWORDS:** Oral Communication skills, Challenges

**SUBMISSION ID: R005-TABACO-0079**



**Oral Communication Skills of Grade 10 Students in Sto. Nino National High School; an Assessment**

Rodelo Fabrero, Teacher

**Abstract**

**INTRODUCTION**

In most developing countries' education system, communication skill serves as a vital factor that clears the path to higher levels of educational attainment. Thus, realizing the importance of the said skill, the Department of Education heeded the call to teach 21st-century skills which include oral communication. Teachers looked for suitable strategies for the students to be engaged in new forms of written and oral language. Nevertheless, in the recent National Achievement Test, Sto. Nino National High School got low MPS in communication subject and did not hit the target.

**METHODS**

Therefore, this study aims to augment students' performance by assessing the oral communication skills of Grade 10 students in Sto. Nino National high School vis-a-vis their academic performance. It also examines if there is a significant relationship between their oral communication skills and their academic performance. The data was collected through a survey questionnaire given to eighty randomly selected Grade 10 students.

**RESULTS**

The findings of the study show that based on their perception, they are all good in oral communication in terms of thought, attitude, accuracy, and fluency, respectively. However, it also reveals that their academic performance increases every grading and after the implementation of new teaching strategies on language learning. It shows that oral communication skills are vital for students' academic success. The result of the study adds substance to the other researches which tell that contemporary teachers should come out of the shell and adopt new teaching strategies that engage student's interaction and collaboration in quest for better and more productive achievements of learners.

**DISCUSSIONS**

Since communication skills are essential to achieve high academic performance and so the academic performance to achieve a successful career, it is a role of a teacher to ensure effective language learning by providing updated teaching strategies, student engagement, and positive classroom environment.

**KEYWORDS:** Oral Communication Skills, Language Learning, Academic Performance

**SUBMISSION ID: R04A-BATANC-0118**



**Oral Difficulties of Using English Language Encountered by Grade 10  
Students of Cahil National High School, Cahil, Calaca, Batangas: Basis for  
a Proposed Intervention Program**

Joel Bayani, Department of Education

**Abstract**

**INTRODUCTION**

Speaking is the active use of language to express meaning, and for students, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned. Rather than oral skills being simply one aspect of learning language, the spoken form in the student's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.

**METHODS**

This study utilized the descriptive method of research with the questionnaire as the main instruments in gathering data. This method met the purpose of the study because the purpose of the descriptive technique is to know "what exists" or what is about the present. This method also helped in determining the factors that affect the respondent experiencing oral difficulties in the English language and determined the status of English instruction.

**RESULTS**

To ensure the reliability and validity of the data gathering procedures regarding the factors affecting the oral difficulties in using the English language, the researcher will conduct a pre-test to twenty students who were not included as respondents of the study. Adjustment on the questionnaire based on the result of validity analysis and content validation was done after the pre-testing exercise. The researcher enhances the utilization of using the English language in communication through the proposed action plan.

**DISCUSSIONS**

The results based on the assessments of the teachers of English with regard to the effectiveness of English teachers in the delivery of the four phases of English instruction, listening skills speaking skills writing skills and reading skills. Teachers of English with respect to the extent of the delivery of the English language in terms of instructional materials, teaching strategies, and evaluation instruments.

**KEYWORDS:** Oral Difficulties of Using the English Language

**SUBMISSION ID: R04A-BATANP-0969**



## **Oral Language Skill Perceptions of Grade 10 Students of Lusok Integrated School**

Princes Grace Castino, Department of Education

### **Abstract**

#### **INTRODUCTION**

The urgency to determine fluency and capability of students in English as the new curricula of K-12 is in full swing after two years of implementation. To-date, Senior High School is open to the students of Junior High School with courses like English for Academic and Professional Purposes and Research Writing awaiting Junior High School students. This study explored the readiness of the informants to engage in oral communication. The skills of Junior High School students, particularly in Grade10 were explored in this study.

#### **METHODS**

Using qualitative, single case design, with the focus group discussion as the main tool, a total of 8 informants of Grade 10 students of Lusok Integrated School became the main resource persons of the study. Utilizing the thematic analysis by Clarke & Braun (2013) for examining commonality, differences, and relationships.

#### **RESULTS**

Different activities and exposure to the students help achieve the given task. It is very important that the teachers take the part of helping the students to widen their knowledge specifically in the students' vocabulary development. 1.) It revealed that their perceived shortcomings and lack of facility with the English language, 2.) It also showed how they fear communicating orally and lack of self- confidence hindered the pursuit of oral communication. Further, the study showed the influence of school and teachers as the main source of learning in oral communication.

#### **DISCUSSIONS**

The upgrading of computer and internet facilities of the school to further expose the students of Lusok Integrated School to the World Wide Web as a means to address the noted gaps. Constant practice and exposure to the students to better enhance the skills and involving the students in the different events in order to overcome fears are needed. It is important that language teachers give more emphasis on the needs of the students to achieve better learning, improving teaching strategies by attending seminar- workshops.

**KEYWORDS:** oral language skill, perceptions, readiness, difficulties, lack of vocabulary, fear

**SUBMISSION ID: R012-SOUCOT-0041**



**Oral Reading Difficulties Encountered by Grade Iv and V Pupils of Payapa  
Elementary School S.Y. 2017-2018**

Dorotea Casalme, PPSTA

**Abstract**

**INTRODUCTION**

Reading is the most important tool in attaining total learning experiences. Reading can only be meaningful and powerful if there will be cooperative efforts of both the teachers and the learners. Recent surveys and studies stressed that the teachers experienced difficulties in reading, making them ineffective readers that greatly affects their performance in other learning areas. This study was an attempt to understand the causes of oral reading difficulties of Grades 4 and 5 pupils of Payapa Elementary School.

**METHODS**

This study utilized the IPO approach to identify the causes of oral reading difficulties of the pupils. The input of the study is the ongoing reading programs implemented in the school and the available oral reading test results. The survey of the causes of reading difficulties is also included. The process included the evaluation of the effectiveness of the on-going reading programs being implemented in the school and the assessment of oral reading test results through the use of appropriate reading measuring tools. The output of the study is confined to the proposed oral reading interventions purposely assigned to improve oral and other reading skills of the pupils under study.

**RESULTS**

Based on the result, Grade 4 and 5 pupils manifested the following errors in oral reading. Out of 55 pupil-respondents, 24 manifested errors in word recognition; 21 pupils showed difficulties as to substituting words, 18 out of 55 pupils experienced errors in insertion while 25 pupils found to experience difficulties in other aspects of oral reading.

**DISCUSSIONS**

Among the most common causes of reading difficulties include the ineffective reading program of the school, the lack of interesting and meaningful reading materials, the influence of modern-day leisure from the internet, home and family background, environment, and the negative learning environment. To further improve the oral reading skills of the pupils the following interventions were made: (1) the enhancement of the reading program to ensure that most of the activities meet the prioritized needs (2) the teachers exerted more meaningful effort conducting different contests and competitions in reading through reading camp and other reading activities believed to augment the reading skills of the learners under study

**KEYWORDS:** Reading, skills, learners, intervention, difficulties, activities

**SUBMISSION ID: R04A-BATANP-0625**



**Oral Reading Difficulties in English of Selected Pupils in Mataywanac  
Elementary School, District of Tuy, Division of Batangas: input to English  
Oral Reading Enhancement**

Emiliana Bituin, Department of Education

**Abstract**

**INTRODUCTION**

Reading is essential to success in society. The ability to read is highly valued and important for social and economic advancement. This research aimed to determine the Oral Reading Difficulties in English of the pupils in Mataywanac Elementary School in Tuy, Batangas.

**METHODS**

The data were gathered through the descriptive method. Checklist, interviews, and Philippine Informal Reading Inventory (Phil-Iri) were used as the main sources of data in the study. The data were statistically treated using average weighted mean, frequency, ranking and t-test for testing the hypothesis.

**RESULTS**

Findings of the study revealed that mispronunciation, repetition, omission, insertion, substitution, and refusal to pronounce were among the difficulties encountered by the pupils in reading. This result is attributed to the four (4) factors that are determined to have affected the reading performance of the pupils: physiological, psychological, environmental, and educational factors and perceived habits/practices in reading. This study also showed that most of the reading materials used by the pupils at home include books, dictionary, and storybooks. It suggests that remedial measures and practices must be provided to address the issue. A proposed action program in the development of English Oral Reading was designed to enhance the reading skills of the pupils.

**DISCUSSIONS**

Findings of the study suggest that there is a need for the course content in reading to focus on pronunciation and speed. It is likewise recommended that teachers could produce instructional materials in oral reading in order to enhance the students' oral and English proficiency and equip their pupils with word attack skills using different word-learning strategies.

**KEYWORDS:** oral reading, difficulties, pronunciation, reading performance

**SUBMISSION ID: R04A-BATANP-0420**



## **Oral Reading Difficulties of Grade Iv Pupils in San Jose Sico Elementary School**

Sheila Marie Macatangay, Teacher

### **Abstract**

#### **INTRODUCTION**

Reading is by far the most important skill required for success in school. On the other hand, competence in reading difficulties implies that the readers are devoid of the common reading difficulties, committed by many pupils such as mispronunciation, repetition, omission, addition, and many others. These difficulties tend to hinder the reading progress of the pupils and eventually causes frustration can be detrimental to their intellectual development. The researcher believes that reading is very important to pupils learning and difficulties in reading like mispronunciation, repetition, addition, and omission greatly hinders the opportunity of the learners to be an independent reader. In relation to this, the researcher was prompted to investigate the oral reading difficulties to seek for possible remedial activities that can be offered to minimize the difficulties in oral reading.

#### **METHODS**

The study used the descriptive method of research which was used to gather the needed and relevant data information about the oral reading difficulties of the respondents. Twenty-seven Grade 4 pupils responded to the researcher-made questionnaire which was composed of two parts. The first part was about the observance of oral reading difficulties of the pupils in while the second part of the questionnaire focused on the extent of the respondent's exposure in different oral reading activities.

#### **RESULTS**

It can be gleaned that pupils experience different oral reading difficulties such as mispronunciation due to the association of the pronunciation of other words to what they are reading. The omission is also one of the oral reading difficulties which usually occur because pupils tend to be distracted resulting for them to miss out some of the words they are reading. Another reading difficulty is the addition of words which happens when most of the pupils get distracted on how they will be able to read words and tends to add or insert some of the words to the text they are reading. Lastly, repetition arises to be one of the oral reading difficulties when pupils are not sure how to read other words and tended them to re-read it. On the other hand, exposure to different oral reading activities can develop reading ability and fluency among pupils while parents support their children during reading is also highly encouraged.

#### **DISCUSSIONS**

The result implies that most of the oral reading difficulties were sometimes being observed by the pupils due to insufficient involvement in different oral reading activities and lacking guidance from their parents. Thus, the researcher's proposed enhanced oral reading activity can be utilized to minimize difficulties in oral reading hand in hand with continuous support from their parents.

**KEYWORDS:** Reading

**SUBMISSION ID: R04A-BATANC-0238**



## **Oral Reading Difficulties of Grade VI Pupils in Tulo II Elementary School**

Rachel Ann M. De Guzman, Department of Education,  
Batangas City

### **Abstract**

#### **INTRODUCTION**

One of the most important achievements for a young child is learning to read. A person who is widely read is a better communicator than those who do not read. This study aimed to determine the different oral reading activities of Grade VI pupils at Tulo II Elementary School for the school year 2017-2018. Almost half of the pupils in the class needed further attention on how to improve their oral reading ability. In relation to this, the researcher would like to investigate the oral reading difficulties experienced by the Grade VI pupils and seek for possible enhancement oral reading activities that can be offered to minimize the difficulties in oral reading.

#### **METHODS**

This study used the descriptive method of research as it aimed to determine the oral reading difficulties of the pupils of Tulo II Elementary School. The researcher gathered data through questionnaire. This questionnaire was evaluated, validated, administered, tallied, and scored according to the accepted practices in research. A total of 50 pupils served as respondents. The statistical tools used in treating the data were percentage, ranking, and weighted mean.

#### **RESULTS**

The findings revealed that most of the oral reading difficulties of the pupils were sometimes being observed. Likewise, the oral reading ability of the pupils slowly develop because they are not exposed to different oral reading activities. At the beginning of the school year, the preliminary Phil Iri was conducted, and it was compared in post-Phil Iri during the end of the school year when the enhancement activities were implemented. The enhancement of oral reading activities was offered to minimize the difficulties in oral reading.

#### **DISCUSSIONS**

Reading is one of the most important activities in the school program as well as in life activities. Building the foundation of oral reading skills can begin as soon as a child enters the school environment. As observed some children enter the environment already four times behind their peers just in sheer exposure to words. These struggling students cannot afford to lose any more time and allow the gap to continue to grow. Some students do have oral reading problems because they lack the necessary skills for proficient reading. Different Instructional materials should be provided to improve the reading abilities of pupils. Better yet, reading programs will be a more relevant program to help the pupil learn to read and understand.

**KEYWORDS:** reading, oral reading, enhancement oral reading activities, oral reading difficulties

**SUBMISSION ID: R04A-BATANC-0295**



**Oral Reading Levels of Grades II to VI Pupils of Payapa Elementary School: An Assessment**

Olympia Orlina, PPSTA

**Abstract**

**INTRODUCTION**

Reading is crucial in developing pupils holistically. It is imperative to take into consideration to assess the reading level and the difficulties encountered by the pupils while they are reading. This paper aims to assess the oral reading levels of Grades II to VI Pupils in Payapa Elementary School.

**METHODS**

The researcher used the descriptive method of research. The respondents were Grades II to VI pupils of Payapa Elementary School SY 2017-2018. The researcher utilized the Pre-Test Results of Oral Reading in English as a basis for describing the oral reading levels of Grades II to VI pupils. Reading levels and difficulties were documented through the data obtained from the results of the oral reading test.

**RESULTS**

Through Oral Reading Pre-Test, the researcher found that almost 25% of the Grades II to VI pupils are struggling readers. This means that the pupils need intervention program to improve their reading performance. The findings of the study revealed that the common oral reading difficulties of the pupils were poor recognition of words, substitution, repetition, insertion, reversal, and omission. The results of the study became the basis for the crafting the School Reading Programs like Project STAR, SMILE P and ALTAR which led the pupils to be motivated to read and improve their reading levels/abilities.

**DISCUSSIONS**

Oral Reading Pre-Test Result in English was used to gauge the oral reading levels of Grade II to VI pupils of Payapa Elementary School SY 2017-2018. It revealed the Unsatisfactory result, out of 460 pupils, 91 or 20% were Struggling Readers, 16 or 3% Very Struggling Readers, and 1 non-reader, 180 or 39% recorded as Fast Readers and 172 or 38% were Average Readers. The researcher found that the common difficulties of the pupils were poor recognition of words, substitution, repetition, insertion, reversal, and omission wherein 114 or 25% of the pupils had miscues in poor recognition of words, 112 or 24% of them commit substitution, 156 or 34% repetition, 58 or 13% insertion, 66 or 14% reversal and 71 or 15% omission. To improve the oral reading levels of the pupils, the researcher produced the projects such as Project STAR (Strengthening Techniques and Activities in Reading), Project SMILE (Searching Meaningful Ideas through Library Exposures) and the Project ALTAR (All Learners a Total and Active Readers). The teachers provided the learners with reading materials and modules along with extensive instruction practices.

**KEYWORDS:** oral reading, assessment, omission, repetition, poor recognition, insertion, reversal, difficulties

**SUBMISSION ID: R04A-BATANP-0018**



**Oral Reading Performance of Emergent Readers through Technology-Based instruction at Bawi Elementary School**

Kristine Airish Torres, Bawi Elementary School

**Abstract**

**INTRODUCTION**

Children today are termed as 21st-century learners because of their vast exposure to different technologies. At home, children are most often busily engaged in some activities like watching TV, playing computer games, and going out with friends that less time is devoted to reading and making assignments. Consequently, the diagnostic test in oral reading conducted by teachers revealed that there were pupils who have difficulty in word recognition as well as in comprehension.

With this, the researcher was encouraged to conduct this study to improve the oral reading performance of emergent readers through the integration of technology-based instruction.

**METHODS**

This study will utilize an experimental research design which dwells into the phenomenon of the oral reading performance of emergent readers once technology-based instruction was applied.

There will be two groups; the controlled experimental group who will undergo oral reading classes applying technology-based reading instruction while the uncontrolled group will use the traditional method.

This research is experimental in approach and sought to determine whether a technology-based instruction is more effective than the traditional one. Since the two approaches focused on the improvement of pupils' reading performance, this research tries to find out which of the two approaches is more effective.

**RESULTS**

The following summarized findings are presented, based on the results of the study. The pupils' oral reading performance using traditional reading method was considered slow, as sustained by a mean score of 4.74. The pupils' oral reading performance utilizing technology

-based instruction in oral reading is average, as reflected by a mean score of 17. A highly significant difference was found between the pupils' performance before and after their exposure to computer-assisted instruction in oral reading, as confirmed by a computed t value of 0.0001, which signified an extremely statistically significant difference between the pupils' performance utilizing traditional and technology-based reading instruction.

**DISCUSSIONS**

Based on the findings of the study, a highly significant difference was found between the pupils' performance before and after their exposure to computer-assisted instruction in oral reading and it is advisable for teachers to use computer technology in teaching, not only in oral reading but also in other subject areas where it is applicable.

**KEYWORDS:** emergent readers, technology-based reading instruction, traditional reading method,

**SUBMISSION ID: R04A-BATANP-0196**



**Oral Reading Strategy:It's Efficacy to Reading Comprehension of Grade Six Pupils of Sta. Cruz Elementary School:as Basis for Remedial Reading Program**

Lorna Custodio

**Abstract**

**INTRODUCTION**

This paper aims to determine the efficacy of the oral reading as a strategy in reading comprehension of Grade Six pupils and this would help the teachers in performing their duties and functions for the good of the learners and for the attainment of the objectives of Remedial Reading Program. It will also serve as a compass to the teachers in determining the kind of instructions that would enable pupils to develop the skills needed and became aware of the changing times. This could prepare children by providing them with reading materials that involve problem-solving, creative thinking, using their own experiences and to develop to them their role as an instrument in teaching reading with comprehension. It can help the parents became aware of their responsibilities in helping their children to read with comprehension at Sta. Cruz Elementary School, Sta. Cruz, Sto. Tomas, Batangas.

**METHODS**

This research attempts to determine the communicative competence in oral communication, syntactic structuring, verbal ability, and word analogy of public elementary pupils who were utilized the silent and oral reading strategies. This study involved 50 Grade 6 pupils of Sta. Cruz Elementary School during the school year 2018 - 2019.

This study is the comparative study between the level of reading comprehension competence of two groups of Grade 6 pupils of Sta. Cruz Elementary School, S.Y. 2018 - 2019 using the pre-test post-test experimental research design. The subject of the study were two comparable groups, each with 25 pupils who attended the oral reading and silent reading strategy and who were equally matched paired before the start of the treatment strategy.

**RESULTS**

There is a significant difference between Pre-test and Post-test scores of pupils in oral reading strategy, in Oral Communication with t value of 6.60, Syntactic Structuring with t value of 8.97, Verbal Ability with t value of 8.49, Word Analogy with t value of 8.49 and in English Achievement Test with t value of 17.56 at 0.05 Level of Significance. There is significant Difference Between Pre-test and Post-test scores of pupils in oral reading strategy in Oral Communication with t value of 5.36, Syntactic Structuring with t value of 3.93, Verbal Ability with t value of 4.25, Word analogy with t value of 3.43, and in English Achievement Test with t value of 13.26 at 0.05 LS.

**DISCUSSIONS**

Pupils showed more learning in oral reading strategy than that in silent reading strategy. In other words, oral reading is vital in the beginning, while silent reading is beneficial for a lifetime. A clear indication that oral reading provides an avenue for the pupils to use basic learning tools provided by synthetic structuring, verbal ability, and word analogy becomes a skill in understanding articles they have read. This verbal reading provides accurate understanding because English words are more understood when verbally uttered, meaning were more emphasized and correctly given proper analogy for the purpose of better comprehension. The oral reading strategy was found to be better than silent reading strategy. The pupils learn more when they utter the words orally because they heard what they read.

**KEYWORDS:** Comprehension Level, Non-Reader, Oral communication, Performance, Post-test, Pre-test, Reading, Verbal ability

**SUBMISSION ID: R04A-BATANP-1328**



**Oral Reading Through Picture Communication Among Grade II Pupils In  
Julian A. Pastor Memorial Elementary School**

Placeda Aceveda & Catherine Catapang, JAPMES

**Abstract**

**INTRODUCTION**

Reading is one of the four fundamental skills that children must learn in order to achieve success in their lives. It should be mastered by the pupils because it influences one's ability to comprehend. On the other hand, teachers still have some difficulties in teaching reading. This is because pupils still find it difficult to comprehend when reading texts. For that reason, teachers should look for interesting techniques to help pupils improve in reading and reading comprehension. This paper responds to this gap by testing the effectiveness of teaching reading using pictures in improving the reading comprehension level of pupils.

**METHODS**

The researchers used the descriptive method of research in gathering the necessary data in determining the distinct features of picture communication in teaching oral reading and lessons about vocabulary and grammar to the pupils. Picture communication was used in facilitating learning and reading among Grade 2 pupils of Julian A. Pastor Memorial Elementary School in relation to the proposal of supplementary materials which may be utilized to enrich the use of picture communication in the teaching of reading. The school and the participants in the chosen school are chosen randomly with a sample size of 44 Grade 2 pupils. Frequency and percentages are the chosen statistical tools in the interpretation of data

**RESULTS**

Out of 44 pupils, 23 or 52.27% got the scores 4-6 on the lesson about vocabulary. Using the range developed by the researchers, this group of pupils belong to the average performing group and is in rank 1. Next on the rank are 10 pupils or 49% of the total number of pupils who got the 7-8 scores on the lesson about vocabulary. About 6 students or 38% got the scores from 2-3 in the lesson about vocabulary. Only 5 pupils or 15% of the total number of pupils got the scores 2-3 and is considered as below average. Lastly, 5 pupils got the scores 6-10 and therefore very the top performing group;

**DISCUSSIONS**

Picture communication is a strategy based on B.F. Skinner's theory on verbal behavior. This begins by asking a pupil to give a picture of a desired item to a communicative partner who immediately honors the exchange as a request. The system goes on to teach discrimination of pictures and how they can put pictures together to form sentences.

**KEYWORDS:** READING, READING COMPREHENSION, VERBAL BEHAVIOUR, TEACHING STRATEGIES

**SUBMISSION ID: R04A-BATANC-0267**



**Oral Reading Weaknesses Encountered by Grade Iii Pupils of Payapa  
Elementary; Basis for Intervention Program; Sy- 2017-2018**

Marcela De Sagun, PPSTA

**Abstract**

**INTRODUCTION**

Reading is a lifelong skill to be used both at school and throughout life. 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 inevitably will be lost. This study will focus on the oral reading weaknesses encountered by Grade III pupils of Payapa Elementary School. The researcher hopes that the reading weaknesses, as well as the comprehension of Grade III pupils, will be improved. While intervention programs conducted by the teachers were proven to effectively improve the oral reading performance of the learners, such interventions can be more meaningful if the root causes of the oral reading difficulties can be identified, evaluated, and given appropriate solutions.

**METHODS**

The participants were the Grade Three pupils of Payapa Elementary School in the school year 2017-2018. This study used the descriptive method. Data were collected from the Oral Reading Test Results conducted during the pre-test this SY-2017-2018

**RESULTS**

Based on the result, the school reading program is inappropriate that affected the reading performance of the pupils. Such programs proved not working and there is a need to reform the program to ensure that the teachers and the pupils are working collaboratively to sustain the goal of the school's Reading program. Reading facilities should be improved to meet the satisfaction of the readers.

**DISCUSSIONS**

The Grade 3 pupils under study manifested the following results in oral reading. Out of 95 pupil-respondents, 46 were struggling readers, 2 were very slow readers, and 1 was a non-reader. Among the difficulties experienced by pupils were poor recognition of words, substitution, repetition, and insertion. Among the most common causes of reading difficulties include the ineffective reading program of the school. The lack of interest of pupils and insufficient of meaningful reading materials, the influence of the modern day leisure from the internet, home, and family background, environment, and the negative learning environment. The researcher found it easier to assess the reading performance of the Grade Three pupils due to the availability of reading results conducted by the teachers.

**KEYWORDS:** weaknesses, opportunities, reading, encountered, difficulties

**SUBMISSION ID: R04A-BATANP-0632**



**Organic Chemistry through Contextualized Curriculum as Viewed by the  
Selected Students of Manuel S. Enverga University Foundation**

Shirley Handog

**Abstract**

**INTRODUCTION**

Students experience difficulties with fundamental ideas in chemistry. Chemistry had been regarded as a difficult subject for students by many researchers, teachers, and science educators because of the abstract nature of many chemical concepts, teaching styles applied in class, lack of teaching aids and the difficulty of the language of chemistry. Teachers use authentic materials, activities, interests, issues, and needs from learners' lives to develop classroom instruction. A contextualized curriculum helps students learn language skills by using the authentic contexts in which students must use those skills in the real world.

**METHODS**

The study primarily concerned on how teachers employ contextualized instructions in teaching organic chemistry in the classroom and its perceived outputs to the students. Quantitative Descriptive research design was utilized using questionnaires distributed to 40 students taking up Organic chemistry subject. Non-random sampling method was used in the selection of the respondents and the statistical treatment applied was percentage and weighted mean in order to interpret the results.

**RESULTS**

Based on the research findings the types of instruction the teacher used in teaching organic chemistry in the classroom were Socialization: students learn the standards, values, and knowledge of the society by raising questions along with explaining concepts, justifying their reasoning, and seeking information. Project-based learning focuses on the central meaningful task and culminates in realistic products; and Cooperative learning organizes instruction using small learning groups in which students work together to achieve learning goals. The findings revealed that there is contextualized instruction in teaching Alcohols in Organic Chemistry in the classroom setting, and this study also revealed that most of the respondents achieved to a very great extent perceived outputs of contextualized instruction in teaching alcohols in organic chemistry.

**DISCUSSIONS**

Contextualized learning is a proven concept that incorporates the most recent research in cognitive science. It is also a reaction to essential behaviorist theories that dominate education for many decades. The contextual approach recognizes that learning is a complex and multifaceted process that goes far beyond drill oriented, stimulus and response methodologies.

**KEYWORDS:** Organic Chemistry, Contextualized curriculum, Cooperative learning, Project Based Learning, Discovery Learning

**SUBMISSION ID: R04A-QUEZON-0289**



**Organizational Citizenship Behaviors, Collective Teacher Efficacy and Student Achievement in Public Elementary Schools in Lipa City, Batangas**

Julie Hermosura, Department of Education

**Abstract**

**INTRODUCTION**

In the article Philippine Education: Roadmap and Challenges (Arellano, 2010), the poor and declining quality of education is clearly shown by the consistently low scores obtained by pupils in achievement tests administered by the DepEd over the years. The mediocre performance of students partly reflects the poor quality and lack of competencies of teachers to handle the subjects they teach.

With the mentioned quality gap in the Philippines, this research study attempts to uncover two factors that relate to student achievement - the organizational citizenship behavior and collective teacher efficacy, specifically in the selected public elementary schools in Lipa City.

**METHODS**

The correlational research design was used in this study in identifying the perceptions of the public elementary school teachers in terms of the organizational citizenship behavior and collective teacher efficacy, and how these two variables relate to student achievement. This is a specific type of non-experimental design used to describe the relationship between or among variables. It provides empirical evidence suggesting two or more variables are or are not related.

**RESULTS**

Results of the study show that in terms of the teachers' perception of organizational citizenship behaviors, the teacher committees are productive in their school and that teachers give suggestions for system improvement of the school. In terms of collective teacher efficacy, it was evident that instilling discipline in terms of controlling disruptive behavior got the highest mean rating. Lastly, there are no significant relationships established between organizational citizenship behavior and student achievement, and collective teacher efficacy and student achievement.

**DISCUSSIONS**

Since there are no relationships established between OCB and student achievement, also between CTE and student achievement as reflected from the result of the study, other measures of student achievement can be considered. Teachers must monitor achievement regularly using a variety of formal and informal assessments for both individual students and the class as a whole. Student learning is also reflected in a broad array of outcome measures, including attendance, participation, engagement, and motivation. In essence, it is an increase in achievement that constitutes learning.

**KEYWORDS:** organizational citizenship behavior, collective teacher efficacy, student achievement

**SUBMISSION ID: R04A-LIPAC1-0166**



**Ortograpiyang Pambansa: Pagpapayaman Ng Kakayahan Sa Pagbaybay  
Ng Mga Mag-Aaral Sa Baitang 6 Sa Rosario West Central School**

April Buendia, Department of Education, Rosario West

**Abstract**

**INTRODUCTION**

Ang Komisyon ng Wikang Filipino ay masusing pinag-aralan ang mga nagdaang ortograpiyang Pilipino na may layunin na mailahok ang mahahalagang kaakuhan ng mga katutubong wika tungo sa estandarisadong ortograpiyang Filipino na maaring gamitin sa lahat ng wika sa Pilipinas lalo't higit sa kasalukuyang ipinatutupad sa paaralan.

Ang gabay sa ortograpiya ng wikang Filipino ay binubuo ng mga tuntunin kung paano sumulat gamit ang wikang Filipino. Hinango ang mga tuntunin sa mga umiiral na kalakaran sa paggamit ng Wikang Pambansa, bukod sa mga napagkasunduang mga tuntunin, bunga ng mga forum at konsultasyon, hinggil sa mga kontrobersyal na usapin sa pagbaybay.

**METHODS**

Ang deskriptiv na disenyo ng pananaliksik ang ginamit sa pag-aaral na ito kung saan inalam ang lebel ng kakayahan ng mga mag-aaral sa pagbaybay sa pamamagitan ng pre-test at nakuha ang frequency at bahagdan. Sa tulong ng mga programang interbensyon sa pagbaybay ay muling susukatin ang lebel ng kakayahan ng mga mag-aaral sa pamamagitan ng post-test.

**RESULTS**

Batay sa ginawang pag-aaral gamit ang mga programang interbensyon tulad ng paglalapat ay nakatulong upang mahasa ang kasanayan sa pagbaybay ng mga mag-aaral sa ika-anim na baitang. Habang, nakadagdag tulong din ang biswal na lathala upang patibayin ang mga tuntunin sa pagbaybay. Nabawasan o nawala ang mga mag-aaral na hindi makapagbabaybay ng wasto lalo't higit kung pasisimulaan ang paglalapat ng Ortograpiyang Pambansa sa unang araw pa lamang ng taong panuruan. Kinakailangan ng karagdagang interbensyon sa pagbaybay upang mapataas pa ang kalidad ng kaalaman ng mga bata sa pagbaybay.

Dahil sa pag-aaral na ito, kinakailangang ang mga gurong tagapayo sa asignaturang Filipino ang siyang magtuturo ng Ortograpiyang Filipino. Malaki ang maitutulong sa mga bata kung sa simula pa lamang ay alam na nila ang tamang tuntunin sa pagbaybay.

**DISCUSSIONS**

Sa kabila ng mabilis na pagbabago ng teknolohiya, kaalinsabay na dito ang mga pamamaraan para sa mabilis na komunikasyon ay nagkakaroon na ng pagsasakripisyo pati ang pagbaybay ng mga salita sa wikang Filipino. Ito ay nangangailangan ng matibay at napapanahong pamamaraan upang maibalik sa bawat mag-aaral ang pangunahing kakayahan sa pagbaybay nang sa gayon ay magkaroon ng matibay na kaalaman sa ating sariling wika. Ang tamang pagsulat ng baybay ng bawat salita ay daan upang makabuo ng isang wastong pangungusap na gagamitin sa pagdibuho ng talata at kalaunan nang isang kwento gamit ang wikang atin.

**KEYWORDS:** Ortograpiyang Pambansa, Pagbaybay, Wikang Pambansa

**SUBMISSION ID: R04A-BATANP-1834**



## **Outcomes-Based Instructional Models in Physics for Grade 7**

Rochelle Cruz

### **Abstract**

#### **INTRODUCTION**

Outcomes-Based Education emphasis on outputs rather than inputs. This study focuses on how the learners transfer their learning by developing instructional models and used them during experiments. This is to address the needs of the students to use their own understanding about the lesson discussed and used it to develop and produce manipulative instructional models that allow students to think and work collaboratively where a high understanding of the lesson was expected. These instructional models provide an opportunity to the students to "experience" the learned concepts through hands-on experimentation.

#### **METHODS**

The descriptive developmental and experimental method of the design was used with the purpose of evaluating, validating, and determining the level of performance of students in the experimental and control group through pre-test and post-test. The lessons were based on the least mastered skills in which the students were found to have difficulty. Rubrics were given to ten Science teacher-respondents to evaluate the outcomes of the students' developed instructional models.

#### **RESULTS**

The teacher-respondents evaluated the different developed instructional models as "Excellent" in general. In connection with the findings of Hunter (2008), one way to assess the understanding of the students is to produce different products that cater to their understanding of the concepts. The use of the developed outcome-based instructional models made by the students in experimental group enhance the learners' performance better than the instructional materials used commonly in teaching Physics for Grade 7 since all computed mean for the post-test are higher in the experimental group than in the control group in all lessons. Miranda (2012) states that the developed materials were found to be useful in enhancing the students' performance with the concepts students find difficult to master.

#### **DISCUSSIONS**

The developed Outcomes-Based Instructional Models were designed to help improve the academic performance of the students by using manipulative instructional models that enhance the skills of the students in developing materials and promotes a better understanding of the different concepts in Physics. The materials used in the development of the instructional models were locally available in the community thus, another set of materials can be used in the development of instructional models in teaching Physics to strengthen the manipulative skills of the students.

**KEYWORDS:** outcomes-based, Physics, manipulative instructional models, development

**SUBMISSION ID: R04A-RIZALP-0026**



**Overseas Filipino Workers' Children of Oas Polytechnic School:  
Experiences and Conditions**

Edgardo Adalla, (Berf Funded) Oas Polytechnic School, Oas, Albay

**Abstract**

**INTRODUCTION**

In order to improve and safeguard the welfare of OFW families, and in coping with their children's emotional and psychological problems on separation with their parents, this study was conceptualized. The research highlighted OFWs children experiences and conditions while their parents are not with them.

**METHODS**

The research problems required both quantitative and qualitative data. The quantitative data were processed through descriptive statistics such as frequency counts, percentage and mean. The respondents were asked to answer a survey form, the responses from which that were used as the main source of data. After resourcing the data, the in-depth analysis and interpretation were done by the researcher himself. The qualitative data were processed through a one-on-one interview of the respondents who were asked to relate their experiences and express their emotions of being separated from their parents.

**RESULTS**

There are 43 OFW children enrolled in Oas Polytechnic School. They vary in age ranging from 12 to 16 years old. Enrolled OFW children vary from grades 7 to 10. The common occupation of the parents of OFW children is being a Domestic Helper in Saudi Arabi, United Arab Emirates, and Hongkong. These are the top three destinations of these OFWs. Academically, the majority of them are performing well in school, despite the fact that their parents are not living with them. Financially, they build a budget, which means that they are able to plan a monthly budget to avoid a shortage of money. When they feel the longing for their parents, they do fruitful activities that would lessen their loneliness away from their parents. The common problems of the OFW children in terms of their studies were: struggle in doing homework; being bullied; lack of self -esteem; difficulties in communication and social skills; lack of involvement in school activities; bored in schoolwork; and drop in marks in one or more subjects. Meanwhile in behavioral problems they encountered the following: attention seeker; hardheaded; lack of temper; sensitive to criticisms; dependent on others; playful; easy go lucky.

**DISCUSSIONS**

The results suggest that there should be continuous profiling of the subsequent OFW children in Oas Polytechnic School to ensure their safety and good condition. The academic and behavioral attitudes of OFW children should be the basis for us teachers to guide and protect them from becoming problem members of society. Support of Parents School and Community are obligatory to ensure the safety of our OFWs children, especially that they are living far away from their parents.

**KEYWORDS:** Overseas Filipino workers' children

**SUBMISSION ID: R005-ALBAYP-0003**



**Oyas (Oplan Yakap at Sikap) an Intervention to Improve the Reading Level  
of Grade V Pupils of Iba Elementary School**

Milett Alegro, Rosa Capagcuan, & Felipa Patambang, Department of Education

**Abstract**

**INTRODUCTION**

In line with the DepEd Order No. 44 entitled, Guidelines on the School-to-School Partnership (SSP), Pulong Saging Elementary School, being a high performing school, is required to have a partnership with Iba Elementary School to help elevate the reading performance of Grade 5 pupils of the latter school.

**METHODS**

There were 32 respondents randomly selected from 67 Grade V pupils: 18 Male and 14 Female. To determine the reading level of the respondents, PHIL. IRI was used. Different reading materials were utilized to enhance their reading comprehension. This study also used peer teaching, reading modules, PowerPoint presentations, video presentations, and active participation on the part of parents.

**RESULTS**

From a frustration level, 56.25% of the students progressed to Instructional level after the intervention, while 43.75% advanced to an independent level.

**DISCUSSIONS**

After conducting the Oplan Yakap at Sikap (OYAS) intervention program, out of 32 respondents, 18 of them were promoted to instructional level and 14 of them to independent level. It was concluded that the reading intervention OYAS was an effective. The proponents recommend that the intervention program OYAS should also be implemented to other Grade levels.

**SUBMISSION ID: R04A-CAVITP-0810**



**P1t1 Shepherding and the Academic Performance among the Multigrade  
Schools of Cabarroguis District**

Mely M. Rubi, Ph.D, Department of Education, Quirino

**Abstract**

**INTRODUCTION**

Since the start of National Achievement Test (NAT) conducted by the National Educational Testing and Research Center (NETRC) of the Department of Education, there were four Multigrade Schools in Cabarroguis District that recorded low NAT for Grade VI Science for SY 2013-2016. It was deemed necessary to address the prevailing problem on low academic performance of the combination class of Grade V and VI. In this study, the researcher used the intervention, P1T1 Shepherding Model. The Principals served as shepherds to the teachers and the District Supervisor served as a shepherd to the Principal.

**METHODS**

The study utilized the Mixed Factorial Experimental Research Design. The two different groups of participants, the Grade V, and VI pupils received the P1T1 Shepherding Model intervention and the effects were compared between the two Grade level. The researcher used the purposive technique.

**RESULTS**

There was a significant difference in the scores for Pre-test ( $M=16.35$ ,  $SD=5.08$ ) and Post-test ( $M=25.98$ ,  $SD=6.90$ ) conditions;  $t(51)=-14.53$ ,  $p=0.000$ . These results suggest that there is a significant difference in the pre-test and post-test scores in Science. Therefore, through the intervention, students' scores increased. Results showed that there was a main effect on the test score  $F(1,50)=207.319$ ,  $p=.000$ ., but not for the Grade level,  $F(1,50)=.006$ ,  $p=.938$ . Therefore, there is no significant difference between the pre-test and post-test scores in Science of the Grade V and Grade VI pupils when grouped by Grade levels.

**DISCUSSIONS**

The use of P1T1 Shepherding Model posted a positive impact on the pupils' academic performance. The efforts of the shepherds of providing technical assistance improved the academic performance of pupils in the combination class of Grade V and VI. Moreover, there is no significant interaction between test score and Grade level, thus, P1T1 Shepherding Model can be utilized by varying Grade levels. It is therefore recommended that a review, a contextualization, and a formulation of a policy that will strengthen the instructional supervision to Multigrade teachers and the adoption of the Model. Furthermore, to verify further the effectiveness of the model, a similar study is conducted using the P1T1 Shepherding Model.

**KEYWORDS:** shepherding, technical assistance, supervision

**SUBMISSION ID: R002-QUIRIN-0128**



**Pabingo: Estratehiya Sa Pagtuturo Ng Abakada**

Cora Villanueva, Halang Banaybanay Elementary School

**Abstract**

**INTRODUCTION**

Ang pag-aaral na ito ay naglalayong mabatid kung paano nakatulong ang paggamit ng Pa-Bingo bilang epektibong kagamitang pampagtuturo ng ABAKADA sa Baitang I ng Paaralan ng Halang Banaybanay

**METHODS**

Ang ginamit na disenyo sa pag-aaral na ito ay deskriptib at eksperimental na pananaliksik. Tinangkang ilarawan at suriin sa pag-aaral na ito ang disenyo ng pag-aaral na susuri at susukat sa mga datos na sasagot sa mga katanungan. Nagbibigay ito ng mga impormasyon, at sa pamamagitan ng impormasyong nakuha mula dito, nagkakaroon ng mga solusyon ang mga katanungan o suliranin tungkol sa epektibong pamamaraan ng estratehiya sa pagtuturo ng ABAKADA sa Baitang I ng Paaralan ng Halang Banaybanay.

**RESULTS**

Lumalabas na may kaugnayan ang pagkatuto ng mag-aaral batay sa kagamitang pampagtuturo. Malaki ang naitulong ng Pa-Bingo sa mag-aaral para lubos na maunawaan ang ABAKADA.

**DISCUSSIONS**

Lumalabas na may kaugnayan ang pagkatuto ng mag-aaral batay sa kagamitang pampagtuturo. Malaki ang naitulong ng Pa-Bingo sa mag-aaral para lubos na maunawaan ang ABAKADA.

**KEYWORDS:** Tradisyunal, Pa-Bingo

**SUBMISSION ID: R04A-CAVITP-0726**



**Pag - atikha: Dynamics of Selected Foods and Drinks of Tayabas and  
Lucban, Quezon**

Maridel Villalon, Quezon National High School

**Abstract**

**INTRODUCTION**

Based on Republic Act No. 9155 the cultural education was transfer to NCCA (NCCA, 2015). It is one of the reasons why cultural education, especially cultural preservation, is being ignored in Primary and Secondary education. As a scholar who specializes in culture, the following problem should be answered: First, is there a historical record of the special delicacies of Lucban and Tayabas? Second, what is the relationship of the special delicacies to their traditions and rituals? Third, what are the dynamics between these delicacies when it comes to the youth's perception? And lastly, what is the possible intervention in order to preserve these traditions and rituals in connection to their delicacies?

**METHODS**

The researcher used "Ethnohistorical" as a research design. According to Strong (2015), Ethnohistorical is an interdisciplinary approach to indigenous, colonial, and postcolonial culture and history. "Snowball Sampling" is being used as a strategy to find a respondent. Vogt (1999) defined "Snowball Sampling" as a technique to find a research subject by having a chain referral. On conducting interviews, the researcher used "Ethnographic Narrative" by Spradley (1979), "Patanong-tanong" and "Pakikipagkuwentuhan" by Pe - Pua (1982) with the locals of Lucban and Tayabas.

**RESULTS**

According to historical records, some of the foods undergo to indigenization caused by the influence of other culture and there is a big change when it comes to understanding the tradition and rituals of all the foods. The only tradition that retains its meaning is the kiping, which are those hung during "Pahiyas Festival" in order to give thanks to St. Isidore. The "Tagayan" tradition continues to fade; on the other hand, "Mukmukan" changes its meaning from a courting ritual to family bonding. Furthermore, the respondents did not know the traditional way in order to make kalamay and other respondents stated that it symbolized unity because it is sticky while most of the respondents said that it has no meaning at all.

**DISCUSSIONS**

Based on the result, it is very evident that the tradition and rituals that involve delicacies are fading. In order to preserve our tangible and intangible cultural heritage bringing it inside the classroom will be the best action. In Mapeh and Social Studies the teachers can discuss the topic that involves cultural preservation and practices in connection with delicacies. On the other side, the Filipino and English teachers can discuss the folklore that connects to these delicacies. Lastly, for the TLE teacher, teaching how to make these delicacies will preserve these delicacies.

**KEYWORDS:** Tangible and intangible cultural heritage, dynamics, rituals, traditions, ethnohistorical research, and ethnographic narrative.

**SUBMISSION ID: R04A-QUEZON-0195 / R04A-QUEZON-0188**



**Pagbasa Mo, Saya Ko Cube: a Reading Intervention for Grade One Struggling Readers**

Amelita Padua, Banlic Elementary School

**Abstract**

**INTRODUCTION**

Reading is a tool and is the basis of all learning. Comprehension is the ultimate goal of all reading. Through these skills, the teacher can determine the possible performance of a pupil in the class. Pagbasa Mo, Saya Ko (PMSK) was created as a reading intervention for Banlic Elementary School Grade One (1) struggling readers in Filipino who were found needing the necessary intervention, PMSK needs an organized set of lessons to achieve its goal of remediating the participants' basic reading skill. Pagbasa Mo, Saya Ko Cube contains lessons that deal with vowel letters and their sounds (Filipino), Consonant letters and their sounds (Filipino), Filipino syllables, Filipino 2-syllable words, so that PMSK participants can get closer to the target competencies of their normal Grade level.

**METHODS**

The researcher utilized total enumeration of 36 identified struggling readers and used descriptive research that aims to describe the development of the reading levels of the respondents by analyzing the data from the checklist. The implementation programs run from July to October 2018. During the month of July, teacher-researcher incorporated non-reader pupils into remedial reading intervention in an attempt to improve pupils' reading skills. The following tasks were accomplished prior to the implementation of the project: Identify the reading level of the pupils. Grade One Non-reader Pupils were given oral pre-test which yielded 0% meaning they cannot recognize even the letters and sounds of the Filipino alphabet. Obtained all necessary approval from the parents/ guardians of the pupils' participants. Drafted instructional material. Validated the instructional materials by the school principal and the school coordinator in Filipino. Designed and laid out of the materials in the form of a cube. Lastly, an orientation among participants was conducted.

**RESULTS**

The results showed that all pupils were able to read at the end of the intervention program. It means the Pagbasa Mo Saya ko Cube was effective.

**DISCUSSIONS**

Pagbasa Mo Saya Ko Cube was introduced to the respondents as an intervention for Banlic Elementary School Grade one pupil struggling readers in Filipino. Most students improve their reading skills in the month of September 2018. However, it was noticed that a very small number of students improved in the first 2 months. After the implementation of Pagbasa Mo Saya Ko(PMSK) these pupils can read 2- syllable Filipino words. It was also noticed that there was progress in the reading abilities of the pupils.

**KEYWORDS:** struggling readers, cube, remedial

**SUBMISSION ID: R04A-CALAMB-0162**



## **Pagbuo Ng Modyul Sa Pagtuturo Sa Filipino 7**

Vivian Uriarte

### **Abstract**

#### **INTRODUCTION**

Ang paglinang ng kagamitang pampagtuturo ay nakatutulong upang mapadali ang gawain sa patuturo-pagkatuto ng mga mag-aaral. Kabilang na sa mga kagamitang pampagtuturo ay ang modyul. Subalit hindi pa rin natugunan ng gobyerno ang mga kakulangan sa batayang pangangailangan sa edukasyon na nagsisilbing pahirap sa mga guro at mga mag-aaral. Bilang tugon sa mga pangangailangan, ang mananaliksik ay naglalayong makabuo ng modyul sa Filipino 7 sa ikalawang markahan upang higit na makatulong sa pag-unlad ng mga kasanayan.

#### **METHODS**

Ang pag-aaral ay nakabatay sa ADDIE Model sa pagbuo ng modyul at ang mga naging respondente ay mga mag-aaral sa Filipino 7, mga guro na nagtuturo ng higit sa dalawang seksiyon na heterogenous at mga eksperto. Simple random sampling ang pagpili ng mga mag-aaral, samantala complete enumeration naman ang pagpili ng mga respondenteng guro at purposive sampling naman sa pagpili ng eksperto para sa balidasyon ng modyul. Ginamit ang talatanungan, silabus at talatanungan sa pagtataya. Ang disenyong ginamit sa pananaliksik ay ang kwalitatibo, diskriptibo at eksperimental

#### **RESULTS**

Mayroong pitong paksa sa Filipino 7 sa ikalawang markahan at ang binuong modyul ay nilapatan ng mga makabagong teknolohiya ay nakatutulong sa pag-angat ng kaalaman ng isang bata. Ang antas ng kaankupan ng modyul sa pagtuturo-pagkatuto ng mga mag-aaral sa Filipino 7 ay sobrang-sang-ayon ayon sa kabuuang mean nito. Walang kaugnayang pagkakaiba ang persepsiyon ng mga mag-aaral, guro at eksperto ayon sa layunin, nilalaman, organisasyon at talakayan sa bawat paksa ng modyul sa pagkat ang P-Value ng bawat diskripsiyon ay mababa sa 0.551. Parehong tumaas ang iskor ng post-test sa eksperimental kaysa kombensyunal. Mayroong mahalagang pagkakaiba ng iskor sa pre-test at post-test ng mga mag-aaral batay sa kombensyunal at eksperimental na ginamitan ng pinagbagong modyul.

#### **DISCUSSIONS**

Batay sa naging resulta ng pag-aaral, ang pagtuklas ng mga paksa ay kinakailangan upang maging batayan sa pagbuo ng modyul. Ang pagbuo ng modyul ay higit na nakatutulong upang mapagaan ang pagtuturo-pagkatuto ng mga mag-aaral. Ang paglalapat ng makabagong teknolohiya sa modyul ay nakatutulong sa pag-unlad ng kaalaman ng mga mag-aaral.

**KEYWORDS:** Modyul, Pagtuturo, Pagkatuto, Kagamitang pampagtuturo, Filipino

**SUBMISSION ID: R013-SURSUR-0266**



**Paglinang ng Komprehensyon sa Pagbasa ng Wattpad ng mga Mag- Aaral  
sa Ikaapat na Baitang ng Paaralang Elementarya ng Buhay na Tubig sa  
Pamamagitan ng Story Grammar**

Dwain Allen B. Quimoyog, Department of Education, Imus City

**Abstract**

**INTRODUCTION**

Ang pagbabasa ang sumusunod sa pakikinig na may pinakamalawak na saklaw sa larangan ng pakikipagtalastasan kaya dapat itong malinang ng mga mag- aaral. Ito'y mahalagang behikulo sa pagtatamo ng mga impormasyon tungkol sa iba't ibang larangan ng karunungan. Ang pag- aaral na ito ay naglalayong mabatid ang antas ng kakayahan sa pag- unawa ng mga mag- aaral sa ikaapat na baitang at matukoy ang pag- unlad ng mga mag- aaral sa kasanayan sa pagbasa ng Wattpad gamit ang estratehiyang Story Grammar.

**METHODS**

Ginamit sa pag- aaral na ito ang pamaraang pre-test at post-test design para makita ang kaibhan ng bawat resulta ng pagsusulit na ibinigay. Ang nilalaman ng pre-test at post-test ay magkapareho upang malaman kung may pagbabago ang resulta.

Unang isinagawa ang pre-test na binubuo ng tatlung aytem. Napili ang mga subjek batay sa iskor sa pre-test. Ang dalawampu't limang mag- aaral na may pinakamababang iskor sa bawat sekyon ang pinagkunan ng datos. Sila ang pinagtuunan ng pansin ng mananaliksik sa kanyang pagtatalakay sa mga kuwento sa Wattpad gamit ang Story Grammar. Pagkatapos nito, isinagawa ang post-test. Ang resulta sa isinagawang pagsusulit ang naging batayan upang matukoy kung may pagbabago sa pag- unawa sa binasa.

**RESULTS**

Batay sa natuklasang resulta ng pag- aaral, ibinibigay ang sumusunod na konklusyon. Ang kakayahan ng mga mag- aaral sa pag- unawa ay lalong malilina kung gagamitin ang estratehiyang Story Grammar sa pagtuturo ng mga akda sa Wattpad. Sa pamamagitan nito, natutukoy ng mga mag- aaral ang mga mahahalagang detalye sa kuwento tulad ng lugar ng pinangyarihan nito, mga tauhan, pangunahing diwa o ideya at ang banghay nito. Maaaring mapalawak pang lalo ang kanilang pag- unawa sa pamamagitan ng puspusang pagmamatyag at pagsubaybay ng mga guro habang binabasa nila ang kuwento.

**DISCUSSIONS**

Sa liwanag ng mga nabanggit sa itaas na kinalabasan ng pag- aaral at mga kongklusyon, iminumungkahi sa pagtuturo ng mga guro, na gumamit ng estratehiyang Story Grammar upang lalong malinang ang kanilang pag- unawa sa tekstong binabasa.

Iminumungkahig subaybayan ng mga guro ang mga mag- aaral habang binabasa ang kuwento. Dapat na gawing malinaw ang paglalahad ng mga pangyayari upang magkaroon ng masiglang talakayan lalo pa't ang kuwento ay mula sa Wattpad.

Iminumungkahi rin sa mga namamahala sa paaralan na payagan nilang dumalo ang kanilang mga guro sa mga seminar at worksyap upang makaagapay sila sa mga makabagong kalakaran sa pagtuturo ng pagbasa at pag- unawa sa binabasang kuwento.

**KEYWORDS:** wattpad, story grammar

**SUBMISSION ID:** R04A-IMUSC1-0014



**Pagpapataas ng Kakayahan sa Pagsulat ng Pangungusap ng mga Mag-Aaral sa Wikang Filipino Gamit ang MI- Activity Sheets sa Ikalawang Baitang T. A. 2017-2018**

Norilie Estrabo

**Abstract**

**INTRODUCTION**

Ang pagsasaliksik ay isinagawa upang maitaas ang antas ng kakayahan sa pagsulat ng pangungusap ng mga mag-aaral sa wikang Filipino gamit ang MI-Activity Sheets sa Calamba Elementary School. Naniniwala ang tagapagsaliksik na mapapalawak ang kakayahan ng mga mag-aaral sa pagsasanay na ito dahil maiuugnay ito sa kasalukuyang ipinapatupad ng Kagawaran ng Edukasyon. Ito ay ang K to 12 Basic Education Program. Sa ganitong paraan, mapapataas ang antas ng pagkatuto ng mga mag-aaral dahil nagsisimula na silang magsulat ng pangungusap sa mababang antas pa lamang. Kung kaya inaasahan ring makapagbabagi ang mga mag-aaral ng mga kaalamang kinakailangan sa Early Language, Literacy, and Numeracy Assessment (ELLNA) pagtuntong nila sa ikatlong baitang.

**METHODS**

Upang mapababa ang posibleng dahilan ng problema, nagsagawa nang puspusang pag-aaral ang tagapagsaliksik sa pamamagitan ng pakikipanayam sa mga guro at magulang ng mga nagsisipag-aral mula sa klase ng ikalawang antas. Nagbigay rin ng mga pagsasanay upang matiyak ang kahinaan at masukat ang kakayahan ng mga mag-aaral. Ang pagsasanay ay nararapat at angkop na gawain upang malunasan ang anumang suliranin. Nagsagawa rin ng sarbey ang tagapagsaliksik sa mga magulang, kaibigan at mismong sa paaralan kung saan nagsisipasok ang mga bata. Ipinaliwanag at ipinakita ang kakayahan ng mga bata sa pamamagitan ng mga outputs. Ito ang magiging daan kung ano ang nararapat upang matugunan ang pangangailangan ng mga bata.

**RESULTS**

Napag-alaman na ang simpleng salita at pagbibigay kahulugan ay isang napakalaking bagay upang mahasa ang kaisipan ng mga mag-aaral sa sariling wika na kadalasan ay hindi naisasagawa ng maayos kahit sa pagsasalita. Ang ganitong mga kakulangan ang binigyang- pansin ng tagapagsaliksik upang mabawasan ang mga mag-aaral na hindi makasulat kahit sa simpleng pangungusap lamang.

**DISCUSSIONS**

Ang sumusunod na solusyon ay nakalap: Bigyan ng sapat na atensyon ang pag-aaral sa mga salitang magkakasingkahulugan at magkakasalungat upang mapalawak ang bokabularyo ng mga mag-aaral; Isulat sa isang logbook ang mga salitang makukuha sa pahayagan o mga kwentong binabasa upang mabalikan ang mga salitang hindi gaanong naririnig o nagagamit sa pang-araw-araw na buhay; Alamin ang wastong gamit ng mga pangatnig.; Magbigay ng sapat na oras upang matalakay ang nilalaman at kasanayang maibabahagi ng Ortograpiyang Filipino sa pagsulat ng mga pangungusap; at maging pangunahing sanggunian ang Diksyunaryong Filipino.

**KEYWORDS:** kakayahan sa pagsulat, pangungusap, mi-activity

**SUBMISSION ID: NCR1-MAKATI-0004**



**Pagpapaunlad Ng Marka Sa asignaturang Filipino Ng Mga Mahihinang  
Mag-Aaral Sa G10 Gamit Ang "Classroom- Based Assessment Protocol"**

Rosana Tuiroc, Bagbag National High School

**Abstract**

**INTRODUCTION**

Ang layunin ng interbensyong programa ng DepEd Cavite - base sa ebalwasyon na kilala sa tawag na "SBM Project 555" - LOA ay kinapapalooban ng limang sangay: English, Filipino, Mathematics, Science at Araling Panlipunan, ang paaralang Bagbag National High School ay naglalayong mabago ang pananaw ng mga mag-aaral sa pag-aaral sa limang sangay na ito. Ang resulta ng programang ito ay magiging basehan ng kanilang ebalwasyon.

**METHODS**

Ang ideya at disenyo ng pananaliksik ay hinango mula sa Anderson at Krathwohl (Revised Blooms Taxonomy) na ginagamitan ng "HOTS questions". Sa isang araw ang Grade 10 St. Dominic ay binibigyan ng isang tanong na naayon sa layunin, ito ay gagawin ng apat (4 days) na araw at ang pang limang araw (5th Day) ang pangkat ay bibigyan ng 10 tanong na may pagpipilian. Ang unang markahan ang magiging basehan sa pagpili ng pangkat na bibigyan ng interbensyon para sa proyekto. Inaasahan na ang pitumpu't limang porsyento (75%) ng MPS (MEAN PERCENTAGE SCORE) ay makakamit ng pangkat para sa angkop na kaalaman.

**RESULTS**

Ang mga nakalap na impormasyon ay inanalisa at ikinumpara gamit ang "mean, standard deviation, mean percentage score at t- test". Ang resulta ng pauna (pre-test) at panghuling (post-test) pagsusulit ay may kabuluhan. Dagdag pa rito, ang resulta ng ikalawang markahang pagsusulit sa limang sangay ay makatutulong sa pagbibigay kabuluhan sa pag-aaral nito.

**DISCUSSIONS**

Ang pag-aaral na ito ay nakatuon lamang sa pangkat (section) na may mababang resulta ng pagsusulit o LOA (Learning Outcome Assessment) batay sa resulta o limang asignaturang nabanggit. Gamit ang MPS (Mean Percentage Score) bilang basehan ng kanilang antas.

Ang paraang isinagawa ay naging mabisa at epektibo sa pag-aanalisa ng resulta mula sa mga naibigay na pagsusulit. Isang makabuluhang tanong (one CPD Question) kada araw at sampung tanong na may pagpipilian kada linggo.

**KEYWORDS:** "Learning Outcome Assessment, Cognitive Process Domain, Mean Percentage Score"

**SUBMISSION ID: R04A-CAVITP-1538**



**Pagsulat Linangin Unahin Motibasyon Aangat Ang Sulatin(Pluma): Sagot  
Sa Pagbasa at Pagsulat**

Mylene D. Ganzon

**Abstract**

**INTRODUCTION**

Sa kasakaluyang panahon tila nawawaglit ang pag-aaral sa kakayahan nang mga mag-aaral sa larangan nang pagsulat. Nakita nang mananaliksik na ang mga mag-aaral sa antas 12 sa seksyon Fahrenheit ay may suliranin sa pagsulat lalo na sapag buo nang kaugnay na kaisipan at pag-papahayag sa pamamaraan nang pag-sulat. Ganoon din ang kawalaan nang kawilihan ng mga mag-aaral sapag-sulat ay masasalamatin na syang nag-bukas sa mga mananaliksik na isulong ang PLUMA sa mga nasabing mag-aaral.

**METHODS**

Ang pananaliksik na ito ay dekuriptibo. Gumamit ang mananaliksik ng pinagsamang kwalitatibo at kwantitatibong disenyo o tinatawag na mix method. Ito ang pinaka-angkop na disenyo na nararapat gamitin upang mapadali ang pagkalap ng mga datos.

**RESULTS**

Sa Pre-test nagtala ng 19.20 ang mean ng mga kalahok nang pananaliksik na may 38.40% na MPS na kung saan ito ay maituturing na mababang pursyento. S-kabilang banda, pagkatapos maibahagi ang motibasyon sapag-papanood ng Sisimulan ko, Ipagpapatuloy mo (Video Clip) at Oops! Teka lang (Patalastas), Ipokus mo (Larawan), pagkakaroon nang kalog utak (Brainstorming) at pag-bibigay ng mga FilipinoKNOW (Trivia) at tumaas ng 60.33% ang MPS at Mean na 30.16 ay nangangahulugan nagging epektibo ang mga motibasyong ginamit upang mas lalong manghikayat ang mga mag-aaral sa pagsulat.

**DISCUSSIONS**

Ang mga kalahok ay pinili mula sa 30 kalahok sa Baitang 12, seksyon Fahrenheit. Ginamit ang random sampling sa pag-pili ng mga kalahok batay sa resulta nang kanilang report card o form 138 nung sila ay nasa Baitang 11. Bukod ditto kinuha din ang marka sa asignaturang Pagbasa at pag-susuri na may kabuuang 80%.

Ginagamit sa pananaliksik ang PLUMA bilang instrumento sa pag-aaral. Naglalayon itong makabuo ng kaugnay na kaisipan at pag-papahayag sa pamamaraang pagsulat upang mapaunlad ang pagsulat ng mga mag-aaral batay sa iba't ibang motibasyon nakapaloob sa PLUMA tulad ng - Sisimulan ko, Ipagpapatuloy mo (Video Clip) at Oops! Teka lang (Patalastas), Ipokus mo (Larawan), pagkakaroon nang kalog utak (Brainstorming) at pag-bibigay ng mga FilipinoKNOW (Trivia). Sa pamamaraang ito, mabibigyan ng kasagutan ang mga suliranin ng pag-aaral.

**KEYWORDS:** PAGSULAT, MOTIBASYON, LINANGIN,

**SUBMISSION ID: R04A-CALAMB-0131**



**Pagsulat Linangin Unahin Motibasyon Aangat Ang Sulatin(Pluma): Sagot  
Sa Pagbasa at Pagsulat**

Mylene Ganzon, Department of Education

**Abstract**

**INTRODUCTION**

Sa kasakaluyang panahon tila nawawaglit ang pag-aaral sa kakayahan nang mga mag-aaral sa larangan nang pagsulat. Nakita nang mananaliksik na ang mga mag-aaral sa antas 12 sa seksyon Fahrenheit ay may suliranin sa pagsulat lalo na sapag buo nang kaugnay na kaisipan at pag-papahayag sa pamamaraan nang pag-sulat. Ganoon din ang kawalaan nang kawilihan ng mga mag-aaral sapag-sulat ay masasalamatin na syang nag-bukas sa mga mananaliksik na isulong ang PLUMA sa mga nasabing mag-aaral.

**METHODS**

Ang pananaliksik na ito ay dekuriptibo. Gumamit ang mananaliksik ng pinagsamang kwalitatibo at kwantitatibong disenyo o tinatawag na mix method. Ito ang pinaka-angkop na disenyo na nararapat gamitin upang mapadali ang pagkalap ng mga datos.

**RESULTS**

Sa Pre-test nagtala ng 19.20 ang mean ng mga kalahok nang pananaliksik na may 38.40% na MPS na kung saan ito ay maituturing na mababang pursyento. Sabilang banda, pagkatapos maibahagi ang motibasyon sapag-papanood ng Sisimulan ko, Ipagpapatuloy mo (Video Clip) at Oops! Teka lang (Patalastas), Ipokus mo (Larawan), pagkakaroon nang kalog utak (Brainstorming) at pag-bibigay ng mga FilipinoKNOW (Trivia) at tumaas ng 60.33% ang MPS at Mean na 30.16 ay nangangahulugan nagging epektibo ang mga motibasyong ginamit upang mas lalong manghikayat ang mga mag-aaral sa pagsulat.

**DISCUSSIONS**

Ang mga kalahok ay pinili mula sa 30 kalahok sa Baitang 12, seksyon Fahrenheit. Ginamit ang random sampling sa pag-pili ng mga kalahok batay sa resulta nang kanilang report card o form 138 nung sila ay nasa Baitang 11. Bukod ditto kinuha din ang marka sa asignaturang Pagbasa at pag-susuri na may kabuuang 80%.

Ginagamit sa pananaliksik ang PLUMA bilang instrumento sa pag-aaral. Naglalayon itong makabuo ng kaugnay na kaisipan at pag-papahayag sa pamamaraang pagsulat upang mapaunlad ang pagsulat ng mga mag-aaral batay sa iba't ibang motibasyon nakapaloob sa PLUMA tulad ng - Sisimulan ko, Ipagpapatuloy mo (Video Clip) at Oops! Teka lang (Patalastas), Ipokus mo (Larawan), pagkakaroon nang kalog utak (Brainstorming) at pag-bibigay ng mga FilipinoKNOW (Trivia). Sa pamamaraang ito, mabibigyan ng kasagutan ang mga suliranin ng pag-aaral.

**KEYWORDS:** PAGBASA, PAGSULAT, LINANGIN, AANGAT

**SUBMISSION ID:** R04A-CALAMB-0261



**Paired Reading and the Reading Fluency of Grade V- Sped Pupils of  
Hinatuan South Central Elementary School**

Zaida Arquiza, Department of Education - Hinatuan South

**Abstract**

**INTRODUCTION**

This study focuses on reading fluency. Pupils who are struggling to read and focuses hard on just saying words correctly are the targets of the strategy named "Paired Reading".

**METHODS**

The study utilized the descriptive method of research employing the list of identified pupils that belong to frustration level. Students can be paired in different ways - either by the same reading ability or by more emerging readers with higher-level readers. Furthermore, younger students can be paired with older students from an upper Grade. Use the following steps to pair lower-level (or younger) readers with higher-level (or older) readers. After assessing students' reading abilities, list the students in order from highest to lowest according to reading ability. Divide the list in half. Place the student in the top slot of the first list with the student in the top slot of the second list; continue until all students have been assigned a partner.

**RESULTS**

The results prove the effectiveness of the Paired Reading intervention as applied to the 10 identified learners. It shows a great difference before and after the implementation. Based on the findings, out of 10 pupils who belong to frustration level at the start, 3 became independent, and 7 under instructional level.

**DISCUSSIONS**

The paired Reading strategy is of great help to the reading performance of underdeveloped reading skills of the identified 10 learners. This means the utilization of this strategy is needed to fill in the reading gaps. The results demonstrate how the teacher understood the responsibilities entrusted to her as a facilitator of learning and gradual development of her learners.

**KEYWORDS:** intervention, paired, strategy

**SUBMISSION ID: R013-SURSUR-0098**



**Paired-Reading Technique (Prt): to Reduce the Word Pronounced After 5-Seconds Hesitation of Grade Four Pupils**

Rebecca R. Pareja & Ercylita C. Balason, R. Moreno Elementary School

**Abstract**

**INTRODUCTION**

Paired-Reading Technique means pair-coaching between the independent reader towards his classmates who is in a frustration reading level. PRT (Paired-Reading Technique) activity was administered through the use of varied exercises and intervention.

**METHODS**

Four (4) sources of data were used for appropriate actions. Phil-IRI Pre-test records based on their results, highest number miscues on word recognition and their result of Phil-IRI post-test, an interview with their parents and guardians and other activities done to solve the pupils' miscue on word recognition

**RESULTS**

There was a significant result to 20 identified frustration level pupils because they reduced the words pronounced after 5 seconds hesitation miscues from frustration reader to instructional and independent reader. Other pupils claimed that they have no followed up of parents due to earn a living, that their parents are illiterate or uneducated. That they are tired of reading books while other pupils exposed to visual media or computer games. If these pupils were not given proper attention, they might repeat in Grade level due to failure to perform in the class activities.

**DISCUSSIONS**

Remedial instruction through giving a variety of activities and using the PRT (Paired-Reading Technique) to pupils gain them greater confidence, pleasure, and enjoyment that will lead them to desirable development of attitude in improving their reading performance.

**KEYWORDS:** Paired-Reading Technique, a word pronounced after 5-seconds hesitation

**SUBMISSION ID: R013-SURSUR-0015**



**Paiskaran: Showcasing San Pascual Senior High School 1's Culminating Activity**

Neslie L. Lumanglas, Charmane B. Sanmocte, & Angelica S. Manalo, San Pascual Senior High School 1

**Abstract**

**INTRODUCTION**

The attainment of the DepEd goals is guided by deliberated competencies and subjects to be offered in Senior High School. Moreover, culminating activity became an essential part of the program as a platform for providing experiential learning to every student. This study determined the level of student's awareness of Paiskaran. In the attempt of enhancing the involvement of the students of the school's Culminating Activity, the researchers have to gauge the level of awareness of every student in various aspects of the Paiskaran.

**METHODS**

The combination of Quantitative and Qualitative data collection is conducted for this study. The researchers used Survey- Questionnaires to assess the level of awareness of the Grade 12 students. In the same way, the tool also used for part of it was qualitative in nature for it required a subjective response from students. This is to ensure that the study will concede on the student's personal insights and suggestions on how to improve the Paiskaran-Culminating activity.

**RESULTS**

Through the survey-questionnaire, respondents on some aspects stated "fully aware". On the other hand, the researchers found gaps when most of the respondents chose "moderately awareness" among the levels. On the most basic particulars of the survey questionnaire, the researchers were able to gauge that the Grade 12 students are fully aware of the Culminating Activity called Paiskaran. Also, full awareness is reflected in aspects like skills utilization and team effort are needed in this action research. However, most aspects indicated "moderately awareness" with the mean of 3.38 see Table 1.1 for the weighted mean for each facet.

**DISCUSSIONS**

Using the mixed-method approach, most aspects indicated "moderately awareness" specifying that the level of awareness of the students was connected with the components such as the concept of Paiskaran, its influence on their academic progress and how it creates linkages among stakeholders. The research also determined the advantages and disadvantages of the Paiskaran so that its strength will be enhanced further, and its weaknesses are converted positively. The results acclaim the needs to increase awareness through pre deliberation activities in consideration with the students' point of view since they play the most significant role in the Paiskaran. In this endeavor, the researchers visualize an improved version of Paiskaran on the years ahead, the involvement of students are highly observed and making the Culminating Activity reaches its "Version 2.0".

**KEYWORDS:** Paiskaran, Showcase, Culminating Activity, specialization

**SUBMISSION ID: R04A-BATANP-2185**



**Palmer Method as a Tool for Improving the Cursive Style of Writing among Grade Five-Kamagong Pupils of Paaralang Elementarya ng Talahiban 1.0**

Mylene Manalo, Department of Education

**Abstract**

**INTRODUCTION**

Writing legibly is one of the basic knowledge a learner should possess. In line with this, the researchers made a study to determine the effectiveness of Palmer Method as a tool in improving the cursive style of writing among Grade Five Pupils of Paaralang Elementarya ng Talahiban 1.0.

The study started with an identification of the existing problems, encountered on the cursive style of the handwriting of Grade Five- Kamagong pupils, so an action plan was developed and implemented. To evaluate the effectiveness of the implementation, quantitative data were collected and analyzed.

**METHODS**

The study employed a Descriptive Comparative research design. The respondents of the study were taken from the 10 pupils of Grade Five Kamagong in Paaralang Elementarya ng Talahiban 1.0. The random sampling technique was used in selecting the respondents. The goal of this action research project was to determine if regular cursive instruction would positively affect the participants' general handwriting skills. Several methods of data collection were used to examine the students' handwriting abilities. The first method was the Pre-Assessment Tool given to the participants to determine their baseline writing abilities. Post Assessment was administered again at the close of the six weeks of cursive instruction to determine if there was a change in the students' printing abilities following cursive instruction. A rubric was used to measure their performance.

**RESULTS**

This study revealed that the condition of the handwriting of the Grade Five learners of Paaralang Elementarya ng Talahiban 1.0. The study revealed that there is a significant change in the level of performance of the pupils when the Palmer Method was introduced. The increases in scores were approximately the same for all participants whether they scored higher or lower on the first cursive writing sample.

**DISCUSSIONS**

Because the participants improved their overall handwriting skills, the researchers plan to introduce the Palmer Method cursive style of writing to all students starting from Grade Two. Palmer advocates that cursive is easier to learn because students do not have to learn cursive from scratch; they just learn to connect the tails.

The findings may encourage more teachers to use the Palmer method to help students to improve their handwriting skills. This will help teachers meet the needs of their students by assessing and remediating students who need help and practice.

**KEYWORDS:** PALMER

**SUBMISSION ID: R04A-BATANP-0786**



**Pamamahala ng Pag-Uugali ng mga Batang Kindergarten sa Lemery Pilot  
Elementary School**

Wiljoy Marie Catapat, Department of Education Lemery

**Abstract**

**INTRODUCTION**

Managing a person's behavior is not an easy task. For teachers, it is one of their primary responsibilities to take charge of molding and making their pupils a better one by managing their social attitude toward others especially on the people around them. Understanding the root cause of the child's behavior is essential, as without this it is unlikely that any behavior strategy will be sustainable. Through behavior management, teachers can create an atmosphere of mutual respect in which all classroom participants feel safe to share their options. Knowing the outcomes of the study will provide ideas to the researcher and co-teacher to successfully manage schools' classroom, students increase success and create a productive and cooperative learning environment.

**METHODS**

Different strategies employed by teachers in managing behavioral problems in kindergarten was taken down notes and serves as the basis of techniques and programs to be included in the activities that aim to increase the interest of the pupils to behave among their age. Likewise, the teachers continuously conducted the most appropriate strategies suited for the individual characteristics of each kindergarten pupils. And the teachers employed different techniques that are believed to meet the management of behavior for the capability of the pupils' individual differences.

**RESULTS**

The assessment of the teachers of problems observed in the kindergarten pupils indicates that kindergarten learners require more strategies and techniques from the teachers for them to improve their behavior inside the classroom. As for observation, the teachers of kindergarten pupils use different strategies and techniques on managing behavior of children who need further improvement. Applying the different method in which should focus on molding children for better learning process inside the classroom was evaluated so that every child will learn without being disturbed by the students having behavioral problems.

**DISCUSSIONS**

There should be a proposed effective strategy in managing behavioral problems of the kindergarten pupils. Improve every aspect of changes and make sure to accept each individual differences. Pupils that showed unnecessary behavior should be taking care of and given time to make them act accordingly in the class. Teachers must learn how to address disruptive behavior safely and effectively. And they must acknowledge the strategies and plan an effective technique in managing behavioral problems among their students.

**KEYWORDS:** managing behavior, Kindergarten, learning environment

**SUBMISSION ID: R04A-BATANP-1000**



**Pammateg: Change Over of the Sped Autism Level I Pupils of Cabarroguis Central School**

Precilla C. Libunao, Cabarroguis Central School Integrated Sped Center

**Abstract**

**INTRODUCTION**

Since the start of Cabarroguis Central School SPED Center, one of the most difficult problems affecting children with autism was their failure to engage with the world around them. This was a major challenge for educators when trying to teach these children. Finding ways to actively engage these children from an early age was arguably one of the most important tasks for educators as engagement is a gateway to learning and is one of the best predictors for positive pupil's outcomes and how children will make a difference. The research "Pammateg: Change Over of the Eight Autism Pupils of Cabarroguis Central School," was conceptualized and have a transformation of these children to fully develop their maximum potential and become self-reliant and the opportunities for a full and happy life. Furthermore, the development and maximization of learning competencies, as well as the inculcation of values made the learners with special needs useful and effective members of society.

**METHODS**

The study utilized descriptive-comparative research design using paired sample test. The respondents of this research were eight

(8) SPED Autism Level I Pupils of Cabarroguis Central School. The data obtained was a pre-test administered based on the modified competencies. The post-test was administered after engaging the PAMMATEG and compared the results for analysis.

**RESULTS**

The autism pupils performed low in reading, numbers, and acquisition of colors, sounds and shapes before PAMMATEG were given while the pupils' skills improved significantly from low to moving toward mastery when PAMMATEG was introduced. Results of the post-test score were ( $M=25.75$ ,  $SD=.8864$ ). This implies that pupils had improved the skills after the intervention was given. PAMMATEG was effective because there was a significant difference in the scores of the respondents before and after the implementation. The researcher realized that experiences in dealing with children of different exceptionalities brought inspiration, happiness, and every little accomplishment these pupils make bring a sense of fulfillment.

**DISCUSSIONS**

Given truly focus on the eight special respondents with the use of the Pammateg materials, there was a sense of fulfillment. The reason is that, even if the researcher was not able to let all her pupils read, it is a big consolation that through the material Pammateg she produced 3 out of 8 special pupils with different exceptionalities able to read.

**KEYWORDS:** Autism, Performance, Pammateg

**SUBMISSION ID: R002-QUIRIN-0016**



**Pantawid Pamilyang Pilipino Program: Bridging Financial Gaps and its Relationship on the Academic Performance of Selected Junior High School Students of Ettmnhs S. Y. 2018-2019**

Aeron Carl C. Pasao, Angelo Rainier D. Batolina, & Razzell T. Acar, Department of Education, ETTMNHS

**Abstract**

**INTRODUCTION**

Local news reports reveal that it is hard for students to go to school without enough finances to support their academic needs. In line with this, the government introduced the Pantawid Pamilyang Pilipino Program (4P's) to aid the financial needs of the less fortunate. In this study, the relationship between the Pantawid Pamilyang Pilipino Program or (4P's) and the perceived academic performance of selected Junior High School was determined.

**METHODS**

This descriptive correlational study was conducted with thirty (30) Junior High School students of Emiliano Tria Tirona Memorial National High School 4Ps beneficiaries through systematic random sampling. The data that were collected thru a validated questionnaire, consisting of two sections which are the demographic and a Likert scale on the student's perceived academic performance and actual Grade. Collected data sets were analyzed through quantitative analysis.

**RESULTS**

It was revealed that majority of the respondents have an average level of academic performance based on their first grading average Grade. Most of them moderately observed doing assignments and preparing for tests, doing paper activities, studying harder in improving for their low Grade and also finishing study before watching television. Some of them are neutral in joining extracurricular activities and studying lessons when they are absent. Some of them used their vacant time for studying. Overall, the respondents moderately observed on self-activeness during class and at home while doing academic tasks.

**DISCUSSIONS**

Pearson R results showed that the Pantawid Pamilyang Pilipino Program has a low positive correlation with the academic performance of the selected junior high school students of Emiliano Tria Tirona Memorial National High School. The 4Ps help the students to boost themselves knowing that they have a source of allowance for their schoolwork. However, there were some 4Ps students who performed poorly in their academics. This finding implies that future researches on strengthening interventions for 4P's beneficiaries considered to be students at risk of dropping out.

**KEYWORDS:** 4P's, Academic Performance, Financial Gaps

**SUBMISSION ID: R04A-CAVTP-1100**



**Parent Involvement and Pupil's Learning Behavior its Relationship to the Academic Performance of Grade 4 Pupils: Basis for an Intervention Program in Teaching**

Renalyn Oriarte

**Abstract**

**INTRODUCTION**

The study aimed to analyze the parenting involvement, learning behavior, and academic performance of Grade four pupils of BRFMES. What is the extent of the involvement of parents in the school activities of their children? What is the academic performance of the Grade 4 pupils during the first and second quarter? Is there a significant relationship between the parent's involvement and the academic performance of the pupils? Is there a significant relationship between the pupils learning behavior to their academic performance?

**METHODS**

The descriptive-correlational design was used with survey questionnaires to gather data.

**RESULTS**

The pupils were just right for their Grade level. Parents were actively involved in the school activities of their children. They attended meetings and other related activities of the school. There is a positive effect of parent's involvement on the academic performance of the pupils and there is a positive relationship between pupils' learning behavior and academic performance. Every pupil has the potential to learn and become a responsible citizen if given a conducive environment taking measures to improve academic performance and outcome starts with improving the behavior of students in the classroom. Teachers play a large role in creating an environment that encourages learning, improve student behavior, and create a better academic performance at every level of education.

**DISCUSSIONS**

The parents' involvement has a positive relationship with the pupils learning behavior. A parent who has a positive attitude towards their child's education, school, and teachers, is able to positively influence his or her child's learning behavior and academic performance. Future policies should focus on developing and promoting school programs that enable parents to increase a child's perception of cognitive competence, and fund future research to better understand the mechanisms by which this occurs. School administrators should consider ways to improve the student-teacher relationship.

**KEYWORDS:** PARENT INVOLVEMENT AND PUPIL'S LEARNING BEHAVIOR

**SUBMISSION ID:** R04A-CAVTP-0607



**Parent Involvement and the Academic Achievement, Attitudes and Behavior of Grade 10 Students at Magdalena Integrated National High School**

Jeanette Millena, Juana A. Arvesu, Magdalena INHS

**Abstract**

**INTRODUCTION**

Education has been regarded as one key factor to ascertain a country's growth and development.

**METHODS**

Educational researches argue that parent involvement in school is valuable and generates a positive impact. To bridge this gap, this initial inquiry is undertaken.

**RESULTS**

The findings of this study will guide the education administrators and educators alike in framing informed decisions as regards the forms and extent of parent involvement in school as they prepare their students in the transition to higher education.

**DISCUSSIONS**

The primary objective of this study is to examine the effects of parent involvement on the academic achievement, attitudes, and behavior of Grade 10 students in Magdalena Integrated National High School.

**KEYWORDS:** parental involvement, attitudes, behavior, academic achievement

**SUBMISSION ID: R04A-LAGUNA-0264**



**Parent Involvement towards the Attitudes of Grade Six Pupils in San Isidro  
Elementary School San Luis District**

Shirly Balderama, Department of Education San Luis

**Abstract**

**INTRODUCTION**

Pupils with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than pupils whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated, with the largest effects often occurring at the elementary level.

**METHODS**

The researcher followed three steps in attaining the objectives of the study; input, process, and output. The input includes readings about parental involvement towards the attitude of pupils. This is the research phase where the researchers set foot in conducting the research by maximizing observations. The process includes a review of related literature, identification of target respondents, preparation, and distribution of questionnaires, tallying interpreting questionnaire. The responses were tallied and interpreted to confirm the result gathered from the answers of the respondents.

**RESULTS**

This part of the study presents the responses to the questionnaires by the Grade VI pupils.

1. Assessed of the pupil respondents on the Parental Involvement
2. Assessed Parental Involvement that Influences the pupil respondents
  - 2.1 Mental - Influence of parent involvement on the mental development of pupils was generally in moderation.
  - 2.2 Social - The influence of parent involvement on the social development of the pupils were often been advised which can be translated to a rate of four in a scale of one to five is the highest. The pupils showed good attitudes toward their peers.
  - 2.3 Moral and Spiritual - Influence of parent involvement on the moral and spiritual development of pupils was often been advised.
3. Possible solutions or activities sure to be of help to the pupils to develop mentally, socially, morally, and spiritually in relation to their attitudes, behaviors, and study habits.

**DISCUSSIONS**

Children's performances in school and in the community were anchored largely on their families because the development of their attitudes and behaviors started and molded at home. If they feel that their parents are concerned about the things they are doing in school, they are inspired to do things better in school. Children perceived the instructions and teachings of their parents and that greatly influences performance particularly study habits, self-discipline and their relations with peers and playmates.

**KEYWORDS:** fundamentals, behavioral, involvements

**SUBMISSION ID: R04A-BATANP-1473**



## **Parent Separation and its Effect on the Motivation of Senior High School Student to Go to School**

Jeus Rahl V. Costales & Janine Vince H. De Guzman, Department of Education,  
Ettmnhs

### **Abstract**

#### **INTRODUCTION**

Separation of parents has been a problem in some countries. Based on some past researches separation of parents affect the behavior and the motivation of their children but some also said that it depends on the country or the place where the child grew up. Motivation is one of the key factors in terms of learning and improving reading. The part of parents in their children's life is very important because it may affect their behavior and motivation. There is a limited study about parental separation and its effect on the motivation of senior high school students to go to school in the Philippines.

#### **METHODS**

In order to know the effect of parent separation on the motivation of students, 30 respondents were studied. A group consisting of students with separated parents and another whose parents are still together, were organized. The researchers used the self-regulation questionnaire academic (SRQ-A) to measure the motivation of randomly selected students in senior high school of ETTMNHS. This survey is distributed to every SH student.

#### **RESULTS**

Based on self-regulation questionnaire (SRQ-A) with the mean of 2.87 and SD of 0.17 for the student with no separated parent, and for the student with separated parent with the mean of 3.02 and SD of 0.16, t-test of independent means at 0.05 level of significance revealed that there is no significant difference between students whose parents are together and students with separated parents in terms of motivation to go to school.

#### **DISCUSSIONS**

The results revealed that in terms of going to school, there is no significant difference between students whose parents are still together and those whose parents are separated. The majority of the respondents agree about going to school in spite of their family problems. This research can be used in future generations as guide for another research study, one possible research study is to identify other factors that affect children in terms of parent separation or on the effect on motivation.

**KEYWORDS:** Separation, Motivation, Behavior

**SUBMISSION ID: R04A-CAVTP-1074**



**Parent Teacher association Involvement in Sdo-Quirino School Operations:  
A Process- Based Evaluation**

Hilaria T. Sabado, Ph.D. & Jorge G. Saddul, Sr, .Orlando E. Manuel, Department  
of Education-Quirino

**Abstract**

**INTRODUCTION**

The great participation of PTAs and other stakeholders in the different programs, activities, and projects of every school in SDO-Quirino have been observed. This study aimed to evaluate the level of awareness of PTAs on the different provisions and extent of implementation of DepEd Orders 54, 77 s. 2009 and 83, s. 2010 implementing guidelines of PTAs involvement in school operations and identify unique challenges, issues, problems in the implementation.

**METHODS**

A mixed method was utilized to treat, evaluate, and interpret the data. Mean, SD, Pearson r and descriptive explanatory approach were used to treat the quantitative-qualitative data.

**RESULTS**

The level of awareness and the extent of implementation of the 7 provisions exposed significant correlation which implies a connection. The level of awareness is significant in the process of implementation that for every factor affecting the implementation of one provision it goes with the other provisions. The objectivity in the implementations of the different provisions the level of awareness of PTAs is significant. PTAs should be literate and given adequate orientation about their responsibilities, functions, and limitations.

**DISCUSSIONS**

PTA is a great partner in providing concrete and alternative solutions to school problems, implementation of programs, organizational support, and learning delivery. The excellent partnership between PTA and school community be institutionalized, sustained, and be included in the SIP and AIP of the schools, districts, and Division.

**KEYWORDS:** Parent Teacher Association, Evaluation

**SUBMISSION ID: R002-QUIRIN-0126**



**Parental Guidance towards the attitudes of intermediate Pupils of  
Panghayaan Elementary School**

Jurex Macatangay, Department of Education, Taysan District

**Abstract**

**INTRODUCTION**

Children nowadays during their teenage life are very much concerned with the kind of family they belong to and the attention they get from parents. Parents lay the strong foundation for moral and personality development of the child. They provide emotional security, which is the very source of a child's personality.

One of the most crucial responsibilities of parents is cultivating appropriate attitudes in their offspring and to contribute to their proper education. It is common for Filipino parents to say to their children that education is the best inheritance that they could bestow upon them and that education will pave their way to success in life.

**METHODS**

One of the methods used by the researcher was a descriptive method. This followed the three design stages in attaining the objectives of the study; Pre-design, Design stage, Post Design Stage.

**RESULTS**

The pupils assessed that parental guidance has been carried out in the school and community. It influenced the development of attitudes of pupils.

The parent gave more emphasis on teaching the pupils to be helpful and forgive their aggressors than to listen to ideas of their peers and playmates.

**DISCUSSIONS**

From the finding of the result, they exercised their guidance to a great extent in teaching the pupils the basics of self-discipline and the basic framework of good study habits.

The pupils chose to strengthen more their family ties through the observance of moral and spiritual disciplines with their families, especially churchgoing, praying, eating, house cleaning and bible reading.

**KEYWORDS:** guidance, attitudes

**SUBMISSION ID: R04A-BATANP-0940**



**Parental infant Feeding Practices and the Academic Achievement of the Children**

Ian Catolico

**Abstract**

**INTRODUCTION**

30

**METHODS**

34

**RESULTS**

25

**DISCUSSIONS**

36

**KEYWORDS:** PARENTAL INFANT FEEDING PRACTICES AND THE ACADEMIC ACHIEVEMENT OF THE CHILDREN

**SUBMISSION ID: R012-SARANG-0025**



**Parental Influence on Choosing the Career Path of incoming Grade 11  
Students of Colegio De San Juan De Letran Bataan**

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De San Juan De Letran Bataan  
(Adviser: Lourdes Artuz)

**Abstract**

**INTRODUCTION**

The general objective of this study was to determine the positive and negative impacts of parents' profession, educational background, and career ideal for their children. This qualitative study also determined the factors that incoming Grade 11 students considered in choosing their career. It utilized the Descriptive-Status and Survey method of research employing self-administered questionnaires asked through interviews. The answers of the respondents were recorded, transcribed, and analyzed to form a conclusion.

**METHODS**

The respondents were identified based on a pre-survey conducted among the Grade 10 students. It was done to identify those who are already decided for their senior high school strand. The findings of the study revealed that there were various factors that affect the students in deciding on their strand or track. These include subjects or opportunities that a particular strand offer, the people around them, the actuality of their desired profession and lastly, their own ambition.

**RESULTS**

The study concluded that the parents' profession, educational background, and career ideal for their children have no negative impact on the students' career preference. In contrary, the parents' profession, educational background, and career ideal serve as a guide, support, and motivation for them to be able to surpass their parents' successful career in life.

**DISCUSSIONS**

The researchers would like to expose the following recommendations: the students should consider the factors that influence their decision based on the gathered data; the parents should have an open discussion with their children so that they would be able to guide and trust them more especially in choosing their career; the Guidance Office may provide parent-student seminars or recollections that would provide better relationship among the two involved parties for the parents to be able to comprehend more their child's goals and ambition. Finally, the researchers recommend the future researchers to utilize this study as a reference should they wish to write something about the parental influence on choosing the career path of incoming Grade 11 students. They may further improve the study or study other variables which are not included.

**KEYWORDS:** Career selection, parental influence, senior high school

**SUBMISSION ID: R003-BATAAN-0003**



## **Parental Influence on Pupils' Achievement in Mathematics**

Irene Albalate

### **Abstract**

#### **INTRODUCTION**

The study determined the parental influence on pupils' academic achievement in Mathematics in Lupi Central School, Lupi, Camarines Sur school year 2003-2004. The following specific objectives were pursued: a) Assess the parents' perception on their roles and extent of involvement in school affairs; b) Relate role perception and extent of involvement of parents in school affairs; c) Find out the differences in parental involvement in school by Grade level; d) Identify the factors that influence involvement of parents in school affairs; e) Assess pupils' achievement in Mathematics; and f) Relate parents' involvement in school with academic achievement of the pupils in Mathematics.

#### **METHODS**

Descriptive method of research was employed applying comparative and correlational types of research. The respondents were composed of 124 pupils, 124 parents and 19 teachers. The pupils were proportionately represented from grades I to VI together with their parents while census sampling was applied to teacher respondents. The questionnaire, interview, and documentary analysis were used in gathering data. Statistical treatment includes the use of frequency count, percentage, weighted mean, arithmetic mean, standard deviation, analysis of variance and t-test, multiple regression analysis and chi-square test.

#### **RESULTS**

The findings were as follows: 1) The parents believed that they have much to do as school partners in developing their children. 2) Between parents' perceived role and extent of involvement only the role as financier where the perception of roles and involvement was found significantly related. 3) Differences among the parents' perceptions of their roles and involvement were not significant among parents by Grade level; 4) Findings revealed that parent-factors were related to their extent of involvement in school affairs. 5) The Pupils have average academic achievement in Mathematics. 6) The pupils' achievement in Mathematics was significantly related to parental involvement as a financier and policymaker.

#### **DISCUSSIONS**

The results express the need of parents' involvement in various school activities that enhance the development of pupils. A seminar or lecture be conducted on parents as partners in education to enhance their knowledge of their roles and gain their cooperation in school affairs. Family-homework partnership is organized, and a classroom community is established by the school to enhance Mathematics achievement of the pupils.

**KEYWORDS:** PARENTAL INFLUENCE, PUPILS' ACHIEVEMENT, MATHEMATICS

**SUBMISSION ID: R005-CAMSUR-0126**



**Parental Influence on the Values Formation of Grade Six Pupils in Pook Elementary School**

Cipriana Vergara

**Abstract**

**INTRODUCTION**

Our children today are growing up in a society that is influenced primarily with different factors. Their behavior is the factor that influences their education. In the formation of character, no other influences count so much as the influence of the home because forming values starts during childhood. Parents must play a big responsibility in guiding and teaching their children. They are the first and probably the most influencing socialization agents that should serve as models to their children who frequently imitate the behaviors they see.

**METHODS**

The descriptive survey method was used to determine the demographic profile of the respondents and the factors affecting the values formation of pupils as perceived by the teachers and parent of pupils in Pook Elementary School. The descriptive study involved the gathering of data regarding current conditions to answer questions concerning the situation. This study equally used the development of an intervention program based on the research findings. The researchers used simple random sampling.

**RESULTS**

Pook Elementary School experienced lots of common values that affect the values formation of pupils as perceived by the teachers. It was observed that many of children today are lack of good behavior due to some factors like family by which the attitude possessed by the pupils was affected with the way they are nurtured by their parents. Pupils usually do things that they see on their parents. The attitude presented by the pupils was based on their experiences at home, social and the effect of the environment itself.

**DISCUSSIONS**

To produce the problem regarding the values showed by the pupils, the study found a positive and effective way to improve the pupils' relationship with parents, teachers, and other pupils. In order to develop high moral values among the learners, the school organized family day wherein the spirit of cooperation and openness between parents, teachers, and pupils are shown. Parents are also giving proper discipline to their child so that at their young age they develop moral values that children must possess.

**KEYWORDS:** influence, moral values, nurtured, openness

**SUBMISSION ID: R04A-BATANP-1418**



**Parental Involvement and Academic Achievement in Math of Grade 3  
Pupils: Basis for Remediation Program**

Julie Ann Basilio, Francisco De Castro Elementary School

**Abstract**

**INTRODUCTION**

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives. Having a low result in Mathematics that why this research came up.

**METHODS**

The study used a descriptive correlational research approach. Data were gathered using a questionnaire administered to 145 pupils' parents. Percentage, weighted mean, and chi-square were the statistical tools used.

**RESULTS**

Descriptive Level	Frequency	Percentage (%)	Outstanding	2	1.40
Above Average	28	19.30			
Average	33	22.80			
Below Average	82	56.50			
Needs Improvement	0	0			
Total	145	100.00			

The greatest number of pupils falls on the category "below average" in terms of academic achievement.

The result is fair because parental involvement is different in every home.

The table shows between Academic Achievement and parental involvement is significant. Parental involvement can affect positively to the academic achievement of the pupils.

**DISCUSSIONS**

Findings are (1) Pupils have "fair" learning at parental involvement with an overall mean of 2.94 (2) In terms of academic achievement, pupils 56.50 were classified as below average, 22.80 percent were average, 19.30 percent were above average and only 1.40 percent was outstanding in first grading (3). A significant relationship also exists between parental involvement and academic achievement of the pupils with a chi-square value of 116.408

Based on the data gathered and analyzed, the following conclusions were drawn: 1) Parents have fair parental involvement in their child's academic achievement (2) Very few pupils have outstanding achievements in academics while most of them were classified as below average (3) A significant relationship was observed among academic achievement and parental involvement.

Recommendations are: (1) Parents can create designating an area to do homework (2) pupils of low Socio-economic status and low self-esteem should not be reinforced by educators. School should help them in their material needs (3) As for non-educated parents, the teacher must assist and orient them so that pupils are motivated to learn.

**KEYWORDS:** reforms, initiatives, integral part

**SUBMISSION ID: R04A-CAVTP-1259**



**Parental Involvement and Performance of Kindergarten Pupils: Basis for an Action Plan**

Lourdes Lubo

**Abstract**

**INTRODUCTION**

Parent involvement and interest in child education are viewed by educators, school management and politicians alike as key factors to succeed in school. The success of children in education is the product of the partnership of the parents and the school through the cooperative ventures of teachers, pupils, and parents. Lack of parental involvement leads to the behavioral problem, absenteeism, and poor academic performance particularly in language literacy and numeracy of the pupils. The study deals with the assessment and analysis of parental involvement in the school setting for which to enhance the learning competencies and help the kindergarten pupils increase their academic performance.

**METHODS**

The research design used in this study is descriptive analysis since the study is descriptive in nature. The design is the most appropriate approach since the study did not only involve gathering and tabulation but more importantly the interpretation and analysis of data. Seven kindergarten teachers and fifty parent representatives were given a questionnaire survey. The questionnaires were then distributed, administered, and retrieved after giving the respondents ample time to complete the survey. The data gathered were subjected to tabulations and statistical treatment.

**RESULTS**

Kindergarten teachers considered a lack of parental involvement as a factor that affects the academic performance of pupils. The activity under parental involvement which received the highest rating is Parenting. This implies that parents have the highest regards of their vocation to provide help and care for their child. Parental involvement is associated with children's higher achievements, better behavior, and social skills and lower drop-out rates. The strong partnership and cooperation between teachers and parents are highly recommended to achieve better opportunities for the pupils' learning and development.

**DISCUSSIONS**

The results demonstrate the need to strengthen the practices of parental involvement in the school setting to improve and sustain the educational growth of the pupils. School and community linkages must be developed to provide more support from the parent to school. The development and progress of the child are not confined in school alone, in fact, it is a joint effort of the school and home. Parents play a crucial role in supporting their child's education without their active support the success of their child is not possible. Parental involvement is truly a factor in the success of a child's education.

**KEYWORDS:** Parental Involvement

**SUBMISSION ID: R04A-CAVTP-0517**



**Parental Involvement and Pupils' Academic Performance in Batangas City  
District I**

Marife Frane

**Abstract**

**INTRODUCTION**

The researcher wants to find out the extent of parental involvement as assessed by the teachers and the parents and how it affects the level of academic performance of the pupils in order to arrive with proposed activities to enhance parental involvement.

**METHODS**

Descriptive method of research was employed in this study. The respondents of the study were 188 pupils, their parents, and intermediate teachers of the public elementary schools in District 1.

Questionnaires were distributed by the researcher to the target respondents in their particular schools. After retrieval, the answers were tallied, analyzed, and interpreted. Data gathered were presented in the succeeding tables. After each table, the data were analyzed and interpreted in the light of the major and specific objectives defined in this research and interventions were crafted.

**RESULTS**

The following were the findings obtained: (1) The parental involvement in the education of their children is to a great extent. (2) The level of academic performance of intermediate pupils is satisfactory. (3) The responses of the teachers and students on the extent of parental involvement differ. (4) There is a significant relationship between the assessments on the extent of parental involvement and pupils' level of academic performance.

**DISCUSSIONS**

Based on the result of the study, teachers and parents should be more aware of parental involvements in terms of open communication, motivation, and time management of students. They should attend seminars and training for professional development and new strategies/techniques in education. The proposed activities should be evaluated by principals and be disseminated to stakeholders to maximize their application.

**KEYWORDS:** Parental Involvement, Home Environment, Study Habits, Financial Support

**SUBMISSION ID: R04A-BATANC-0065**



**Parental Involvement and Retention Rate in Public Elementary Schools in  
the District of Cabuyao**

Maria Kathrina Anacay, Department of Education-Cabuyao

**Abstract**

**INTRODUCTION**

It is widely recognized that if pupils are to maximize their potential from schooling, they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators, and parents' organizations across the nation. Parents' involvement in prevention efforts targeting adolescents increases the impact of such programs. However, the majority of risk - reduction intervention programs that are implemented through schools do not include parents, in part because most existing parental interventions require significant time commitment by parents. Adolescent behavior is influenced by family, peers, school, neighborhood, and the broader socio-cultural context (Jackson, Henderson, Frank, & Haw, 2012), with family being especially influential. Parents are positioned to assume a central role in protecting against adolescent involvement in risk behaviors (Wiloughby & Hanza, 2011).

**METHODS**

The study employed a quantitative research approach. Through random sampling, 200 public elementary school teachers and 200 parents from the District of Cabuyao were selected as respondents of the study. A survey questionnaire was used as the main data gathering instrument of the study, the percentage, weighted mean, and Pearson Goodman and Kruskal's Gamma Correlation were the statistical tools used in the study.

**RESULTS**

The findings of the study reveal that parents' involvement on educational performance, behavior/attitudes, and school environment significantly affects schools' retention rate on the school year 2015 - 2016 and that some variables of the family profile also significantly affect the schools' retention rate.

**DISCUSSIONS**

Based on the findings of the study, the following are recommended: 1. There is a need for the school community to produce a collaborative plan to enrich the involvement of parents on the school's retention rate as suggested on the offered action plan. 2. The parents are encouraged to give their full support for their child's education. 3. The parents are encouraged to devote most of the time that they have available for children's schooling to directly assisting children to master the school curriculum. When they feel strongly that changes in the school are required, approach school administrators and teachers in coordination with other like-minded parents, to request/insist on such change.

**KEYWORDS:** Parental Involvement, Retention Rate

**SUBMISSION ID: R04A-CABUYA-0055**



**Parental Involvement for an Improved Performance in Reading of Grade 3  
Pupils in Bilibinwang Elementary School**

Teodora Mercado

**Abstract**

**INTRODUCTION**

Some primary pupils find it difficult to read and understand despite knowing the fact that reading is indispensable. Strong analysis by the teacher has been made that parental involvement influences the reading achievement of the pupils. This research was carried out to explore the correlation between parental involvement and improved performance in reading among Grade 3 pupils, thus, the researcher assessed an action plan to provide assistance to the parents in order to improve the performance in the reading skills of their children.

**METHODS**

The study utilized quantitative research methods to collect data. A questionnaire was used in collecting data which consisted of seven questions including the personal information about the respondents. Sixteen parents of Grade 3 struggling and slow readers responded to the survey for a return rate of 100%. It was analyzed using frequency count and percentages. Based on the answers gathered, it was tallied, tabulated, computed, and encoded one by one for the actual and reliable result.

**RESULTS**

All respondents seemed very supportive of their children's welfare regarding their reading performance. As expected, all were positively responded with the affirmations given by the researcher, including, the most attended school activities involving reading program, ways of improving parental involvement in their children's reading ability, why parents should attend the school activities involving reading program for the improvement of their children's reading performance, and why parents should help in improving their children's reading performance. The average total of only 7 out of 16 parents or almost 44% were identified to be involved for improved performance in the reading skills of their children.

**DISCUSSIONS**

The findings indicated that parents' involvement in reading performance of their children need to be improved. Though they seemed very supportive of their children's welfare regarding their reading performance, they are not aware of what to do to develop their reading ability. They should encourage their children to read at home and books should be provided for them to improve their reading. They should cultivate the habit of using their leisure to read for pleasure.

**KEYWORDS:** indispensable, correlation, involvement, struggling reader

**SUBMISSION ID: R04A-BATANP-1273**



## **Parental Involvement in Grade 7 and Grade 12 in San Juan National High School**

Aira Joy Gratil, San Juan National High School  
(Adviser: Estrella Balane)

### **Abstract**

#### **INTRODUCTION**

Parental involvement refers to the parent's participation in their child's schooling and life. Inactive participation in the part of parents may lead to poor academic performance and misbehavior of their child in the school. This study aims to identify the types, level, and rate of effects of parental involvement experienced by Grade 7 and Grade 12 students in San Juan National High School. Also, it aims to determine whether there is a significant difference between parental involvement in Grade 7 and Grade 12 students.

#### **METHODS**

Using a descriptive-comparative approach, the study used a validated survey questionnaire prepared by the researcher, which was distributed to the selected Grade 7 and Grade 12 student-respondents. The data was analyzed through arithmetic mean, standard deviation, and Z-test.

#### **RESULTS**

It was found that parenting and volunteering were the prevalent types of parental involvement while communicating and decision-making were the least types in Grade 7 and Grade 12, respectively. Also, the results showed that Grade 7 students enjoyed a higher level of parental involvement than Grade 12 students. Furthermore, it was concluded that the positive effect of parental involvement increased as the student went into a higher-Grade level.

#### **DISCUSSIONS**

Though it was not explicitly considered in the study, it is inevitably true that parental involvement plays a significant role in the academic performance of the child. To increase parent's participation, the researcher suggests distributing researcher-proposed handbook to the parents to encourage them to be actively and effectively involved in their child's schooling.

**KEYWORDS:** Parental Involvement, Comparative Research

**SUBMISSION ID: R005-CAMSUR-0143**



**Parental Involvement in Improving Academic Performance of Grade Six Pupils in Coral Na Munti Elementary School**

Analiza Pilac & Sevilla Endaya

**Abstract**

**INTRODUCTION**

Parents' involvement in the education of their children is important. Several topics refer to parental involvement but this research aims to establish parental involvement through activities such as tutoring at home, parents' participation in school academic activities, and even home environment in improving the academic performance of Grade Six pupils.

**METHODS**

The following research instruments were used; interview, questionnaires, and data analysis. The data were analyzed using descriptive statistics since the study was descriptive in nature. The mean scores and frequency are used in the presentation of data.

**RESULTS**

Majority of the respondents were High School graduates, and the source of income is from wages/ salary and for the nature of work, majority of them are indulging in farming/ hog raising as a means of livelihood. 1.) It revealed that 20 (40%) of the parents set study rules at home for their children, and only 15 (30%) have set up a study room at home, give rewards to their children if they do well in school, and read together with their children. 2.) There were only 15 (30%) parents who have communicated with the school to inquire about teaching methods of teachers and 30 (60%) of the parents arrange the contribution/ projects for their child. 3.) A total mean of 15.10% of parents agreed to participate in educational activities.

**DISCUSSIONS**

It is best to give incentives or rewards once in a while to children to let them feel they have done great in their academic performance. Most respondents indicated communication was important in a learner's academic performance. The mode of communication used between teacher and parents included verbal and written, a majority of the respondents preferred written methods compared to parents who are used to verbal and mobile phones. The results were utilized to develop school programs associated with parental involvement in school activities, decisions, and homework. In such a way the programs to be implemented can bridge the gap between home and school while improving the student's academic achievement. The Action Plan / Project "La Pieta" (Parental Involvement Enhancing Education Toward Academic Achievement) was fully implemented in school to establish strong partnership with parents in improving the academic performance of their children.

**KEYWORDS:** involvement, academic, performance, partnership

**SUBMISSION ID: R04A-BATANP-2060**



**Parental Involvement in Improving Academic Performance of Grade Six Pupils in Coral na Munti Elementary School**

Sevilla Endaya & Teacher Analiza Pilac

**Abstract**

**INTRODUCTION**

Parents' involvement in the education of their children is important. Several topics refer to parental involvement, but this research aims to establish parental involvement through activities such as tutoring at home, parents' participation in school academic activities, and even home environment in improving the academic performance of Grade Six pupils.

**METHODS**

The following research instruments were used; interview, questionnaires, and data analysis. The data were analyzed using descriptive statistics since the study was descriptive in nature. The mean scores and frequency are used in the presentation of data.

**RESULTS**

Majority of the respondents were High School graduates, and the source of income is from wages/ salary and for the nature of work, majority of them are indulging in farming/ hog raising as a means of livelihood. 1.) It revealed that 20 (40%) of the parents set study rules at home for their children, and only 15 (30%) have set up a study room at home, give rewards to their children if they do well in school, and read together with their children. 2.) There were only 15 (30%) parents who have communicated with the school to inquire about teaching methods of teachers and 30 (60%) of the parents arrange the contribution/ projects for their child. 3.) A total mean of 15.10% of parents agreed to participate in educational activities.

**DISCUSSIONS**

It is best to give incentives or rewards once in a while to children to let them feel they have done great in their academic performance. Most respondents indicated communication was important in a learner's academic performance. The mode of communication used between teacher and parents included verbal and written, a majority of the respondents preferred written methods compared to parents who are used to verbal and mobile phones. The results were utilized to develop school programs associated with parental involvement in school activities, decisions, and homework. In such a way the programs to be implemented can bridge the gap between home and school while improving the student's academic achievement. The Action Plan / Project "La Pieta" (Parental Involvement Enhancing Education Toward Academic Achievement) was fully implemented in school to establish strong partnership with parents in improving the academic performance of their children.

**KEYWORDS:** involvement, academic, performance, partnership

**SUBMISSION ID: R04A-BATANP-2205**



## **Parental Involvement in Reading Intervention: A Reading Program for the Improvement of Grade Four Learners at Risk**

Leonisa Aran & Noralyn Vidanes, Department of Education Rizal

### **Abstract**

#### **INTRODUCTION**

The proponents of this reading intervention program strongly agree that school and community partnership should be enhanced for the improvement of quality education. The objectives of this Reading Intervention program are: 1.) Capacitate the parents towards shared responsibility. 2.) Strengthen the linkages between school and community. 3.) Involve the stakeholders toward the realization of DepEd's Vision, Mission, and Goal of creating 21st Century Learners.

#### **METHODS**

The researchers used the total enumeration sampling and experimental research design. In this design, the researchers experiment on Grade four pupils that were on frustration level during the administration of PHIL-IRI. The respondents were sub-divided into 3 levels, namely: level 1 VC/ CV reader; level 2 CVC reader; and level 3 blending reader. The experimental group was exposed to Parental Involvement in Reading Intervention.

#### **RESULTS**

To assess the level of performance in reading of Grade four pupils exposed and unexposed to Parental Involvement in Reading Intervention, the mean and standard deviation were used.

The data analysis of pre-test and the post-test revealed that the experimental group had improved after they had been exposed to the reading program. A 4.18 difference was noted, from 2.12 mean score during the pre-test, it became 6.30 during post-test.

it was revealed that from the 1.62 mean score during pre-test and 5.70 during post-test a 4.08 difference was noted. The results reveal that the experimental group gained higher mean scores than the controlled group, which implies that there is an increase in the level of performance of the respondents.

On the other hand, the post-test results for Level 3 revealed that the reading skills of Grade four pupils reached High since the weighted mean is 5.42 from 2.48 as the pre-test result. A 2.94 improvement was recorded. Results of the Action Research shall be used for school improvement purposes and for academic advancement of the school.

#### **DISCUSSIONS**

The present study built strong community partnerships and developed better parent-teacher rapport. Hence, it will provide evidence to the school as to how the school could improve their parental involvement activities.

**KEYWORDS:** reading, parental involvement, community, shared responsibility

**SUBMISSION ID: R04A-RIZALP-0417**



**Parental Involvement Nurtures Academically/Behaviorally Challenged  
Students of Bannawag Integrated School**

Erlito B. Madriaga, Bannawag Integrated School

**Abstract**

**INTRODUCTION**

This paper was conducted to engage parents in an intervention for 73 students in Bannawag Integrated School who are considered academically and behaviorally challenged.

**METHODS**

This study used the involvement and engagement scheme. Academically or behaviorally challenged students from Grade 7-10 of Bannawag Integrated School were identified. This was followed by vesting parents with guided techniques to lessen unruliness. Monitoring and evaluation ensued. An evaluation of the impact followed.

**RESULTS**

When parents, schools, and communities work together to support learning, children tend to do well in school. Performance indicators are also enhanced. Benefits to parents include intellectual and emotional advancement and better parenting capabilities.

**DISCUSSIONS**

Educators have challenging careers that are all too often unacknowledged, but parent contribution helps ease their burden. When parents get involved, they join services with teachers to make a formidable educational team. The results of the paper suggest that parenting capability and involvement should always be at the front. This supports the expert's quote that "It takes a village to educate a child". The result of the study suggests also that these should be disseminated to all schools in Diffun District 01 who have the same concerns.

**KEYWORDS:** Parental Involvement, Academic Achievement, Behaviorally Challenged

**SUBMISSION ID: R002-QUIRIN-0123**



**Parental Involvement on Reading Readiness: Phonetic Awareness of Kindergarten Learners in Col. Pedro Pasia Memorial School**

Regine Remo, Department of Education Cuenca

**Abstract**

**INTRODUCTION**

Parenting is the most challenging yet rewarding experience. As such, parents are a major influence in their children's lives. They have a vital role in the emotional development of their children. Parents can help children learn how to express their feelings through instructing, modeling, and guiding them in applying the skills of emotional management. As a parent, helping children with their feelings can both help them feel better and reduce behavior problems. Children who are able to manage their emotions often experience more positive feedback from others and are more successful in everyday life. Parents are important in the holistic development of their children (Gutierrez & Leyesa, 2014).

**METHODS**

This study used the descriptive quantitative approach with survey questionnaires as data gathering instruments. According to Shields & Rangarjan (2013), descriptive research does not answer questions about how, when, and why the characteristics occurred. Rather, it addresses the what question such as what the characteristics of the population or situation being studied are.

The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Descriptive research generally precedes explanatory research. Hence, descriptive research cannot describe what caused a situation. Thus, descriptive research cannot be used as the basis of a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity. Hence, this design was used in this study because it aimed to describe the profile of the parents of the Kindergarten pupils in order to craft a plan of action as to their involvement on the reading readiness of their children.

**RESULTS**

The respondents are educated hence they could be involved in the reading readiness of their Kindergarten children. The plan of action will be able to help them in the reading readiness of their children.

**DISCUSSIONS**

For parents to find time to help their Kindergarten children be able to read by practicing at home. For them to be able to be involved more in teaching their children to read at home. For them to use the suggested activities in the plan of action developed for them.

**KEYWORDS:** parental involvement, reading readiness, phonetic awareness, kindergarten learners

**SUBMISSION ID: R04A-BATANP-0307**



**Parental Involvement: It's Impact to the Oral Reading Ability of Struggling and Slow Grades Three to Six Pupils of Paaralang Elementarya Ng Maalas-as**

Karen Manalo, Geraldine Dalisay, & Marie Garce Plata, Paaralang Elementarya Ng Maalas-As

**Abstract**

**INTRODUCTION**

In this study, we determined the impacts of parents' involvement in the oral reading skills of the struggling and slow grade three to six pupils at Paaralang Elementarya ng Maalas-as.

**METHODS**

A descriptive qualitative study was used. The design of the research followed three phases namely the pre-design stage, the design stage, and the post-design stage. A research questionnaire for the fifty-two pupils from Grades III to VI was distributed. Questionnaires were retrieved from the respondents and the results were treated.

**RESULTS**

The respondents who fall under struggling and slow level were greatly affected by the following factors: 1) lack of parental supervision on their daily reading activities, 2) inability to provide their basic needs and 3) the direct effect of family-related problems to the respondents. Family background was found to have a great impact on the reading skills of the pupils since the study showed that parents lacked support and guidance to their children in practicing reading.

**DISCUSSIONS**

The results determined the need for active parental involvement that would enhance the reading skills of the pupils concerned. Constant communication and monitoring of reading performance of the pupils are necessary to ensure the reading progress of the pupils.

**KEYWORDS:** reading, impact, parental involvement, struggling, family background

**SUBMISSION ID: R04A-BATANP-1892**



**Parental Involvement: Its Impact to the Reading Intervention of Identified  
Grade Six Pupils of Crossing Elementary School**

Reynalyn Lluvioso

**Abstract**

**INTRODUCTION**

This study attempted to assess the impact of parents involvement on the reading intervention.

**METHODS**

This will be a descriptive qualitative research which aims to determine the impacts of parental involvement of slow and non-readers. The design of the research will follow three phases: the pre-design stage includes identifying the respondents of the study, preparation of research questionnaires, and treatment of the data to be gathered. The design stage includes preparation of the action plan for the interventions/ program and finalization of the action plan. Finally, the post-design stage will include the implementation of the action plan and assessment of the Implemented Program.

**RESULTS**

This part of the study presents the responses to the research objective heaved in the research. This implies that students with lesser support and guidance from their parents become low performers in reading. Lacking time together caused by several factors like unemployment, poverty, health issues, and work-related tight schedules are common problems encountered by pupils especially whose parents are working locally or overseas and separated. Guidance from the parents at home contributes much to improving pupils' reading skills. The intervention program is deemed effective based on the results of the reading assessment inasmuch as it significantly reduced the number non- readers and slow readers

**DISCUSSIONS**

Parental involvement plays a vital part in a student's learning. Parents should find ways to give sufficient support and guidance to their children in practicing reading at home. Encourage parents to employ follow up reading activities with their children at home. Parents should collaborate with the teachers to motivate their children to develop their reading skills. The school in cooperation and coordination with the parents should implement a home-based reading program that will require parents' involvement in enhancing the reading performance of their children.

**KEYWORDS:** partnership, parental involvement, reading ability, assessment, intervention

**SUBMISSION ID: R04A-CALAMB-0185**



**Parental Involvement; its Relation to the Seven (7) Developmental Domains  
of Kindergarten Pupils**

Jenny Timagos, Department of Education

**Abstract**

**INTRODUCTION**

Parents being the first teachers to their children must understand how their child develops and learns, and how they can best help their child reach their full potential. In this study, the researcher highlighted the crucial role of parents' involvement in a child's developmental domains.

**METHODS**

A descriptive-correlational research design was used. The descriptive design involved the collection of data answered by one hundred eighty-two (91 parents and 91 guardians) respondents concerning their profile and involvement which was classified according to level namely: home discussion, home supervision, school communication, and school participation. The correlational design was utilized to show whether parental involvement has an influence on the development of children along with the seven (7) developmental domains. Meanwhile, a documentary analysis was utilized to gather data on the performance of the kindergarten pupils along with the seven (7) developmental domains using the Early Childhood Care and Development (ECCD) Checklist issued by the Department of Education.

**RESULTS**

Based from the findings of the study, parents-guardian respondents were "much involve" in the dimension Home Discussion and Home Supervision while School Communication and School Participation are the dimensions that parents and guardians need to be more involved. While the level of development of kindergarten pupils in receptive language domain and expressive language domain are rated slight delay in overall development (ssgd) while gross motor domain and fine motor domain are rated advance development (ad).

**DISCUSSIONS**

Since the result of the study revealed that parents and guardians need to be more involved in the dimensions School Communication and School Participation, there is a need to strengthen the relationship of the respondents and the school through enhancing school capacities for inviting parental involvement which include invitation from teachers and teachers' responsiveness to life-context issues so that the level of development of the kindergarten pupils will be improved.

**KEYWORDS:** parental involvement, kindergarten, developmental domains

**SUBMISSION ID: R04A-CAVTP-0819**



**Parental Migrants and the Academic Achievements of Students: Basis for the Proposed Intervention Programs**

Angel Esteron, Virginia A. Bendo, & Ma. Corazon M. Andres,  
GEANHS

**Abstract**

**INTRODUCTION**

Philippine Statistics Authority estimated the number of Overseas Filipino Workers (OFWs) in 2016 at about 2.2 million. The situation is crucial since strong family ties is one of the Filipinos most distinguished traits. Gen. E. Aguinaldo National High School has the tendency to have students suffer from loneliness since some of their parents are working abroad. There are students who are not performing well as reflected in the report cards. There are also some students who made many absences. These factors may cause dropouts had the teachers not give much attention to those cases mentioned above. Loneliness has a direct negative effect on adjustment and coping style (Lijuan Quan et al, 2014). This study, Parental Migrants and the Academic Achievements of Students: Basis for the Proposed Intervention Programs investigated if parental migrants have a significant effect on the academic performance of students.

**METHODS**

The proponents utilized mixed-method with the convergence of both quantitative and qualitative types of research; purposive sampling for sample A (students with migrant parents) and random sampling for sample B (students living with their parents). The proponents used: 1. the Chi-square test, particularly the Sign Test for Two Independent samples, another test for nonparametric statistics to test the hypotheses and 2. the instruments were (a) report cards for the average of the first to third grading periods of the students during the School Year 2018-2019 and (b) a semi-structured interview schedule for survey and group discussion to establish phenomena.

**RESULTS**

This study showed that: 1) there is no significant difference between the academic performance of the students with migrant parents and students living with their parents, 2) there is a significant difference on the academic performance of students when grouped according to the gender of the migrant parents, 3) there is no significant difference in the academic performance of boys and girls who have migrant mothers, and 4) educational expectations were not reduced among students who experienced parental absence, but students with migrant parents strongly agreed that they experienced loneliness being afar from their parents.

**DISCUSSIONS**

The results of this study suggest that there must be an intervention program like a Psychological Counseling Program, Recreational Activities, and Family Orientation/Awareness for some students with migrant parents because of the loneliness they have experienced.

**KEYWORDS:** Parental Migrants

**SUBMISSION ID:** R04A-CAVITP-0230



## **Parental Monitoring on Students Activities**

Ledy Caraig

### **Abstract**

#### **INTRODUCTION**

The researcher determined the implications of parental monitoring on students' activities with an end view of developing brochures.

#### **METHODS**

Using a random sampling technique, the researcher selected 30 parent-respondents from the population. Each individual is chosen entirely by chance. Frequency distribution from the data was summarized, tabulated, and represented. Weighted means were then interpreted guided with the scale range.

#### **RESULTS**

Parents who participated in the study strongly agreed that they expect their children to become responsible for their academic performance, social, and emotional wellbeing, and know the difference between right and wrong actions. More so, parents strongly agreed to give age-appropriate responsibilities to their children. Also, reprimanding them with a loud voice is disagreeable for them.

#### **DISCUSSIONS**

The results determine the actions of parents toward their children activities, their set of expectations, and the consequences towards their unwanted behavior. Developing brochures that discuss more of the importance of parental monitoring is highly recommended.

**KEYWORDS:** parental monitoring, academic performance, expectations, responsibility

**SUBMISSION ID: R04A-BATANP-1257**



**Parental Nurturance and Involvement on the Learning Performance of  
Grade Two Pupils in Doña Susana Madrigal Elementary School**

Maria Rhina Guido, Dona Susana Madrigal Elementary School

**Abstract**

**INTRODUCTION**

The researcher conducted the study due to the belief that success in education lies in the hands of teachers and parents. They are the primary agents which influence and affect a child's learning and overall development. Thus, the purpose of this study is to find out whether or not parental nurturance and involvement contribute to the learning performance of children. Because a child's learning performance dictates many opportunities, conditions, and quality of life, it is a crucial outcome that calls for further study.

**METHODS**

The study used the descriptive survey research design which utilized a questionnaire checklist as a tool in gathering the needed data. The respondents of the study were 156 parents. The respondents were chosen by purposive sampling since they can best provide necessary information on the extent of parental nurturance and involvement.

The survey and documentary analysis were used to gather the needed data on the learning performance of Grade two pupils which were determined as reflected on their average grades from first to second grading period.

**RESULTS**

1. There are alterations in the parental nurturance since educational attainment is contributory to all the aspects while age has something to do with the parental nurturance of physiological, and emotional needs of their children; monthly family income has nothing to do with physiological, social, and psychological needs; and the number of children has been contributory to physiological, and social needs.
2. Parents differed in their perception about their involvement in school activities vis-a-vis civil status and monthly family income.
3. Parental nurturance and parental involvement have nothing to do with pupils' academic performance.

**DISCUSSIONS**

1. Result of this study may be disseminated to parents for them to understand their roles as partners of teachers toward their children's holistic development.
2. Meetings and seminars for parents may be conducted to orient them about the best nurturance to growing children.
3. Teachers may sustain their regular meetings with the parents and home visitation to follow-up pupils' home-based learning.
4. The proposed action plan may be considered for implementation.
5. A parallel study may be conducted using other variables.

**KEYWORDS:** parental nurturance, parental involvement, learning performance

**SUBMISSION ID: R04A-RIZALP-0319**



## **Parental Role Re-Orientation Strategies to Larong Pinoy**

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Siniloan Integrated National High School (Senior High School)

(Adviser: Icy Princess Trencio)

### **Abstract**

#### **INTRODUCTION**

Parental role re-orientation strategies provide help in imparting discipline to a child's growth and development; it also serves as a way to make bonds between parents and children as they share their thoughts and expressions. Larong Pinoy is a cultural Filipino game also known as "Laro ng Lahi". This study aimed to identify the strategies they implemented in teaching the Larong Pinoy; and evaluate their guidance and support which led encouragement for their child to play Larong Pinoy.

#### **METHODS**

The researchers used a descriptive type of research through survey and self-made questionnaires which are distributed to the parents in Siniloan, Laguna. The questionnaire was divided into two parts. The first part contained the demographic profile of the parent-respondents which are age, gender, civil status, birth year, number of Children and larong pinoy played before. The second part included the extent of Parental Role Re-orientation strategies. In organizing and analyzing the data, the researchers used frequency percentage and ranking as their statistical treatment.

#### **RESULTS**

Results showed that majority of the parent-respondents were female married Christians whose age ranged around the '50s, with 3 to 4 children and most experienced and enjoyed playing Larong Pinoy during their childhood years particularly Piko. It can be seen that mainly of the parents introduce the various localize materials used for the game and scout for venues where they can fully experience the actual nature of the game. Moreso, they even encourage their children to play it with their peers. Furthermore, it showed that parental role is important in every child where parents and children engaged themselves with each other to build and sustain a maternal relationship through the reorientation of cultural or conventional games that parents enjoyed during their younger years.

#### **DISCUSSIONS**

Filipino children should engage themselves in experiencing larong pinoy for them to enhance their physical health and mental abilities divert their attention away from technological gadgets that may lead to sedentary activity, as well as to preserve the culture and traditions of the Filipinos to further strengthen our cultural identity. As for the parents, they should find time to reorient their children about the games they played before as to strengthen the bond of the parent-child relationship.

**KEYWORDS:** parental role re-orientation, strategies, larong pinoy

**SUBMISSION ID: R04A-LAGUNA-0121**



**Parental Roles Relative to Child Educational Development in the  
Elementary Schools in the District of Cuenca: Its Implications to Classroom  
Instruction**

Julie Vee Andal, San Felipe Elementary School

**Abstract**

**INTRODUCTION**

This is a study on the parental roles relative to a child's educational development for the purpose of monitoring how parents play their roles in the education of their children.

**METHODS**

To attain the purpose of this study, the researcher used the descriptive method of research. According to Garcia (2003), descriptive research endeavors to describe systematically, functionally, accurately, and objectively a situation, problem, or phenomena. The respondents of the study were parents from the Elementary Schools in the District of Cuenca, Cuenca, Batangas. Population sampling was used for the study.

**RESULTS**

The perception made by the respondents differed significantly with the different activities and roles of parents at home. It could be attributed to the fact that the groups of respondents may have followed two standards of rating. Parents have different views with regards to the activities they are doing with their children.

**DISCUSSIONS**

The results revealed that the parents' roles versus the child's educational development obtained a computed P value of .234, which is less than the tabular value at .05 levels of significance, thus rejecting the null hypothesis; which means there is no significant relationship on the variables. Furthermore, the computed t value of .290, which is less than the tabular value at .05 levels, indicated the rejection of the null hypothesis; this means that there is a significant relationship between the extent of the parents' roles and a child's educational development.

**KEYWORDS:** parental roles, child development, educational development

**SUBMISSION ID: R04A-BATANP-1175**



**Parental Support and Academic Performance of Grade 12 Students in  
Munting Ilog National High School**

John Oliver Lucero, Eurika Joy Felix, Angelyn Espino, & Arian Joy Macinas

**Abstract**

**INTRODUCTION**

Parental support has a crucial role in their children's education. According to Henderson and Map (2002) "students with involved parents are more likely to earn higher grades and test scores, enroll in high-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to postsecondary education." The parents are expected to be supportive of the child in all aspects that include socially, physically, mentally, and also emotionally (Epstein, 2001).

**METHODS**

This research used descriptive-correlation research design. It sought to find information and to determine the relationship between parental support and academic performance. Combination of cluster sampling and simple random sampling were used to determine the respondents needed in gathering data. Survey questionnaires were used to collect the needed data.

**RESULTS**

The result of this research shows that parents of the respondents are partly involved in their children's education. It also shows that the academic performance of the students falls under the general average of 85 which is described as very satisfactory. After correlating the two variables, it shows that there is a significant relationship between the two.

**DISCUSSIONS**

Studies have shown that children whose parents are involved in their formal education tend to have good performance in school. Some benefits that were identified that measure parental involvement in education include the following: higher grades and test scores, long term academic achievement, positive attitude and behavior and more successful programs (Epstein, 2001). Thus this research reveals the important role of parental support in students' progress.

**KEYWORDS:** pogiako

**SUBMISSION ID: R04A-CAVITP-1444**



## **Parental Support and School-Community Involvement: Developing Competencies among Pupils**

Janice Eclarinal, Sungay Elementary School

### **Abstract**

#### **INTRODUCTION**

Parents are among the most important people in the lives of young children. Parental support is a crucial force in children's development, learning, and success in school and in life. Parental support researchers supported the simple fact that children of involved parents have a much greater chance to develop into responsible and knowledgeable persons in the future. This study measured the extent of parental support and school-community involvement that provides programs and services as perceived by pupils and parents.

#### **METHODS**

Descriptive design was used. Data and information were obtained from the Grade 5 pupils of S.Y. 2016-2017. The survey questionnaire was adapted from the Joyce Epstein framework. T-Test and Pearson Correlation were used to determine the significant difference between parents and pupils' perceptions and correlations between parental support factors and school-community involvement and pupils' competencies.

#### **RESULTS**

Pupil and parent respondents have positive perception towards parenting, learning at home, decision-making, and time management. In terms of school-community factors, respondents perceived the perception as generally positive. No significant correlation exists between parental support factors and pupils' competencies in English, Mathematics and Science and Health.

#### **DISCUSSIONS**

Parents may become more effective influence by providing enough to their children's educational experiences which can help improve their learning. Local Government Units (LGU'S) and other community stakeholders may develop a comprehensive partnership program with the school concerning the improvement of academic performance.

**KEYWORDS:** PARENTAL SUPPORT AND COMMUNITY INVOLVEMENT DEVELOPING COMPETENCIES AMONG PUPILS

**SUBMISSION ID: R04A-CAVITP-0423**



**Parental Support in Reading Practices of Grade 8 Learners in Bulacnin  
Integrated National High School**

Cherryl Aranda, Department of Education, Lipa City

**Abstract**

**INTRODUCTION**

Literacy is found to be one of the strongest predictors of academic success. Children who enter school struggling with reading, generally continue to struggle with reading throughout their schooling. Therefore, students will have negative effects on their academic performance, motivation, and self-esteem.

In view of the foregoing discussions, the researcher finds it interesting to conduct a study on the parental support in reading practices that will ensure their children's performance at school, leading to higher academic achievements, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance, and fewer behavioral problems at school. The study also aims to give feedback on early reading experiences with their parents which will prepare children for the benefits of formal literacy instruction.

**METHODS**

The respondents of the study involved 200 students and their parents from 5 sections of Grade 8 level in Bulacnin Integrated National High School, North District of Lipa City. They were selected through simple random sampling. The questionnaire was used as the main data-gathering instrument. It focused on three variables, the first is on the level of parental support of learners in the reading activities. The second one is the level of reading achievement of the learners as perceived by the respondents in terms of literal comprehension, inferential comprehension, and evaluative comprehension. The third is learners' reading achievement in comprehension influence by parents in terms of knowledge, attitudes, and skills.

**RESULTS**

The overall weighted mean of 4.02 showed that the parents influenced the learners in terms of attitudes to a great extent in reading activities. It shows that by providing a quiet place for their child to rest, think, and work alone, to a very great extent of 4.25. Letting their children participate in community and school reading programs that offer rewards such as certificates or books was to a great extent with a weighted mean of 4.03. This means that children should mingle outside the community to gain other knowledge. Attending PTA meetings and conferences was exercised the parents of great extent garnering the lowest mean of 3.98.

**DISCUSSIONS**

This result was strengthened with the idea that parents play an important role in developing comprehension with their involvement in school activities.

**KEYWORDS:** Parental involvement, Reading Intervention, Academic Performance

**SUBMISSION ID: R04A-LIPAC1-0108**



**Parent-Child Tandem: Parents' Participation in the Academic Activities of  
Grade V Sunflower Pupils at Masaya Elementary School**

Beverly Sastrillo, Department of Education Batangas

**Abstract**

**INTRODUCTION**

Shaping the learner to become a good and productive citizen is not an easy task. It is believed that the pupils' academic achievement level can be raised if parents will work hand in hand with teachers. Parents' support in the activities of their children may come out in different ways like encouraging them to join in different activities which will boost their self-confidence and trust for their companions, giving them moral support when they need it, and helping them understand that learning can be achieved through intellectual and moral integrity with hard work, dedication, and commitment.

**METHODS**

Descriptive method and documentary analysis were used. This study used the questionnaire as the main data gathering instrument. Interviews and focused group discussions were conducted to supplement the data gathered. The data gathered were tallied, classified, analyzed, and interpreted based on the questions posted at this study. To be able to analyze the data gathered, different statistical tools were used such as frequency, percentage, and rank.

**RESULTS**

The data revealed that parents were extensively involved in improving the academic performance of their children. Pupils have a satisfactory performance in Filipino and MAPEH. There is a highly significant relationship between the parents' involvement and the academic performance of Grade V Sunflower pupils. The major hindrance that affects parents' involvement in improving the academic performance of the pupils is the parents having lots of work to do. Proposed activities to strengthen parents' involvement to enhance pupils' performance are concerned primarily on establishing a climate that supports programs and projects.

**DISCUSSIONS**

Academic performance really means three things: The ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly being able to communicate knowledge verbally or down on paper. It deals on how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. The teacher may find ways to encourage parents to get involved in the activities of children to enhance their academic performance. Parents may support their children's school activities and spare precious time working with their children to improve their academic performance.

**KEYWORDS:** academic performance, parents' involvement, proposed activities

**SUBMISSION ID: R04A-BATANP-1715**



**Parenting Style and Classroom Discipline Techniques towards Pupil's  
Behavior on Selected Grade 6 Pupils of Paciano Rizal Elementary**

Glacy Tiongco, Paciano Rizal Es

**Abstract**

**INTRODUCTION**

Growing up in a rapidly changing world is a great challenge for both the parents and child. Rearing them painstakingly will help them face and combat squarely whatever problems cross their way.

Parents play a mammoth role in their children's intellectual, emotional, and spiritual development. Mothers, despite their hectic schedules, must allot time for quality bonding with their children to develop closeness.

It is quite noticeable that youngsters of today are unruly, aggressive, defiant, and shameless.

Valuing our youth's development, it is the intent of this study to investigate the influence of various parenting styles and classroom discipline techniques.

**METHODS**

The research design used in this study was the descriptive method that elicited the answers to the stated problems. The normative survey through the use of a questionnaire brought to the fore the information needed.

**RESULTS**

It indicates that pupil-respondents perceived their parents as displaying either authoritative or permissive parenting styles. It has been a common stand and culture among Filipino parents to be authoritative in nature. On the other hand, because of so many concerns confronting the typical Filipino family and so as to avoid the occurrence of problems and concerns, permissive types come into the picture. Authoritative parents are demanding and responsive, controlling but not restrictive. Permissive parents are nurturing and accepting, and very responsive to the child's needs and wishes and do not require children to regulate themselves.

**DISCUSSIONS**

The study revealed that pupils with authoritative parents exhibited adaptive behavior which contradicts with the findings of Cabingan (2009) - that the more authoritative parents become, the more likely that children exhibit develop gender deviancy. Using Non-Verbal Cuing technique by the teacher, the more pupils tend or exhibited maladaptive behaviors – this also contradicts the study of Weisner (2007) that the use of very simple techniques are often enough to help students regain focus and remain on track during lessons.

**KEYWORDS:** ADAPTIVE, MALADAPTIVE, NON-VERBAL Cuing, AUTHORITATIVE, AUTHORITARIAN, HUMANISTIC I-MESSAGES, ASSERTIVE, MODELLING, DIRECT INSTRUCTION

**SUBMISSION ID: R04A-LAGUNA-0277**



## **Parenting Style and Parents' Educational Background that Contribute to Students' Absenteeism**

Benjamin Mangabat, Department of Education, Masaya Inhs

### **Abstract**

#### **INTRODUCTION**

Parenting styles encompass various characteristics such as maturity, communication styles nurturance, warmth, and involvement in school activities. Authoritarian parenting styles suggest that children are expected to be submissive to their parent's demands, while parents were expected to be strict, directive, and emotionally detached. Permissive parenting styles connote less parental restrictions. Similarly, parental educational level as it may impact the amount of involvement in their child's academic success and whether the impact is a direct or indirect influence.

#### **METHODS**

A non-experimental and descriptive type of research was adopted by the researcher in the study. The data reflected in the questionnaire about parent-respondents' in terms of the educational background was determined using the frequency counts and percentages scores. Likewise, the level of parental styles was revealed utilizing the mean and standard deviation. There were 34 parent-respondents in the study who are non-randomly but purposely selected because they meet certain criteria for the study. The researchers-made questionnaire was personally administered among identified participants in the study. Their responses were gathered, recorded, tabulated, analyzed, and interpreted.

#### **RESULTS**

There were 34 parent-participants participated in the study. There were 10 out of 20 mothers who did not finish elementary. However, there were 7 of 14 fathers who did not finish high school. It shows that the mean average of 3.85 indicates that the permissive style was strongly practiced. It further discussed that there was a significant relationship between the correlated variable in terms of parents' educational attainment with computed  $r$ -values of .8839 and -.2748. The  $p$ -values which are all lower than .05 level of significance justifies that a significant difference does exist. Therefore, the null hypothesis stating that there is no significant correlation between the parenting style and parents' educational background towards student absenteeism was rejected.

#### **DISCUSSIONS**

The researcher believes and recommends the empowerment of parental partnership between teacher and parent. Hence, parental education may influence the willingness or ability for parents to become involved in the teaching-learning process of their children. Furthermore, the regular contact with the parents is of great help in ensuring the regular attendance and positive academic performance of their children in school.

**KEYWORDS:** parenting style, parent educational background

**SUBMISSION ID: R04A-LAGUNA-0340**



**Pupils' Awareness and Practices towards Waste Management: Basis for  
School's Solid Waste Management Program**

Aira Araguas & Leila Ilag, San Roque Elementary School

**Abstract**

**INTRODUCTION**

Republic Act 9003 or also known as "Ecological Solid Waste Management Act of 2000" encourages DepEd to incorporate ecological waste management in the school system to promote environmental awareness and practices to pupils. This means that schools should have to hold a program for waste management, due to this, the researchers have conducted this study to know how aware the pupils are and what are their practices toward solid waste management to become a basis in designing a program for solid waste management in the school.

**METHODS**

The researchers made use of a descriptive research. Questionnaire, the principal instrument, was designed to determine the awareness and practices of pupils in regarding solid waste management. Using stratified random sampling the researchers used 300 pupils to participate in the study. Simple descriptive statistics like frequency, distribution and percentage was used in treating the data.

**RESULTS**

The research shows that 82.27% of the respondents in San Roque Elementary School is aware of solid waste management. This means that most of the pupils know the effects of improper waste disposal to the environment and most of them know how to segregate bio and non- biodegradable waste because of integrating environmental topics in their subjects. On the other hand, 70.93% of the pupils is practicing the proper waste disposal. This means that most of the pupils recycle, segregate, and throw their garbage on proper trash bins.

**DISCUSSIONS**

Even though most of the pupils are aware and practicing proper waste management there are still 17.73% who are not aware and there are 29.07% who are not practicing solid waste management. Due to the following results, this research recommends the school to hold seminars that discuss the effects of improper waste disposal and proper segregation of bio and non-biodegradable waste.

To encourage pupils to practice proper waste management the school could implement an income generating project where in pupils will identify and collect their waste material that could be sold in junk shops and the pupils who are actively participating in the project will get a reward.

Another project that can encourage them to practice proper waste management is to have a project on recycling which could be integrated in different subject area.

**KEYWORDS:** waste, management, program

**SUBMISSION ID: R04A-SANPAB-0112**



**Pupils Perception of Playing Video Games in Relation to Study Habits  
among Grade 4,5and 6 Pupils of Esperanza Elementary School**

Lourdes Noveno, Department of Education Cavite

**Abstract**

**INTRODUCTION**

Excellent academic performance is one of the major objectives of every teacher for their pupils because it somehow provides success for their endeavors and undertaking regarding school. Having a good study habit helps a pupil to perform well in class. But nowadays, pupils are distracted by different social media applications and video games. Hence their study habit is being compromised. In this study, the researcher explored the pupils' perception of playing video games in relation to poor study habits.

**METHODS**

Descriptive-normative survey and the correlational design was used with the aid of pupil as informants. Through normative surveys, the perception of the pupils regarding playing video games in relation to the study habit were described. The respondent were 114 pupils from Grade 4,5 and 6. Correlation between the variables playing video games and study habit was established.

**RESULTS**

The result obtained from this study showed the following: the kind of video games that affect the study habits of pupils include counter strike. The pupils who play, enjoy this kind of video games whenever they have free time which mostly range from 4-6 hours. 75% of the respondents spend tremendous amounts of time in playing video games. Thus, the pupils who were affected by playing too much video games resulted to lack of focus and tend to be forgetful. Their time to review or to rest was spent in playing which made them have less energy the following day. They became lazy and tardy that they choose to play than to help at home.

**DISCUSSIONS**

This study implied the perception of pupils in playing video games and its relation to their poor study habits. It is not the sole responsibility of the teachers to advise the pupils of having a good study habit for them to have an excellent academic achievement. Parents should also encourage pupils to focus more on their study and other relevant things than to spend their extra time playing. Having good time management is also suggested. A more in depth study is further recommended to cover the aspects not found in this study.

**KEYWORDS:** Pupil's perception, study habit

**SUBMISSION ID: R04A-CAVITP-1142**



## **Grade Three Pupils' Performance in Reading Comprehension in Correlation to their Performance in Problem Solving in Mathematics**

Chona Malaluan & Arleen C. Mendoza

### **Abstract**

#### **INTRODUCTION**

This action research aims to change the attitude of students towards mathematics and betterment of performance in analyzing and solving mathematical problems and performance in reading comprehension.

#### **METHODS**

The descriptive research method was used in this study. It described with emphasis what actually exists, such as current conditions, practices, situations or any phenomena. A total of eighty-three (83) pupils were requested to answer the questionnaire. The results were tabulated and tallied for data analysis and interpretation. Data collected were encoded and tabulated using statistical package for social sciences (S.P.S.S.) for windows version 17.0 for qualitative analyses of the data collected.

#### **RESULTS**

The Frequency Distribution of Scores of Grade Six Students In Mathematics Test results revealed that none of the students got 0 and 1 in items concerning whole numbers. Most of the distribution of scores fall between 4 to 6, with 29 students getting 4 points, 15 students getting 5 points and 28 students getting the perfect score of 6 points. In the area of rational numbers, none of the students got zero (0) however there were 5 students who got the score of 1. The mode of the distribution is 2 with the highest frequency (28). On the other hand, most students struggled in ratio, proportion and percent as manifested by the distribution of scores. There were 6 students who got zero while 34 students scored one (1). Likewise, another 34 students got 2 while 5 students got 3 and 4 students got 4. None of the students got perfect in this area.

In the area of measurement, 2 students didn't get any correct items while 18 students got an item correct. Another 30 students got 2 items correct while 15 more students answered 3 correct items. Eighteen (18) students managed to answer all the items correctly.

In the results of the Frequency Distribution of Scores of Grade Six Students In Reading Test, none of the respondents got zero in noting details while 52 out of 83 students got perfect in the aforementioned area. On the other hand, in terms of identifying the facts and opinion in a selection read, one of the 83 examinees got zero while 40 students got all the items right. In terms of getting the main idea of the selection, majority of the students (62) got 2 correct items out of 3 items. In inferring the rights of the character, 8 students got perfect score while majority (48) of the students got one correct out of 3. In making judgments, majority of the examinees (60) got 2 points out of 5 points.

#### **DISCUSSIONS**

The results demonstrate the need to enhance the higher order thinking skills of the pupils both in problem-solving test and reading test. Gender is a predictor of problem-solving ability of a student. In contrary, it is not a predictor of reading ability. Reading ability is a predictor of problem solving ability of a student. Further research on the qualities of female students and why they excel in problem solving compared to male students is recommended. Such qualities can be suggested in order to develop the male students' ability in problem solving. Help students to develop enthusiasm in reading.

**KEYWORDS:** Academic Performance, attitude, reading Ability, correlations, reading comprehension

**SUBMISSION ID: R04A-BATANP-2099**



**Pupils' Self-Concept and Academic Performance in Mathematics: Basis for an Intervention Program**

Maricris Toledo, Munting Ilog Elementary School

**Abstract**

**INTRODUCTION**

Educational research is important because it provides information about educational problems and solutions which makes changes in educational situations inevitable. In this study, academic performance in Mathematics and pupils' self-concept are set into scrutiny for the researcher believes that an accurate assessment of the variables could be a good starting point for the improvement of Mathematics education in elementary. For this, the researcher is motivated to conduct a study on their relationship hoping that the study will be able to provide some insights to improve the quality of education.

**METHODS**

Descriptive-correlation research design was used to relate the self-concept and academic performance of 152 subject intermediate pupils of Munting Ilog Elementary School. Piers Harris Children's Self-Concept Scale 2nd edition was administered and first grading marks in Mathematics was taken. The data collected was compiled, correlated and analyzed.

**RESULTS**

The study reveals that out of 152 pupils 43 or 28.29% have high level of self-concept; 74 or 48.68% are average; 30 or 19.74% have mild low level of self-concept; and 5 or 3.29 percent are found to have moderately low self-concept. It also reveals that they have a favorable self-concept. It also reveals that 7 or 4.61% of the intermediate pupils get very satisfactory academic performance in Mathematics; 64 or 42.11% get satisfactory level; 64 or 42.11 percent are fair; and 17 or 11.18% get poor academic performance in Mathematics. The mean score reveals that pupils have fair academic performance in mathematics. A test statistic value of 35.96 is beyond the critical value of 9.49 and 13.26 at .05 and .01 respectively. It indicates that general self-concept has bearing on the academic performance in Mathematics.

**DISCUSSIONS**

The result shows that the subject pupils have favorable self-concept. It also reveals that the they have fair academic performance in Mathematics. Academic performance is also significantly related to general self-concept. An intervention program is prepared to address the results of the study which are necessary for implementation to improve the pupils' self-concept and academic performance in Mathematics. The study is only limited among the subject pupils. Findings in this study may or may not be the same using different respondents. This will aid future researcher in conceptualizing their chosen topics in relation to this study.

**KEYWORDS:** self-concept, academic performance in Mathematics

**SUBMISSION ID: R04A-CAVTP-0596**



## **Pupil's View on the Utilization of an LED TV in the Classroom**

Karren Reyes, Department of Education

### **Abstract**

#### **INTRODUCTION**

In dealing with millennial pupils, the use of LED television has become a trend as an instructional material. It helps to provoke the interest of the pupils and attract attention to the lesson. Teachers are trying to figure out the best way to utilize it as an instructional material. The researcher conducted this analysis to test the utilization of LED television as instructional material in Coliat Elementary School. In this research, LED TV as instructional material and the skills pupils develop while using it is viewed. The output of this research will serve as a guide to maximize the benefit and utilization of LED TV in Coliat Elementary School.

#### **METHODS**

The researcher used 84 respondents for this research. The respondents were two sections of Grade Four pupils in Coliat Elementary School. It used the descriptive method of research in order to determine the pupil's view on utilization of LED TV inside the classroom. This study used questionnaires to attain the objective of the researcher. The design of this research followed three phases: the input, process and output. In treating the data gathered, the researcher used weighted mean and Z- test.

#### **RESULTS**

Based on the pupil's perceptions, displaying pictures on screen to convey ideas during the lesson was evident. The pupils understand the lesson by just looking at the pictures on screen. On the other hand, LED TV used as reading device and playing video clips related to the lesson were not truly applied. Videos were for entertainment and not for educational purposes. Moreover, there was a poor utilization of LED TV in promoting class participation and enhancing exploration. In addition, there was no evidence that LED TV helped pupils understand different concepts nor introduced the lesson. Furthermore, the result showed that listening skill was the only academic skill developed. This only showed that the utilization of LED TV inside the classroom was weakly effective.

#### **DISCUSSIONS**

The results demonstrate the lack of technique in maximizing the use of LED TV to enhance the academic skills of the pupils. Teachers should be given training on how to use LED TV more effectively inside the classroom. The effective way of using LED TV should be discussed during SLAC session to gain more ideas and techniques that can be used in preparing the lesson. The device should not be used for entertainment but as a weapon in teaching.

**KEYWORDS:** perceptions, effectiveness, LED television, academic skills

**SUBMISSION ID: R04A-BATANP-1954**



## **QR Code: An Emerging Tool in Effective Classroom Learning**

Arlene Agana

### **Abstract**

#### **INTRODUCTION**

QR Codes are everywhere. We can find them in stores, hotels, hospitals, and even in some schools. But, how can these black squares really help us in the field of education? This study aimed to find ways to make use QR codes in classroom be an effective tool in teaching-learning process. Experiments are made to show how QR codes will be beneficial to the learners, and even to the teachers. It aims to explore how QR codes can motivate blended learning in young generation of learners.

#### **METHODS**

QR codes are posted in school premises, classrooms, books, and even in comfort rooms. Surveys and interviews take place to help in determining the extent of effectiveness of the Quick Response codes in the learning process.

#### **RESULTS**

Based on the surveys and interviews conducted, out of 50 cases, 46 of them said that QR code-based learning is a fun and innovative mode of learning nowadays and learners can easily have an access on education.

#### **DISCUSSIONS**

Issues like cellular phones are prohibited in schools, pupils have no personal cell phones or their cell phones are not capable of installing QR code reader, may arise and hinder the effectivity of blended learning. But the value of sharing will help foster learning among the pupils. For the learners, QR codes seem to be fun and exciting because it's a unique style of learning. As for the teachers, it can ease the burden of paper works.

**KEYWORDS:** QR Code

**SUBMISSION ID: R04A-CAVITP-0372**



**Quadratic Escapade: A Digital Game-Based Learning to Improve the Academic Performance in Mathematics of Grade Nine Students of Bagbag National High School**

Mailen Jaminal, Bagbag National High School

**Abstract**

**INTRODUCTION**

This action research aims to investigate the effectiveness of the quadratic escapade: a digital game-based learning in improving the academic performance in Mathematics of the grade nine students officially enrolled during the school year 2018-2019 at Bagbag National High School (BNHS) in Rosario, Cavite.

**METHODS**

This study used Quasi-Experimental Quantitative-Descriptive method using Paired T-test and One-Way Analysis of Variance (ANOVA) of data utilizing the two-group, control group and treatment group, pretest-posttest design. The chosen participants were 60 grade nine students of BNHS who were identified with difficulties in understanding and mastering the competencies in first grading in Mathematics based from the diagnostic test and pretest. The said students were chosen using a non-random or purposive sampling technique and divided into two groups. One group was assigned as the treatment group while the other was assigned as the control group.

**RESULTS**

The results of the 20-item standardized test of both groups were compared and were checked for any significant difference. Results revealed that the modification in the teaching-learning process, strategies and materials with the use quadratic escapade: a game based learning in teaching Mathematics in the treatment group highly affected and increased the academic performance of the students compare to control group who received the usual traditional approach of teaching Mathematics. The effects on the academic performance of the students in the treatment group were remarkably high compare to control group.

**DISCUSSIONS**

This action research also showed that utilizing quadratic escapade: game-based learning increases student's ability to store and recall information, increases student motivation, engagement, confidence, and self-esteem as well as reduces academic related anxiety and helps students apply learning in different contexts. Additionally, game-based learning has the potential to have a positive impact on student achievement. Through effective professional development, educators can improve the technological, pedagogical, and content knowledge required to effectively implement game-based learning into the classroom thereby increasing the chance of game-based learning positively impacting student achievement.

**KEYWORDS:** Quadratic Escapade, Game-Based Learning, Academic Performance, Quasi-Experimental

**SUBMISSION ID: R04A-CAVITP-0280**



## **Quality and Acceptability of Paper Fan Made of Banana Pseudostem and Recycled Paper**

Shyrl Tadeo, Department of Education Calamba City

### **Abstract**

#### **INTRODUCTION**

This study was conducted to determine the quality and acceptability of paper fan made of banana pseudostem and recycled paper. The researcher aimed to determine the homemade paper test result from the three samples with the following proportions; sample A was made up of 67% banana pseudostem and 33% scrap paper, sample B was composed of 50% banana pseudostem and 50% scrap paper, sample C was formed from 60% banana pseudostem and 40% scrap paper. Also, the researcher intended to find out the level of acceptance of homemade recycled paper in terms of usability, texture and general acceptability. Another concern was to determine the production cost to prepare the recycled paper. The respondents of the study were the teachers and students of Calamba National High School - Annex.

#### **METHODS**

The study employed descriptive-evaluative research design and a scorecard was given to the respondents to determine the level of acceptance in terms of usability, texture and general acceptability. An analysis on its feasibility and durability was conducted with the help of science research specialist at Forest Product Research and Development Institute(FPRDI) UP College, Laguna.

#### **RESULTS**

The study found out that sample A was thicker among the three samples. It was made up of mostly banana pseudostem. The tearing index of sample A was also high compared to sample B and sample C. This was also true to the tensile index. It means that sample A has a greater ability to be stretched without breaking. the folding endurance of sample A is also noticeable therefore it has a quality of continuing for a longer time. Based from the results gathered from the respondents, the recycled paper which was made into fan was very usable, very acceptable and it was fine. it describes that the paper fan was not too smooth or rough.

#### **DISCUSSIONS**

The process of recycling banana pseudostem and scrap paper must be introduced to the students and school personnel for they are the top users of paper, and to the locality especially to the farmers to lessen the solid waste and to earn a profit. School may have linkages to industries to increase the production of recycled paper. Another study should be made to improve and discover more ways of recycling.

**KEYWORDS:** Paper fan

**SUBMISSION ID: R04A-CALAMB-0348**



## **Quality and Duration of Sleep: An Intervention in Memory and Academic Performance of Selected Grade 11 Students**

Benjimson V. Agapito, Quirino General High School  
(Adviser: Merlvin D. Ignacio)

### **Abstract**

#### **INTRODUCTION**

Sleep is jeopardized due to alienating factors such as work demands, late bedtime habits, illnesses and other interrupting activities which specifically target the Rapid Eye Movement (REM) sleep stage where deep sleep occurs, the most essential among 3 other sleep stages as it is where memory and information strongly consolidates. However, sleep deprivation and poor sleep quality are particularly prominent in young adult and high (14-17) students of today's generation. Corollary to this, the researcher sought to determine the association of quality and duration of sleep as an intervention in memory development and academic performance of QGHS Grade 11 students.

#### **METHODS**

Mix Research Design was employed in the study with cluster quota sampling for selecting the 5 participants in each section. Consequently, the Pittsburgh Sleep Quality Index (PSQI) was administered to determine the sleep quality and sleep duration categorizing the participants on either "good" or "poor" sleeper. Then guided interview questionnaire was conducted to gather responses from 18 respondents with the categorized sleep groups and responses were treated with thematic analysis.

#### **RESULTS**

Results show that for a good sleeper, sleeping plays a vital role to their growth and development. It serves as a mental capacity enhancer and serves as students' performance improver. Its long effect includes mental ability enhancer and it improves productivity. On the other hand, poor sleepers have deterioration on thinking ability and it even degrades performances. On its effect to the academic performance, it leads to poor grades and lesser in participation.

#### **DISCUSSIONS**

The discovered roles of good quality and duration of sleep in memory and academic performance under Good and Poor sleeper groups in this study agrees with the Harvin Academy (2017) publication which has indicated sleep's significant roles in a student's life. Conversely, attaining poor sleeping habits and inadequate sleep makes cognitive performance susceptible, interfering with the function of brain structures critical to cognitive processes, leading to depletion of cognitive processing such as slowed alertness and impairs attention Zeek et.al (2015). In terms of how poor or good sleep affect memory and academic performance, findings supplements with current literature about sleep, that it helps consolidates memory. Nonetheless, codified responses, anyhow, still shows similarities as with foreign studies unravelling factors affecting sleep of adolescent students.

**KEYWORDS:** quality and duration of sleep, intervention, memory, academic performance

**SUBMISSION ID: R002-QUIRIN-0028**



**Quality Assessment of Open High School Program among Public  
Secondary Schools in Quezon Province: Basis for Improvement Plan**

Dr. Mark Anthony R. Malonzo & Dr. Jona M. Malonzo, Department of Education  
IV-A Regional Office

**Abstract**

**INTRODUCTION**

DepEd seeks to understand situations of learners with special needs by offering flexible learning options (FLOs). Those OSC/ Ys are the focus of these interventions. OHSP is one of these FLOs. This study aims at describing the quality of OHSP based on the evaluation criteria popularized by Stufflebeam & Shinkfield (2014)

**METHODS**

To investigate further on how well is OHSP doing so far, researchers used quanti-method & research design was descriptive- evaluative. Analyses of significant differences among the responses were made to understand perceptions of the respondents about their experiences in implementing OHSP. There were 257 respondents who came from 20 public secondary schools in Quezon Province. A real-time online questionnaire via Google Form was used.

**RESULTS**

Of the 20 schools involved in this study, 55.3% of them were national comprehensive high schools, 42.4% belong to large with fiscal autonomy classification of schools, 75.5% of them have been running the program for 4 to 6 years, and 69.3% were at SBM Level II Practice. With the 13 assessed quality indicators, only 3 were not significant. When nature and classification of schools were used to test the quality indicators, it showed that five out of 13 indicators were not significant. The years of implementing OHSP as lens to look on quality showed that only the indicator on promotion, retention and transition of learners was insignificant. SBM level of practice attempts to set standards & raise them high as the schools progress over time. Only 2 of the indicators of quality were found significant.

**DISCUSSIONS**

Successful completion and cost per student were significant across all categories. When categorically assessed, their significant differences showed indications of quality, while 11 others failed. Looking at slight differences, entails a critical point of analysis, which suggested that quality is achieved when certain standards are clearly defined, complied, raised and continuously improved. OHSP meets some quality standards and it is not relative to SBM level of practice, type of institution, nature and classification of schools or even the years of implementing it. It can be achieved through time with intention to improve effort, performance, adequacy, efficiency and process.

**KEYWORDS:** quality, assessment, OHSP

**SUBMISSION ID: R04A-REGOFF-0010**



## **Quality assurance in Banaba Elementary School: inputs to Iso Certification Preparation**

Bryan Del Rosario, Department of Education

### **Abstract**

#### **INTRODUCTION**

Philippine Education adopted reforms to boost enrolment levels, graduation rates and mean years of schooling, and to improve the quality of education (World Education News and Reviews, 2018). Many of these reforms were implemented against a backdrop of declining educational standards in the Philippine education system during the first decade of the 21st century. Philippine basic education seems to suffer in both quality and equity, and these challenges exist at the primary level of basic education. In order, therefore, to improve the educational services, a new administration method could be the solution. One possible method can be the Total Quality Management (TQM) adoption.

#### **METHODS**

Employing a quantitative research design, it captured the assessment of a school head and ten teachers on the extent of manifestation of Total Quality Management in the administration of public elementary school. Data were gathered from a research-made and expert-validated questionnaire. Research instrument encompassed the assessment on the manifestation of the various TQM principles in school administration and some administration issues and concern.

#### **RESULTS**

Quantitative method of research revealed level of manifestation of TQM in school administration. The following principles of TQM were manifested with great extent: (1) students are viewed as the most important customers, (2) school management principle is always employed, (3) stakeholders are empowered to participate in quality improvement process, (4) there is an atmosphere of respect, cooperation and trust that motivates stakeholders, and (5) stakeholders are educated to understand the need for change. On the other hand, identified administration issues and concerns were (1) pupils' attitude, (2) insufficiency of resources, (3) funding, (4) strength of labor force, (5) absenteeism, (6) bracing for enrolment, (7) lack of management commitment, (8) facility maintenance and operations, and (9) security and safety.

#### **DISCUSSIONS**

Main goal of every school is to provide quality education. This can be attained by providing quality school administration and continuously engaging in worthwhile efforts to further improve the delivery of services to stakeholders. A management plan is needed to provide a strong directional focus in designing, implementing, and evaluating the administration scheme of public elementary school.

**KEYWORDS:** quality assurance, ISO, elementary school

**SUBMISSION ID: R04A-BATANP-0205**



## **Quality of Instructional Materials among Public Elementary Schools**

Romabel S. Fulgar, Department of Education

### **Abstract**

#### **INTRODUCTION**

This research focuses on the quality of instructional materials among public schools in District 1 of Surigao del Sur Division. Teaching at any level requires a teacher to provide his/her students the appropriate instructional materials in order to enhance the teaching and learning process. On this perspective, the researcher aims to investigate on the Management of Instructional Materials in the Public Elementary Schools.

#### **METHODS**

This research focuses on the quality of instructional materials among public schools in District 1 of Surigao del Sur Division. The study used the quantitative correlational method employing random sampling in the identification of the cluster included in the study. Respondents comprised of the Principals in the aforementioned Division selected through complete enumeration and the teachers utilizing the stratified random sampling.

#### **RESULTS**

Based on the findings of the study, it was found out that most of the schools have a chalkboard. They also have an encyclopedia in their repository, but these are hardly utilized. On adequacy, appropriateness and perceived effectiveness, the materials were found out to be moderately adequate and were deemed to be appropriate and perceived to be effective. The study found out that students have just reached the passing level as to their academic performance based in their second grading MPS. On the problems met, it was found out that the underlying problems are on the budget for resource allocation, constant monitoring, and evaluation, and feed-backing and improving the curriculum through the use of data-based information. It was also revealed in the study that there is no significant relationship between the performance of the learners based on their MPS and the quality of the IMs used by their teachers.

#### **DISCUSSIONS**

The study infers that printed materials are rarely used because of the advent of technology as it affords them convenience. Furthermore, the materials which are available may not be enough to ensure optimal learning; thus, this implies further that initiative of the teachers and the proactive roles of the principal are crucial in the preparation of the instructional materials to evoke interest thereby maximizing class participation.

**KEYWORDS:** Quality, Instructional Materials, Public Schools

**SUBMISSION ID: R013-SURSUR-0173**



**Quarterly Home Visitation: An Avenue to Minimize Absenteeism of Grade V-Acacia Pupils From Upper Mainit Elementary School**

Estrella Omas-As

**Abstract**

**INTRODUCTION**

Absenteeism, as defined, means chronic absence. If taken for granted and left unattended, it would eventually become habitual which would pose problems on the academic activity of a student or pupil. This action research is aimed at presenting periodic home visitation as a solution to minimize, if not eradicate, the instances of absenteeism which has been observed as a perennial problem of the Grade 5-Acacia pupils of Upper Mainit Elementary School.

**METHODS**

This study will use the descriptive survey method. A questionnaire will be used to determine the causes of absenteeism among the students where they will be rated in each situation/reason/cause presented. The pupils will answer the questionnaire. The parents will be informed of the answers of their children, and the same will be discussed with them. Based on the results of our discussions with the parents, this would be the instance where and when we have to design program of periodic home visitation to cut, lessen, or minimize absenteeism of their children.

**RESULTS**

Among the reasons cited, the distance of the student's house to the school has a response average or a mean of 3.18. Toothache, stomach ache, and headache have the highest response average of 3.54. That the student doesn't wake up early is the most common reason why he/she is absent. This accounts for a response average or a mean of 2.11. On the academic aspect, there are those who answered that they can't understand their lessons and assignments. And this accounts for a response average or a mean of 2.25. The reason that "it is noisy inside their classroom" has a response average of 1.78.

**DISCUSSIONS**

From the result of the survey conducted among the Grade 5- Acacia pupils of Upper Mainit Elementary School, it was found out that health problems is the number (1) reason why the pupils are absent from school. Number (2) reason is the distance of the student's house to the school. It is followed by one of the home-related factor, with the reason that: "Their parents ask them to be absent to perform household chores". Next is number (4) which is one of the academic factors, with the reason that they can't understand their lessons and assignments. Lastly is one of the personal attitude factor, with the reason that they don't wake up early. The above-mentioned causes, as reasoned out by the pupils in the survey questionnaire, are considered main factors which lead them to be frequently absent from school.

**KEYWORDS:** absenteeism

**SUBMISSION ID: R012-SARANG-0037**



**Quipper Learning Portal: Its Effects on Mathematical Performance among  
Selected Grade 9 Students of Quezon National High School**

Mia Carissa V. Miranda & Maria Teresa J. Macatangay, Department of Education,  
Quezon National High School

**Abstract**

**INTRODUCTION**

Students of today are referred to as "digital natives", and today's educators as "digital immigrants" . Teachers are working with students whose entire lives have been immersed in the 21st century media culture. For students to achieve their maximum potentials, they need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation.

With the obtained Mean Percentage Score 43.5 % in Mathematics during SY 2015-2016, Quipper, an online innovative educational tool is introduced to let both teachers and students enhance their teaching strategy and learning ability.

**METHODS**

Experimental design was utilized for this study. There were two groups, the experimental group (with Quipper exercises/ assignments) and the control group (without Quipper exercises/assignments). The respondents of this study were the selected eighty-two (82) Grade 9 students.

**RESULTS**

The results showed the importance of the Quipper portal in performing better in Mathematics based on the pretest/posttest scores obtained from the collected data. The study revealed that the respondents who utilized Quipper perform better than those who did not use Quipper in learning Mathematics.

**DISCUSSIONS**

The results suggest that school administrators may conduct more seminars and workshops about e-learning or technology- enhanced instruction. Teachers teaching other learning areas must try this Quipper e-learning portal. Teachers who are already using this kind of technology-enhanced instruction must have a continuous integration and implementation of Quipper e-learning portal both for remedial and enrichment purposes. Students must realize the importance of integrating Quipper exercises in the learning process to have an increased performance in Mathematics.

**KEYWORDS:** quipper school, learning portal, mathematical performance, ict

**SUBMISSION ID: R04A-QUEZON-0116**



## **Quipper School: A Continuous Improvement Project to Improve the Arithmetic Skills Problem of Students of Rosario National High School**

Angela Moresco, Rosario National High School

### **Abstract**

#### **INTRODUCTION**

Quipper School is a free e-learning platform that empowers teachers to streamline teaching methods and class management, and enables students to learn in a fun and effective way. It has also helped teachers to use instruction methods that inspire students to learn even their most disliked subjects. It is where teachers manage their classes online and check students' progress.

The Continuous Improvement Program (CIP) using Quipper School started its implementation during school year 2015-2016 and now in its fourth year of implementation. The main aspiration of this CIP is to improve the arithmetic skills problem of the selected students at Rosario National High School for four (4) consecutive years from their first year up to fourth year in the school and to maximize students through ICT-based Math Program for effective and efficient lesson delivery.

#### **METHODS**

This study used Quasi-Experimental utilizing the time series design. The participants were thirty (30) students of RNHS who were identified with arithmetic skills problems based from the diagnostic test and pretest in their first year in the school. The said students were chosen using a purposive sampling technique and assigned as treatment group. The data collected from the three pretests and three post-tests from three implementing years and were analyzed using descriptive method and paired t-test.

#### **RESULTS**

In general, the findings suggest that there is significant difference on the performance of the students after the Quipper School was used a Continuous Improvement Program for the Arithmetic skills problem of the said students.

#### **DISCUSSIONS**

The integration of Quipper School in teaching and learning prove the effectiveness of this ICT-based program in developing the 21st century skills among the students.

**KEYWORDS:** Quipper School, Arithmetic Skills Problem, Quasi-Experimental, Time Series Design, Rosario National High School

**SUBMISSION ID: R04A-CAVITP-0376**



## **Quipper School: A Continuous Improvement Project to Improve the Arithmetic Skills Problem of Students of Rosario National High School**

Marinelia Clamosa, Rosario National High School

### **Abstract**

#### **INTRODUCTION**

Quipper School is a free e-learning platform that empowers teachers to streamline teaching methods and class management, and enables students to learn in a fun and effective way. It has also helped teachers use instruction methods that inspire students to learn even their most disliked subjects. It is where teachers manage their classes online and check students' progress. The Continuous Improvement Program (CIP) using Quipper School started its implementation during school year 2015-2016 and now in its fourth year of implementation. The main aspiration of this CIP is to improve the arithmetic skills problem of the selected students at Rosario National High School for four (4) consecutive years from their first year up to fourth year in the school and to maximize students through ICT-based Math Program for effective and efficient lesson delivery.

#### **METHODS**

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#### **RESULTS**

In general, the findings suggest that there is significant difference on the performance of the students after the Quipper School was used a Continuous Improvement Program for the Arithmetic skills problem of the said students.

#### **DISCUSSIONS**

The integration of Quipper School in teaching and learning prove the effectiveness of this ICT-based program in developing the 21st century skills among the students.

**KEYWORDS:** Quipper School, Arithmetic Skills Problem, Quasi-Experimental, Time Series Design, Rosario National High School

**SUBMISSION ID: R04A-CAVITP-0398**



## **Quipper School: Its Impact on the Academic Performance in Science of the Selected Grade 10 Students of Tmcnhs**

Nina Espineli & Marissa M. Rodil

### **Abstract**

#### **INTRODUCTION**

E-learning provides leverage tools and resources for teachers to develop 21st century learners. The good features of Quipper School encouraged the researcher to conduct a study and find out the impact of this application in the academic performance of grade ten students specifically in Science. Additionally, the researcher wants to find out the feasibility of using Quipper School as an aid for classroom instruction.

#### **METHODS**

The study made use of qualitative and statistical analysis in analyzing the data gathered. To determine the impact of Quipper Application on the academic performance of selected grade 10 students in science pretest and posttest design was administered. Twenty multiple choice items with increasing difficulty was given to two (2) sections of grade 10.

#### **RESULTS**

Collected data explains that using the traditional method, the academic performance of the control group increased from 7.085 to 11.407 which shows that there is an advancement in the control group. However, an increase in the academic performance of the experimental group from 7.525 to 16.475, indicates that the performance of the experimental group who was exposed to Quipper for a month is higher than the control group. This also signifies that there is a great improvement on the part of the experimental group. Students from the experimental group students "Agree" that the access to Quipper School is feasible. In terms of cost to access Quipper School, students slightly agree that the cost to access Quipper School is feasible. Students also "Agree" that the time of using Quipper School is feasible.

#### **DISCUSSIONS**

The findings indicate that Grade 10 students with constant exposure with Quipper School demonstrated a higher test score in science. Moreover, this study proves that Quipper School has a great impact on the academic performance of students in science. Results of the study has also proven that Quipper School is feasible in terms of accessibility and time of use and slightly feasible in terms of cost.

**KEYWORDS:** Quipper School, test score, feasibility, blended learning

**SUBMISSION ID: R04A-CAVTP-0000**



**Quirino General High School Lesson Study on the Understanding of Image  
Formed in a Plane Mirror**

Imelda C. Sibayan, Quirino General High School

**Abstract**

**INTRODUCTION**

The hasty development of science and technology poses a noteworthy challenge for humanity to keep up with fast societal development steadily, most specially in the third world and developing countries like the Philippines. Being in rhythmic motion does not merely imply acquiring advance facilities and technologies but rather, the acquisition and enhancement of knowledge and skills essential in meeting the demands of a highly competitive and scientifically-inclined society must be given attention. To cope with the challenges of science teaching, a Lesson study has been introduced with the inquiry-based approach as strategy in teaching. It is designed to pull together knowledge and pedagogy in a way that guarantees the learning gets to the student level. It also provides teachers a collaborative approach to solve problems with difficult lessons or methodologies.

**METHODS**

This research used a case study method of qualitative research. Interviews of students, reflections of both teachers and students, input from the different teacher observers, student observers and knowledgeable others and other observations during the research lesson implementations were described. Research Lesson implementations were conducted in several classes of Grade 10 of Quirino General High School.

**RESULTS**

The use of varied activities in the lesson study helped a lot both the teacher and the learner specially in presenting and discussing the lesson using the inquiry based approach. In totality, the lesson study inquiry-based approach is an effective tool for teaching and learning process for its benefits to both teachers and students.

**DISCUSSIONS**

Lesson study has been utilized in the school to improve teaching strategies and techniques and student's progress and to develop further pedagogic approaches such as assessment. In depth observations were conducted to analyze in details the responses and served as bases to conduct interventions. The conduct of the lesson study has been embraced by teachers and students. Lack of time is seen to be the problem in the conduct but it has tremendous benefits to both teachers and students as well as the whole school community.

**KEYWORDS:** Lesson Study, Plane Mirror, inquiry based approach

**SUBMISSION ID: R002-QUIRIN-0118**



## **Quotelect Destination Icebreaker Game as Instructional Material in Teaching Philosophy**

Leslie Joyce B. Tayong  
(Adviser: Liezlida V. Reyes)

### **Abstract**

#### **INTRODUCTION**

"Philosophy" is a complicated term and can also be a simple one. It can be easily understood or it cannot be understood at all that is why teachers are using instructional materials in teaching in order for the learners not to be abstruse in the concept (Chandra, 2018). Therefore, research-based and effective instructional materials can set an example for strong lesson plans (Libre, 2018). The development of Quotelect Destination Icebreaker game as instructional material in teaching Philosophy designs to promote interactive environment that can assure meaningful learning among students.

#### **METHODS**

Descriptive research design was utilized. Frequency and mean were calculated to evaluate the Quotelect Destination Icebreaker Game in terms of content, relevance, mechanics, effectiveness and user-friendly. Complete enumeration was used as sampling technique. The respondents were twenty-eight (28) Senior High school teachers and thirty-five (35) Grade 12 HUMSS-A students. After the newly developed instructional material was evaluated by the teachers. Pilot-testing was done among the Grade 12 HUMSS-A students.

#### **RESULTS**

The results show that the newly developed instructional materials as evaluated by teacher obtained the means of 4.55 (content), 4.75 (relevance), 4.53 (mechanics), 4.56 (effectiveness) and 4.68 (user-friendly). Based on the evaluation of the students the means were 4.64 (content), 4.82 (relevance), 4.57 (mechanics), 4.66 (effectiveness) and 4.85 (user-friendly).

#### **DISCUSSIONS**

The results demonstrate that both teachers and students had strongly agreed that Quotelect Destination Icebreaker game qualifies its content, relevance, mechanics, effectiveness and user-friendly as instructional material in teaching Philosophy. Furthermore, it also shows that the newly developed instructional material must be utilized.

**KEYWORDS:** icebreaker, instructional material, philosophy

**SUBMISSION ID: R012-COTABP-0009**



**Radio-Express and Cctv towards Overall School Security (Rectos2):  
Implications to School Disaster Risk Reduction Program**

Joseph C, .Lea R. Malaluan, Guadalupe C. De Jesus, Emelia R. Eclarin, Angelito L.  
Gaboco, & Elizabeth D. Lalunio

**Abstract**

**INTRODUCTION**

One of the goals of the K to 12 Basic Education Program is to provide a child-friendly and a safe environment for everyone in the school. A more effective DRMM System due to current environmental situation is needed by schools with big population for a better way of communication and provision for safety measures especially in terms of emergency situations. In this study, Project RECTOS2 (RADIO-EXPRESS AND CCTV TOWARDS OVERALL SCHOOL SECURITY) was launched to uncover its implications to the disaster risk reduction program of the school being one of the top 3 biggest schools in the division. This action research upgrades options for security in school both for public safety and security of properties as both learning and security pose 21st Century challenges.

**METHODS**

This study used descriptive method using interviews among the internal stakeholders about their perceptions of the issues and concerns regarding school security as addressed by the Two-way Radio and CCTV. The answers were coded to generate general ideas and concerns regarding the topic of the study.

**RESULTS**

Community safety, security, faster information dissemination and coordination especially during emergencies and protection of school properties were among the top concerns addressed and solved by the RECTOS2 Project. The Radio-Express and CCTVs were regarded by the respondents as highly effective in addressing their security issues and are equally significant in constant communication, coordination and information dissemination.

**DISCUSSIONS**

The results demonstrate the need for additional units of CCTV cameras to be installed per grade level and along all corridors to cover a wider range of the whole school campus to attain zero incidences of thief and students' untoward behavior in the school campus. Additional two-way radios may be provided for better management and coordination of school activities' organizers, and security personnel. A quarterly orientation may be conducted to synchronize disaster -risk reduction drills and to upgrade siren signal sounds or distress signals coded based on what type of emergency is called for. A Medical Response Team (MRT) flow chart stating specific response time shall be established for better and more effective Disaster Risk Reduction management in school.

**KEYWORDS:** Disaster Risk Reduction Management, Community Safety, Two-way Radio, CCTV

**SUBMISSION ID: R04A-QUEZON-0118**



## **Raising the Bar: instilling Organizational Values among Teachers**

Gregorio Mueco, RACE

### **Abstract**

#### **INTRODUCTION**

As molders of young minds, teachers must consistently display the DepEd core values and to live up to the highest standards expected of them. However, different factors cause differences in teachers' core values that consequently affect school performance. This study aims to propose a plan of action that will instill organizational values among teachers based on their present level of practice of the four DepEd Core Values.

#### **METHODS**

The descriptive - developmental method of research was utilized in this study involving the ninety-one Junior High School teachers of Tanauan City National High School who responded to a survey questionnaire regarding their level of practice of the DepEd core values. The participation of the teachers in the study was purely voluntary. Focus group discussions were also conducted to validate the teachers' experiences in practicing these core values.

#### **RESULTS**

Findings reveal that the practice of teachers in all the indicators of Makatao and Makabansa core values are Very High. However, under MakaDiyos and Makakalikasan indicators, teachers' level of practice are quite low. All teachers who participated in the focus group discussions agree that it is indeed very difficult to live up and measure the MakaDiyos and Makabansa core values. They also agree that given the opportunity, they would attend trainings and workshops that will help instill these organizational values in them. During validation, two themes arose: Modelling from the Heart for MakaDiyos and Yest to Clean Environment for Makakalikasan.

#### **DISCUSSIONS**

As input towards instilling organizational values among teachers, a plan of action was developed focusing on the indicators of MakaDiyos and Makakalikasan with low level of practice with provision for sustaining those indicators with higher level of practice.

**KEYWORDS:** Core Values, Organizational Values, Department of Education, Teachers, Level of Practice

**SUBMISSION ID: R04A-BATANP-0185**



**Raising the Performance Ability in Grade Two-SPED of infanta Central Elementary School in Problem Solving through PGOESA Approach (Problem, Given, Operation, Expression, Solution, Answer)**

Lorna Paloma, Department of Education

**Abstract**

**INTRODUCTION**

Problem solving is an important component of Mathematics education because it is the single vehicle which seems to be able to help achieve, for elementary school level, all three of the values of Mathematics: functional, logical and aesthetic. Presenting a problem and developing the skills needed to solve that problem is more motivational than teaching the skills without a context.

Teaching Math is very challenging, especially to those who were average learners. The responsibility to successfully impart the lesson in Mathematics calls for an answer. It is therefore through the foregoing view that the researcher was prompted to conduct a study on a certain strategy, which is using PGOESA (Problem, Given, Operation, Expression, Solution, Answer) to solve easily the problem.

It has been suggested that using a PGOESA Approach can contribute significantly to the outcomes of a mathematics education. Not only is it a vehicle for developing logical thinking, it can also provide students with a context for learning mathematical knowledge, it can enhance transfer of skills to unfamiliar situations and it is an aesthetic form in itself. PGOESA Approach can provide a vehicle for students to construct their own ideas about mathematics and to take responsibility for their own learning.

There is little doubt that the mathematics program can be enhanced by the establishment of an environment in which students are exposed to teaching via problem solving, as opposed to more traditional models of teaching about problem solving. The challenge for teachers, at all levels, is to develop the process of mathematical thinking alongside the knowledge and to seek opportunities to present even routine mathematics tasks in problem-solving contexts.

**METHODS**

The quantitative experimental with single group method of research was used in this study to determine the performance ability of pupils in solving problems before and after using PGOESA Approach as a teaching method in Mathematics to the selected Grade 2 pupils in SPED of Infanta Central Elementary School.

The researcher chose Infanta Central Elementary School as research locale for easy access to the respondents.

The study population consisted of the 35 Grade Two-SPED pupils in Infanta Central Elementary School. The researcher utilized only the minimum number of respondents for the purpose of the study.

A convenient sample of 30 respondents out of 35 pupils in Grade 2-SPED was selected through simple random sampling.

**RESULTS**

Based on the findings the following conclusions were drawn:

1. The pupils who learned the lesson in Mathematics using PGOESA Approach in problem solving performed well in the test, showed confidence when answering, participated actively in the discussion and developed a deeper understanding on the Mathematics lesson.
2. The pupils, who learned the Math concept without using PGOESA Approach in problem solving, had less comprehension in the lesson and show confusion when taking the exam, had less understanding of the lesson, and had a low confidence when answering the test. The respondents tended to be dependent on the teacher and asked questions frequently.
3. The PGOESA Approach showed that in problem solving, the performance ability of the pupils is very essential in learning Mathematics.
4. There was a significant difference between teaching Mathematics using PGOESA Approach versus teaching problem solving in Mathematics using traditional method.

**DISCUSSIONS**

The purpose of this research was to determine the performance ability in problem solving using PGOESA Approach in teaching Mathematics before and after the implementation. The empirical investigation has been triggered to enhance or raise the students' interests in Mathematics subjects.

The philosophy underlying this approach is constructivism which emphasizes problem solving and understanding, using authentic tasks, experiences and assessment.

This research was limited only to Grade 2-SPED pupils of Infanta Central Elementary School.



**SUBMISSION ID: R04A-LUCENA-0020**



## **Raising Vocabulary Development and Reading Comprehension of Language Learners in a Video Conferencing Setting**

Virginia Bertulano & Xyric Jay Hugo

### **Abstract**

#### **INTRODUCTION**

Video conferencing as means of teaching strategy is now becoming popular. Furthermore, it is also used to assess speaking skills as well as writing skills of the ESL (English as a second language) or EFL (English as a foreign language) learners. The purpose of this study is to make awareness on how the video conferencing can be applicable in improving vocabulary knowledge and reading comprehension skills of ESL learners. It also aims to improve the quality of assessing the ESL learners' skills so that they could be more proficient in speaking.

#### **METHODS**

Convenience sampling was observed in the selection of participants regardless of their demographic profile. The participants of the study were 40 regular Chinese students enrolled in Acadsoc Online Tutor Club. The research instrument used in this study were survey questionnaires adapted from Argyll Bute Council which was validated by a psychometrician in accordance with the research questions, objectives and content. The video conference- lesson was delivered by the researcher via Skype and Tencent Video or QQ. The topic was about American Slang or any English comprehensive lessons. The live lecture took 25 to 55 minutes. This was a quantitative research design and used descriptive method to describe the students' impression about video conferencing as a tool in enhancing vocabulary knowledge and comprehension skills through survey questionnaire

#### **RESULTS**

Most of the respondents agreed that video conferencing is an effective medium of teaching and learning the target language as it is more convenient and applicable to any level of students. Most of the ESL learners affirmed that it is more convenient to take lessons online because they do not need to go to an institution or an academe in order for them to learn as there is no time constraint since VC can be conducted any time of the day as long as the student and teacher is available because the time differences of the countries do not matter anymore

#### **DISCUSSIONS**

The study reveals that video conference is an effective medium which can be used by the teachers in unlocking difficulties and helping the students understand the reading text which may also be an important part of mastering the target language, English. Based on the analysis of data gathered from the respondents, video conferencing is extremely useful for different particular purposes like researches and other future studies.

**KEYWORDS:** V-Conference

**SUBMISSION ID:** R04A-CAVTP-1666



**Rampant Absenteeism: The Case of Grade one Pupils of Matabungkay Elementary School**

Arceli Nioko, Department of Education

**Abstract**

**INTRODUCTION**

Absenteeism is the habit of staying away from school without providing a genuine reason. It is a truant behavior that negatively affects the performance of pupils (Eneza: 2013).

Grade One Section C of Matabungkay Elementary School is a low performing group wherein most pupils are absent most of the week. This section has this so-called "friday sickness" wherein almost half of the pupils are absent.

Among the bad effects of absenteeism is poor academic performance. Absent pupils cannot hear discussions and join group work. This absence is the culprit behind poor oral reading.

**METHODS**

The researcher used a random sampling technique called fish bowl technique to select the respondents of this study. This was done to ensure that all parents were given an equal opportunity to be a respondent of this study. It was done by placing all the names of the 33 parents in a bowl and drew fifty percent of the names. The rest of the parents were used in validating the questionnaire. Fourteen (14) parents whose children were frequent absentees were the respondents of this study.

The descriptive survey also estimated the relationship between or among variables. Finally, the descriptive method was used to achieve the goal of this study which sought to describe the absenteeism among Grade One C pupils of Matabungkay Elementary School.

The percentage distribution and ranking was used to treat the demographic profile of the parents. Similarly, the weighted mean was used to determine the extent of the responses in the questionnaire.

**RESULTS**

Most of the families of the absentee pupils were low income earners. There was rampant absenteeism among Grade One C pupils from June to September 2017. Lack of money was the number one cause of absenteeism.

**DISCUSSIONS**

In the face of these discussions, it is recommended that participation of parents on the schooling of their children be given voluntarily. The absenteeism Intervention Program is recommended to address the problem of absenteeism among the Grade One Pupils.

**KEYWORDS:** rampant, absenteeism

**SUBMISSION ID: R04A-BATANP-0868**



**Rap Me Up Activity: A Strategy to Improve Spelling Competencies of Identified Grade IV Pupils**

Jocelyn B. Yparraguirre  
(Adviser: Jomel Montero)

**Abstract**

**INTRODUCTION**

Spelling is an important skill which pupils must acquire before they could excel in the four macro skills. Poor abilities in spelling is one of the most common academic difficulties experienced by pupils and the problem prolongs from one generation to the next generation getting more and more serious to claim that the lesson focusing in spelling is essential so that students can read and write.

**METHODS**

This study made use of the descriptive method. This research design provided data on developmental levels of the identified Grade IV pupils based on the pre-assessment and post assessment of their spelling skills. The data gathered through the use of "Rap Me Up Activity", and some relevant documents such as spelling booklets of pupils were the basic sources of this research. After the accurate information-gathering procedure, data collected were organized, analyzed and properly interpreted.

**RESULTS**

It is noted that four (4) pupils out of five (5), improved their spelling skill, one (1) still needed remediation after employing "RAP ME UP ACTIVITY: Strategy to improve spelling competencies" of grade four pupils.

**DISCUSSIONS**

Based on the result of the data analysis, the use of "RAP ME UP ACTIVITY" was an effective intervention in improving pupils' spelling competency. It showed a positive effect on the pupils' achievement upon implementation of the strategy.

**KEYWORDS:** Rap Me Up Activity, Spelling Competencies, Grade IV Pupils

**SUBMISSION ID: R013-SURSUR-0207**



## **Ray Diagramming Technique for Concave Mirrors Using Freeware-Based Module**

Emerson Dalangin, Sico 1.0 National High School (Grade 7-12)

### **Abstract**

#### **INTRODUCTION**

This study aimed to create a freeware-based module for the least mastered competency in Grade 10 Science - ray diagram for concave mirrors. The self-paced module intended to advance and develop learners was implemented in a computer laboratory by utilizing offline-based web page.

#### **METHODS**

Quantitative experimental design was used in this study. Purposive sampling for 40 students were used as respondents of the study. Top 20 students represented the advanced learners and bottom 16 students represented the developing learners.

#### **RESULTS**

Based on students' evaluation, the students strongly agree that the module was an effective tool for them to learn ray diagramming techniques for concave mirrors. The designs were highly acceptable, and the module were highly related to their lessons. They found the module to be an exciting way to learn. The experimental group that used the free-ware based module performed better than the traditional group for advanced learners as computed in the t-test comparing the post-test of each group.

#### **DISCUSSIONS**

Grade 10 Science teachers can use this freeware-based module in teaching ray diagramming techniques for concave mirrors. It is easily replicable and very cost effective. This can be used in school laboratory maximizing the computers given by the Department of Education.

**KEYWORDS:** ray diagram, freeware, Sico 1.0

**SUBMISSION ID: R04A-BATANP-0330**



## **Read It to Win It**

Noli B. Taroy, Uwisan Elementary School  
(Adviser: Noli Taroy)

### **Abstract**

#### **INTRODUCTION**

The basic skills of learning is the prime concern of teachers specifically in primary grades, includes reading, writing and arithmetic. The "No Read, No Pass" policy likewise is another reason why reading should be given priority.

Likewise based on the results of the administration of PHIL-IRI for three consecutive years, grade two pupils were found to have the highest number of non-readers. From the previous PHIL-IRI Pre-Test and Post-test, it was shown that 19 or 20% out of 94 pupils in Grade II were identified as non-readers based on its standard formula. To address the number of non-readers, this data was used for the implementation of Read it to Win it Program (ReTWiT).

#### **METHODS**

The descriptive method was utilized in this study since the main purpose of the study was to lessen the number of non-readers and to determine the level of comprehension of the respondents chosen purposively by the researcher. To observe the principles of confidentiality, names of the respondents were not reflected in the questionnaires administered.

The researcher used survey questionnaires as a method in collecting the data. The survey questionnaire used was focused on the assessment of the reading level of pupils.

#### **RESULTS**

Based on the results there were 9 pupils who fell under nonreaders or 46% of the total identified was classified frustration. On the other hand, 10 pupils or 54% were under instructional level while there was no pupil who passed under independent level.

During the fourth month of implementation, there were 3 or 16 % of the pupils under non-readers and 14 or 73 % of the pupils were under frustration level while 2 pupils or 11% were under instructional level.

#### **DISCUSSIONS**

Based on the research, there are several factors why there were still 3 pupils who showed status quo. Attendance of pupils played vital role in the pupils' reading improvement. The said three pupils were frequently absent due to sickness. They were also less participative in the reading programs. Their parents also lacked support for the pupils' study habits and class performance.

The teacher greatly motivated pupils to study and make their assignments. Parents were the least motivators of pupils for their study habits. 84% of the pupils improved their reading performance based on the results of the Phil-IRI.

**KEYWORDS:** : non-readers, frustration level, instructional level, independent level, reading comprehension

**SUBMISSION ID: R04A-CALAMB-0199**



**Read to Infer (R2I) to Enhance the Reading Comprehension Skills of  
Selected Students of Southville IV National High School**

Levy Jr Magcale, Southville IV National High School

**Abstract**

**INTRODUCTION**

Schools have enormous reading activities. If a student has difficulty in reading, it can affect his academic performance that will result to poor grades or failing marks. Effective teachers observe a variety of reading situations from free-choice activities through informal and incidental encounters with reading to more formal instructional situations. Yetta Goodman (1985) calls this approach "kidwatching." In compliance to DepEd Order no. 39, s. 2016 "Adoption of Basic Research Agenda" is considered.

**METHODS**

To find out the increase of reading performance of students, worksheet was given. There were 10 worksheets. A short discussion with the students about the topic was tackled. Then, they received the worksheet and answered it for 10 to 15 minutes. The worksheet had a paragraph and the students needed to make inferences and answer the questions. They needed to justify their inference by writing. Filling-in the blanks and naming the pictures were included.

**RESULTS**

For Worksheet 1, the students (10 boys) got 3.0 average and the mean of all the worksheets (WS 1-10) was 3.4. On the other hand, the other students (10 girls) who also worked on Worksheet 1 acquired an average of 2.00 and the mean of all the worksheets is of 3.2. The Items 3.1 and 3.3 from Worksheet 1 to Worksheet 10 rendered following results: In Worksheet 1 (WS1), there were 17 correct answers, Worksheet 5 (WS5) with 26 correct answers and Worksheet 8 (WS8) obtained the highest score with 28 correct answers. While, the worksheet with the lowest score was Worksheet 7 (WS7) with only 12 correct answers out of 40.

**DISCUSSIONS**

The results show the increase and decrease of respondent's performance. Respondents who are "above average" and "average" perform well but both need support throughout the session. The topic or reading material must be related to the experience of the respondents because reading performance is affected by context, time, place and interest. Therefore, to catch the attention of the respondents, the proponent must consider the motivation, interest, and their background. To summarize, close supervision contributes to the improvement of the study. The proponent should focus in one area, delve deeper, and elaborate it thoroughly to widen the ideas. The "process" and "support" are reciprocal. The "system" and "culture" of the school affect the study.

**KEYWORDS:** Reading Inference, Comprehension Skills, Enhance, Southville IV Students

**SUBMISSION ID: R04A-STAROS-0023**



## **Read, Enjoy and Learn Using Contextual Method**

Arlene Aala

### **Abstract**

#### **INTRODUCTION**

The study aims to determine the reading level of the pupils before and after conducting the Project Read, Enjoy and Learn using Contextual Method which will solve the problem and have a larger number of readers under frustration level in the Division of Calamba City. The study is limited to the interpretation given to the remedial instruction program administered by the teachers.

#### **METHODS**

The study used the qualitative and quantitative method of research for it described the effectiveness of using contextual method in teaching reading. Cumulative and Percentage, Why-Why Diagram as well as Pareto Chart were used in interpreting the data gathered from the quantitative method. In order to analyze the scores obtained, the researcher made use of the results of the Mean Percentage Score (MPS) of the remedial teaching program.

#### **RESULTS**

Results revealed that the contextual method is effective in improving the reading comprehension of the pupils for the remedial program and indicated that most of the pupils were in the independent level from frustration during the pre-test assessment to remedial instruction program. Another significant result showed that pupils engaged in the program were motivated to improve and enhance their performance. This was indicated on the change manifested on the reading level obtained by the pupils.

#### **DISCUSSIONS**

The contextual method that has been used in this action research led to the smooth transition of learning reading and that findings showed remarkable progress on the results of the remedial instruction program. The contextual method was found to be effective in improving the reading and comprehension skills of the pupils.

**KEYWORDS:** READ, ENJOY, LEARN. CONTEXTUALIZATION

**SUBMISSION ID: R04A-CALAMB-0263**



## **Read, Understand and Nurture the Minds of Learners (Run-Ml)**

Rowena Faylon, Angie Cantoria, & Eleanor Lauren, San Cristobal Es

### **Abstract**

#### **INTRODUCTION**

San Cristobal Elementary School is a completely non-central public school established in 1985. The school is headed by a Principal I and has 29 elementary teachers. It is one of the schools in Calamba City with struggling readers that affect the performance of the learners as well as the school.

Since reading is the most important aspect in the teaching-learning process and it is the heart of pupils' achievement across all disciplines especially in English, Project Read, Understand and Nurture the Mind of the Learners (RUN ML) was designed by the SCES CI team in order to address some problems in reading and ensure success in learning, particularly those pupils who are identified as struggling readers to become instructional readers.

#### **METHODS**

On November 7, 2016, an orientation of the CI team with the selected 43 Grade 2 struggling readers as customers of CIP Project: Read, Understand & Nurture the Mind of the Learners (PROJECT RUN ML) together with parents and Grade 2 teachers was conducted. To motivate more the selected 43 Grade Two pupils, they were given new reading materials. They got pad paper, masking tape, bond paper, manila paper, notebook, ball pen, pencil, and sharpener. The budget for the students' materials came from MOOE.

#### **RESULTS**

In the current stage there are 43 struggling readers. The CI team targeted 22 instructional readers by the end of February 2017 and there are 28 pupils who became instructional readers while 15 pupils remained as struggling readers.

#### **DISCUSSIONS**

Twenty- two (22) out of 43 or 51% Grade Two struggling readers should improve the reading level to instructional by February 2017 using Remedial Instruction focusing in English - Oral Reading. The CI Team continuously observed and monitored the progress of pupils and evaluated their performance. Commitment of the school to continue providing remediation to instructional and struggling readers. Expansion of the project to all grade levels. Intensifying the project with the involvement of all the teachers and parents.

**KEYWORDS:** Struggling Readers, Philippine Informal Reading Inventory, Instructional Reader

**SUBMISSION ID: R04A-CALAMB-0240**



**Readiness in the Implementation of the Kto12 Basic Education Program in  
the 4th Congressional District of Camarines Sur**

Minnie Talaguit, Public Schools District Supervisor

**Abstract**

**INTRODUCTION**

The K to 12 program as modeled from the educational system of the United States of America provides every student with education that may enable them to succeed based on knowledge and innovation. The K to 12 Basic Education Program law was passed on May 15, 2013 tagged as Republic Act No. 10533 or better known as "Enhanced Basic Education Act of 2013". However, school's readiness is the foundation of equity and quality education. It is gaining global support as a viable means to help the public elementary schools reach their full developmental potential and engage in lifelong learning like the employment of the K to 12 Basic Education in the country. The researcher was motivated and inspired to conduct this project in order to help the school implementers to address their needs toward the provision of quality service and effective delivery of the new curriculum.

**METHODS**

A mixed method design was employed in this study which was the sequential explanatory strategy that answered the research problems. This was done through the collection and analysis of quantitative data in the first phase of the research using a survey questionnaire and the qualitative data were derived through the focus group discussion.

**RESULTS**

The challenges met as experienced by the respondents during the initial years of implementation were categorized into four areas, namely: limited resources, lack of technical competence, low performance of pupils and negative attitude of teachers. To address the challenges met by the respondents in the initial implementation of the K to 12 curriculum, the researcher is proposing the program entitled "Capability Building on the Implementation of the K to 12 Program" .

**DISCUSSIONS**

Based on the findings, it could be inferred that the teachers of the 4th congressional are generally young in the service holding the position of Teacher 1 and they are trainable and could be assets in the realization of the goals of the K to 12 program. To address the challenges met by the respondents during the initial implementation of the new curriculum, the following interventions are hereby proposed: intensive monitoring of teachers, school learning action cell, school-based mentoring program, continuous teachers' development and capability building on the implementation of the K to 12 curriculum.

**KEYWORDS:** READINESS, IMPLEMENTATION, KTO12

**SUBMISSION ID: R005-CAMSUR-0053**



**Readiness of Rinconada National Technical Vocational School's Technical Vocational Department in the Implementation of Senior High School Tech-Voc Track**

Freda Tabarangao, Department of Education

**Abstract**

**INTRODUCTION**

The main focus of the study is to determine the readiness of Rinconada National Technical and Vocational School's (RNTVS) Technical Vocational Education Department, Iriga City, in the implementation of senior high school via tech-voc track.

**METHODS**

The study employed the descriptive-evaluative-correlational method with a validated questionnaire as the primary data gathering instrument. Documentary analysis, interview with the use of open ended questions were also used to further support the data gathered. The respondents of the study composed of eleven (11) school administrators and twenty-nine (29) Technical and Vocation Education (TVE) teachers of Rinconada National Technical Vocational School, Iriga City, covering the school year 2014 - 2015. The statistical tools used were the following: frequency distribution, percentage technique, mean, Five-Point Rating Scale, weighted mean, and Kruskal Wallis H-Test.

**RESULTS**

The level of readiness of Technical Vocational Education Department of RNTVS in the implementation of Senior High School (SHS) via tech-voc trade, administration obtained the highest rating. Philosophy - vision/mission, and teaching staff had a descriptive equivalent of "much ready". Along with the facilities for the SHS track and strand, the instructional room got the top rating, followed by laboratories, workshop rooms and learner resource center or library; equipment, water and sanitation facilities, which were all described as much ready. The lone component that was rated as moderately ready was on internet facilities and ICT rooms. On the test of significant difference, the computed H values of 1.10 (Philosophy - Vision/Mission); 1.33 (Administration); 5.46 (Teaching Staff); 0.62 (instructional room); 5.34 (laboratories); 2.62 (workshop rooms); 9.93 (learner resource center or library); 8.96 (equipment); 3.77 (internet facilities and ICT rooms), and; 2.01 (water and sanitation facilities) were all found to be greater than their critical  $\chi^2$  values of 14.067 with 7 degrees of freedom at .05 level of significance. The null hypothesis was therefore confirmed since no significant difference existed on the appraisal of the groups of respondents; 3. The School's Reference Guide was developed based from the findings of the study.

**DISCUSSIONS**

The results showed that the school should take much focus on internet facilities since it is perceived as moderately ready. The school necessitates looking further improvement in educational delivery through internet facilities.

**KEYWORDS:** Readiness, Senior High School, Tech-Voc Track, implementation

**SUBMISSION ID: R005-IRIGAC-0014**



**Readiness of Accommodating Teachers of inclusion Based on Knowledge,  
Skills and attitude: A Premise for Support Program**

Jordan Aquino

**Abstract**

**INTRODUCTION**

Accommodating teachers are the center stage in implementing Inclusive Education. Their readiness of competency in handling children with disabilities in inclusive setting in terms of knowledge, skills and attitude (KSA) are prerequisites for a successful Inclusive Education. Even though there are special education teachers, the success of creating a Least Restrictive Environment in inclusive classroom for children with disabilities is one of the main responsibilities of accommodating teachers.

**METHODS**

The study involved quantitative phase that aimed to describe the level of knowledge, skills and attitude of the teachers towards inclusive education, with the use of questionnaires, situational tests and skills observation guide. The qualitative phase aimed to describe the administrators' perspective with regards to the readiness of accommodating teachers in handling students with disabilities with the use of thematic analysis. A total of sixty-two (62) accommodating teachers and six (6) school administrators from pilot schools of top four most populated cities in the province of Cavite were the respondents of the study.

**RESULTS**

Findings from the study showed that the accommodating teachers in inclusive schools in Cavite are minimally ready in handling students with disability in inclusive setting.

**DISCUSSIONS**

It is concluded that in order to address the needs of accommodating teachers and to increase the level of knowledge, skills and attitude, teachers need to undergo training and seminars on inclusive education. A proposed program has to be created to give emphasis on the area of concern for each inclusive education elements: Knowledge, Skills and Attitude (KSA). Thus, a set of six different activities will be included in a proposed program, entitled TRAINED: Teachers' Readiness in Attaining INclusive EDucation. TRAINED was designed and will be implemented to enhance teachers' understanding and capacity building in handling children with disabilities in inclusive setting.

**KEYWORDS:** Readiness, Accommodating Teachers, Knowledge, Skills, Attitude, Inclusion, Support Program

**SUBMISSION ID: R04A-IMUSC1-0044**



**Readiness of Grade 10-LRV students of Lopez NCHS in choosing TVL  
Track: input to the Development of Mid-Level Entrepreneurial Skills**

Laarni Villamater, Lopez National Comprehensive High School

**Abstract**

**INTRODUCTION**

In order for students to leave high school and enter college or careers, they need to possess a set of entrepreneurial skills and be able to articulate their work and what they're capable of. Choosing a career, however is still a great problem among our students. It is very difficult to select a career that is suited to the abilities, needs and interests of the individual and still has reasonable promise of attainment. The readiness of Input to the Development of Mid-Level Entrepreneurial Skills for career enhancement program, that there are lots of opportunities and skills that they can eventually use in their future career.

**METHODS**

To be able to gather pertinent data and information to answer questions posed by the problem, the researcher employs descriptive type of research. A researcher- survey type questionnaire will be used to find out the profile and level of readiness of selected Grade 10- LRV students in choosing TVL Track as Input to the Development of Mid-Level Entrepreneurial Skills" The instrument is divided into five parts.

**RESULTS**

It is found out that the student's preference in choosing SHS track has no significant relationship with their entrepreneurial skills. Being a good entrepreneur means being able to effectively convince an investor that you have a great idea, persuade partners that your approach is right, and convince potential customers that the solution is right for them. A few characteristics of a competency are (1) a competency consists of one or more skills whose mastery would influence its attainment, (2) a competency has its linkage with all the three domains under which performance can be assessed, covering the domains of knowledge skill and attitude, (3) competencies are observable and demonstrable, and (4) because the competencies are observable, they are also measurable and assessable a competency from the performance of a teacher.

**DISCUSSIONS**

In terms of student's specialization by strand, it expressed that in the achievement, power and planning components of entrepreneurship skills, have great significance in their readiness. Skills associated with the entrepreneurial process are primarily theoretical constructs and have been associated with opportunity recognition theory. These skills learned in different specializations should be used in building their mid-level entrepreneurial skills.

**KEYWORDS:** MID LEVEL ENTREP, K12 education, TVL

**SUBMISSION ID: R04A-QUEZON-0287**



## **Readiness of Grade 11 Tvl Students towards Senior High School Curriculum**

Jennelyn Hernandez, Department of Education

### **Abstract**

#### **INTRODUCTION**

With the advent of the Senior High School program, students tend to conclude that learning high school would be extended. There is then a misconception among the students who took Technical Vocational track on the kind of environment they need to fit in. This leads to a situation where most of them do not manifest interest in learning the other subjects required in their curriculum. As a result, some of them fail in core subjects as they tend to focus more on their major subjects. It is in this light that the researchers find interest in describing the readiness level of Grade 11 TVL students prior to addressing the requirements and performance tasks in their curriculum.

#### **METHODS**

Quantitative method of research was used in the study, a descriptive design to be able to determine the TVL students' emotional and intellectual readiness towards senior high school curriculum. The data were collected from 218 TVL students through survey- questionnaire and interview. Also, Focus Group Discussion (FGD) was employed where members of the faculty were requested to share opinions and suggestions on the possible interventions that can be employed to further address the issue.

#### **RESULTS**

The TVL students' level of emotional readiness was deemed to be in great extent. They were aware on the different rules and regulations of the school. However, they felt anxious whenever they were inside the school. As for the level of their intellectual readiness, it was determined to be in great extent. It is evident that they were actively engaged in classroom discussions but not capable of doing research work intended for Senior High School subjects. In connection with this, there are some factors that can affect their readiness prior to TVL curriculum. It was stated that they chose their track based on their financial status and were also influenced by their peers.

#### **DISCUSSIONS**

The results have shown that students should participate on different activities to develop their emotional skills and join programs that can make them aware of the senior high school curriculum. A set of strategic readiness related program for TVL students was drafted to address their readiness regarding the flow of the curriculum as a senior high school student.

**KEYWORDS:** readiness, misconception, curriculum, intellectual, emotional

**SUBMISSION ID: R04A-BATANP-1902**



**Readiness of Grade 12 Students of San Jose Litex Senior High School on the  
21st Century Skills: Basis for Skill Enhancement Program**

Edmer Constantino, Dave Gallardo, & Marites Odon, San Jose-Litex Senior  
High School

**Abstract**

**INTRODUCTION**

To tap the vast potential of learners to become the shapers of the country's future, DepEd integrated four 21st Century Skills, namely: Information Media and Technology Skills, Learning and Innovation Skills, Effective Communication Skills and Life and Career Skills.

The study wants to assess the extent of the 21st Century Skills among the Grade 12 students to clearly identify the least acquired skills.

The research aims to identify which strand needs an enhancement program.

**METHODS**

Using Descriptive-Correlational Research Design, the researchers conducted a survey to assess the respondents 21st Century Skills. The researchers used stratified random sampling to determine the number of respondents per strand. To measure the significant difference on the assessment of the respondents, ANOVA was used.

**RESULTS**

From the four identified strands (HUMSS, ABM, TVL-ICT and TVL-IA) the following 21st Century Skills were measured:

In terms of Learning and Innovation Skills, the ABM strand has the highest extent compared to TVL-ICT with the lowest mean, moderately extent.

In terms of Information, Media and Technology Skills, the TVL-ICT strand has the highest mean compared to TVL-IA which has the lowest mean, moderately extent.

In terms of Life and Career Skills, the HUMSS strand has the highest extent computed mean compared to TVL-ICT with the lowest, moderately extent.

Among the 3 identified 21st Century Skill, the over-all result states that the ABM strand has the highest extent compared to HUMSS as the second, TVL-IA and TVL-ICT as the lowest.

**DISCUSSIONS**

Among the three 21st Century Skills, Learning and Innovation Skill is the least acquired.

A skill enhancement program is necessary to sharpen and improve the students' capabilities on: Creativity and Innovation, Critical Thinking and Problem Solving and Communication and Collaboration Skill.

Workshop will be designed according to the most needed skills.

**KEYWORDS:** 21st Century Skill, Grade 12, Enhancement Program

**SUBMISSION ID:** R04A-RIZALP-0357



## **Readiness of Ict Students of Gulod Senior High School in the National Certification Assessment**

Jacqueline Vengco, Gulod Senior High School

### **Abstract**

#### **INTRODUCTION**

Gulod Senior High School in Batangas City is a standalone Senior High School that offers Technical-Vocational Track. This study assessed the readiness of the Grade 12 ICT students of Gulod Senior High School to undergo the National Certification (NC II) Assessment to demonstrate the skills in the four (4) core competencies to be assessed by the accredited TESDA assessor in Computer Systems Servicing NC II. This also determined the strategies that students need to further enhance their skills in performing the Computer Systems Servicing core competencies.

#### **METHODS**

The researcher used the descriptive research design with the TESDA - based Self - Assessment Checklist as the primary data gathering instrument. A total of 88 Grade 12 respondents taking ICT strand at Gulod Senior High School, Division of Batangas City took part in the study. The statistical tools used were frequency, percentage and weighted mean.

#### **RESULTS**

The four core competencies considered in this study are: COC1 Install and Configure computer systems, COC2 Setup Computer Networks, COC 3 Setup Computer Servers, and COC 4 Maintain and repair computer systems and networks.

Most students could perform the tasks for Install and Configure Computer Systems (COC1) with the weighted mean of 95.17. It is also being noted that 92.04 percent of the students were capable and ready for the COC2 Set-up Computer Networks. In the tasks performed for the Set-up Computer Servers competency, majority of the students are ready for this competency which is evident by a high average percentage of 75.38. For the 4th competency (COC4), 3 out of 5 tasks could not be performed by students. As the results showed a high percentages of 68.75, 54.55, and 62.50 for No answer. This further showed that most students are not ready for passing COC4.

#### **DISCUSSIONS**

Determining the readiness of ICT Students of Gulod Senior High School in the National Certification Assessment ensure that students can apply for TESDA Certificates of Competency (COCs) and National Certificates (NCs) to provide them with better work opportunities, help them achieve 100 % passing rate of students in the National Certification Assessment (CSS NCII), and Standard requirements to be applied to make sure graduates know enough to be hireable, and lastly, so that the graduates who passed the National Certificate Assessment can be easily hired by different companies.

**KEYWORDS:** National Competency Assessment, NC, Computer Systems Servicing, CSS, Readiness, Assessment

**SUBMISSION ID: R04A-BATANC-0340**



**Readiness of Public Schools in the Implementation of K-12 Senior High School in the Seventh Congressional District of Cavite: Basis for the Proposed Contingency Plan**

Vilma Buladas, Tagaytay City Science National High School

**Abstract**

**INTRODUCTION**

The plan to add two years for the Senior High School Program (SHS) was conceptualized in order to address the persisting problems of the current 10-year basic education curriculum. One of the major problems confronting the system is the preparedness of selected public schools which will offer Grades 11 and 12. This study therefore aims to prepare solutions in order for failures to be avoided so that the vision and mission of the program will be fully achieved.

**METHODS**

The researcher used Readiness of the Junior High School to Implement Senior High School Program Questionnaire adopted from Adao (2015). Using descriptive correlational method of research, data were gathered from the 19 school principals and were interpreted using percentage and weighted mean, while one-way analysis of variance (ANOVA) was used to test the significant differences of the readiness of all the schools.

**RESULTS**

Findings revealed that out of 19 schools, five schools were offering ABM, four schools were offering HUMMS, two schools were offering STEM, fourteen schools were offering GAS; no school was offering Sports Track, one school was offering Arts and Design, and seventeen schools were offering TVL Track.

In general, the schools were "Moderately Ready" to offer Academic Track; "Not Much Ready" to offer TVL Track; and "Moderately Ready" for the only school to offer Arts and Design Track. Additionally, significant difference exists in the readiness of the public secondary schools to offer academic track in terms of faculty availability, enrolment capacity, and available stakeholders' support, except for facilities and resources. Also, significant difference existed in the readiness of the public secondary schools to offer Technical-Vocational- Livelihood track in terms of faculty and staff availability, enrolment capacity, facilities and resources, and available stakeholders' support. However, since there was only one school to offer Arts and Design Track, there was no point of comparison.

**DISCUSSIONS**

This study would be beneficial to the Department of Education, through the Regional and Division Office. The data that they could get from this study would make them aware of their duty to assist schools on deficiencies found. The school principals would have first-hand data and information concerning issues which may be obstacles to the successful implementation of the program. The study also recommends for the schools to adopt and use the Contingency Plan prepared as an output of this study.

**KEYWORDS:** Readiness, Public Schools, Implementation, K-12 Senior High School, Contingency Plan

**SUBMISSION ID: R04A-CAVTP-0743**



**Readiness of Regular Education Teachers for the inclusion of Children with Special Needs: Basis for in- Service Training Program**

Yuh Ann Mae Aldemita, Reasearch Association Of Tanza Educators

**Abstract**

**INTRODUCTION**

The aim of the study was to describe the readiness of regular education teachers in the inclusion of children with special needs. The respondents of the study were 69 teachers in the 14 public elementary schools in the Municipality of Tanza.

**METHODS**

The study used a descriptive research design.

**RESULTS**

Salient findings include that majority of the respondents said they are substantially ready for the inclusion of children with special needs but still have few things to improve. In the seven domains used in measuring, interesting percent said they are partially ready in terms of the diversity of learners, community linkages, curriculum, social regard for learning, and planning, assessing and reporting.

**DISCUSSIONS**

Training seminars prioritizing the mentioned domains were the ones that should be provided to teachers. In addition, the author recommends that those in the higher ups must address the top challenges such as lack of experience in dealing with severe and profound disabilities, lack of awareness on inclusion, and lack of teaching strategies. Both the In-service trainings for regular teachers of the recommended domains and the top challenges should be delivered thoroughly where the future outcome of this study is the monitoring of teachers' progress as they undergo recommended in-service training programs

**KEYWORDS:** Readiness, Regular Education Teacher, Inclusion, Children with Special Needs, In-service training

**SUBMISSION ID: R04A-CAVITP-0637**



**Readiness for Science instruction of Selected Public Elementary Teachers  
in District III Division of Batangas City**

Aiza Dima

**Abstract**

**INTRODUCTION**

Science and Technology have advanced dramatically at the onset of the new millennium. Teaching Science is more productive when there are available, sufficient, and strategically designed instructional materials suited for the type of students.

**METHODS**

This study aimed to explore the schools' and teachers' readiness in teaching Science specifically in the selected elementary schools of District 3, Division of Batangas City. The researcher used the descriptive method of research since there was a need to evaluate the present status teaching Science in terms of the variables presented in this study. The respondents of the study were selected elementary teachers in the District III of Division of Batangas City. Hence, a total of 13 school heads and 78 teachers comprised the respondents of the study. The questionnaire checklist was used as the primary data gathering instrument supportive of the specific problems posited in the study. It was divided into three parts, physical plant and facilities, teachers' professional qualities in terms of qualification, competence employment of strategies in the teaching of Science and evaluation of students' performance.

**RESULTS**

Science teachers in the elementary schools in the said division are competent and professionally qualified, but also need to pursue graduate studies for their professional growth and development.

**DISCUSSIONS**

The teachers of science in the research locale should, as much as possible, maintain their favorable status in terms of professional qualities and they may pursue higher levels of professionalism by enrolling in a master's course. Researchers in the field of Science and Education may use this study as reference material for the conduct of their own studies.

**KEYWORDS:** ABSTRACT

**SUBMISSION ID: R04A-BATANC-0283**



**Readiness of Senior High School Entrants of Select Junior High Schools in  
Batangas City Division in General Mathematics**

Arnold Diona, Alangilan Senior High School

**Abstract**

**INTRODUCTION**

The acquisition of the newest K to 12 Curriculum is constantly subjected to additional sets of challenges, yet it is welcomed and believed by the society as a door-opener for a wider range of opportunities for the students. The K to 12 Program covers Kindergarten and 12 years of basic education, two years of which is the Senior High School. Basically, it provides sufficient time for learners to acquire mastery of concepts and skills relevant to their chosen field. The prime objective of the new curriculum is to develop students' abilities and knowledge, making them prepared enough in facing the world of professionalism.

**METHODS**

Stratified random sampling was utilized and the data were obtained through the readiness test. In addition, respondents' Junior High School mathematics grades were also considered. Frequency, percentage and Pearson Product Moment Correlation Coefficient were used as statistical tools to analyze and interpret the data.

**RESULTS**

After careful analysis and interpretation of data gathered, the researcher perceived that greater number of respondents were on and above average performance indicating that they are ready and have laying foundation in Basic Mathematics needed in learning General Mathematics. Further, there is a significant relationship between the scores in readiness test and the respondents' Junior High School mathematics grades. These findings led to propose a plan of action that would be used as an instrument to prepare Senior High School Entrants in General Mathematics.

**DISCUSSIONS**

The school may conduct a seminar or orientation that would deal with the students' awareness in terms of the scope to be discussed in General Mathematics. The teacher may do a short recap or a review on the previous lessons in mathematics to master the learning competencies that would improve their mathematical skills. Moreover, the teacher may integrate mathematical games in teaching method and learning styles that would encourage students to be attentive in class and have fun while learning. Along with these, the teacher may give enough worksheet or set of problems that could develop their level of comprehension and enlighten their minds regarding the lessons. A parallel or similar study may be conducted by the future researchers to enhance the reliability of the study and continually assess the performance and readiness of Senior High School entrants.

**KEYWORDS:** readiness, learning competencies, general mathematics, performance

**SUBMISSION ID: R04A-BATANC-0037**



## **Readiness of Senior High School Teachers in Teaching Science**

Rolinda L. Vete, Teacher

### **Abstract**

#### **INTRODUCTION**

This study investigates the readiness of senior high school teachers in teaching science among 15 secondary schools of CarCanMadCarLan area. As such, insufficient instructional materials and teachers' manuals, lack of classrooms for growing number of students, and newly hired teachers who need to develop their teaching skills first were some of the problems met in the implementation of K to 12 Program in the country. To this effect, the researcher wanted to assess the teaching readiness of senior high school teachers, now that the program has been fully implemented.

#### **METHODS**

The Descriptive quantitative method of research using survey questionnaires was used. 44 senior high school teachers from the 15 secondary schools were surveyed and evaluated by their school head and students respectively. Data gathered through survey questionnaires were analyzed and interpreted. Percentage, frequency count, weighted mean and Pearson Correlation were the statistical tools used in data analysis.

#### **RESULTS**

The following results were indicated: (1) Demographic profile of the senior high school teachers revealed that majority were females aged 20-30 years old, Bachelor's degree-holders, commonly took General science as major, LET passers and have undergone relevant trainings in their respective divisions; (2) the level of teacher's readiness of senior high school teachers in terms of instruction was Very Satisfactory; (3) senior high school teachers often utilized applicable and relevant resources in their classes and (4) there is no significant relationship bet. the senior high school teachers' demographic profile and their level of teaching readiness as perceived by the students and school heads.

#### **DISCUSSIONS**

The researcher arrived at these conclusions: (1) Constant monitoring and evaluation of school heads to senior high school teachers during classes is recommended; (2) TA (Technical assistance) of master teachers should be extended to senior high school teachers is recommended since most of them are neophytes in the field of teaching science for their continuous improvement ; (3) Senior high school teachers handling science subjects are encouraged to enroll in graduate studies for professional growth and competence teaching the subject; (4) Teachers are recommended to attend relevant trainings on pedagogical content and proper handling of laboratory apparatuses to provide quality teaching instruction for student's learning; and (5) Studies on teacher's competence in teaching science should be conducted.

**KEYWORDS:** readiness, pedagogy, classroom resources, audio-visual resources, laboratory resources

**SUBMISSION ID: R013-SURSUR-0089**



**Readiness of the Kindergarten Pupils in General Emilio Aguinaldo District:  
Basis for Intervention**

Kristine Belando, Department of Education Cavite

**Abstract**

**INTRODUCTION**

A lot of children are enrolled by their parents in school who lack necessary skills to perform expected tasks. This is one of the reasons why young children have difficulty in learning and adjusting to their new environment. Starting a child in elementary school too early can invite problems toward their studies. But of course there are studies that says it is very important for a child to be in school early on "for it is the period when their young mind's absorptive capacity is at its sharpest". However, every child is different from one another and thus their readiness to be in school also differ.

**METHODS**

The descriptive method was used in this study to determine performance of the Grade 1 pupils in the selected schools from the Municipality of Gen. E. Aguinaldo.

**RESULTS**

Considering the different problems in teaching the Grade 1 pupils and the readiness performance of Grade 1 entrants, a proposed intervention program was developed. The results imply that the proposed intervention program has the potential to solve problems regarding the readiness of the child in going to school once implemented properly by the school and supported by teachers, school administrators and parents. The intervention strategy should be developed in order for the Grade 1 pupils cope with the required competencies specified in the ECCD checklist.

**DISCUSSIONS**

The researcher was compelled to investigate further the findings of these researches and to prove that indeed school readiness is a determining factor towards academic performance. In this premise, the purpose of this study is to identify the relationship between school readiness to academic performance of Grade I pupils in the selected schools of Municipality of Gen. E. Aguinaldo, Cavite.

The study was conducted at the District of General Emilio Aguinaldo in the Division of Cavite Province for the School Year 2016-2017. The study only focused on the academic performance of Grade 1 pupils in terms of their readiness using the Early Childhood Checklist. Grade 1 teachers and School Administrators in the District General Emilio Aguinaldo were the respondents of the study. The basis for the proposed intervention plan was based on the problems encountered by Grade 1 teachers in teaching and also the academic performance of pupil's identified as not ready based from the ECD checklist results.

**KEYWORDS:** Readiness

**SUBMISSION ID: R04A-CAVTP-0348**



**Readiness of the Secondary School Teachers of Tanza Cavite in Teaching  
Mapeh Subject Under K-12 Curriculum**

Ronalyn Solis, Tanza National Trade School

**Abstract**

**INTRODUCTION**

In the Philippines, the K-12 curriculum has been introduced and extensively applied to educational institutions. But problems among the public and private school teachers came up on all the disciplines they teach. To meet the expectations, teachers need a new kind of preparation, one that enables them to go beyond "covering the curriculum" to actually enabling learning for students who learn in very different ways.

**METHODS**

Descriptive design was used to analyse and interpret the readiness of the public school MAPEH teachers - Tanza National Trade School, Tanza National Comprehensive High School and Amaya School of Home Industries. Survey questionnaires were used as principal instrument to gather information from the respondents.

**RESULTS**

Results show that a high correlation exists between the teacher's level of readiness and the teacher's performance on the three (3) domains: Professional standard, Classroom management, and Skills. This means that the performance of the teacher is directly related to their readiness or preparedness on these particular domains. On the other hand, there exists a moderate correlation in the level of instructional strategies and personality. A low correlation exists on communication of the use of English language in teaching the subject.

**DISCUSSIONS**

Factors such as the teacher's age, length of service, educational attainment, and educational domains were presented to identify the areas of readiness of a teacher. Aside from their personal evaluations, superiors were also consulted to intensify the assessment of the curriculum and the educators which provided a positive outcome.

**KEYWORDS:** readiness

**SUBMISSION ID: R04A-CAVITP-1577**



**Readiness of the Selected Primary Teachers of Ldes Teaching Mapenh  
Subject Under K to 12 Curriculum**

Nida Pingol & Ma Teresa Remalla, Division Of Cavite City

**Abstract**

**INTRODUCTION**

The K to 12 Curriculum was quite hard to implement at the very start of its implementation due to the extensive changes. In MAPEH particularly in Music and Art, it is designed to be student-centered, based on spiral progression. The program design empowers the learner to effectively correlate music and art to the study of Philippine culture. There are still continuing problems on the readiness among teachers that are experienced in all the disciplines offered including MAPEH subject. In order to meet the expectations, teachers need a new kind of preparation- one that enables them to go beyond the curriculum to provide learning effectively to students

**METHODS**

The researchers applied the descriptive correlational method of research. This method will determine the readiness of the Selected Primary Teachers of LDES Teaching MAPEH subject Under K to 12 Curriculum.

**RESULTS**

The respondents were composed of young generation teachers with more numbers of female teacher respondents with an average of six to ten years in the service teaching MAPEH. Hence, their preparation in the teacher education program was updated and adhered to the new teaching strategies.

The majority of the teachers were ready in their work particularly in the teaching of MAPEH using the K to 12 Curriculum. They have attended training and seminars related to MAPEH. Because of the large scope of the MAPEH subject comprising of Music, Arts, Physical education and Health, each of the teachers had their own specialty.

**DISCUSSIONS**

The teachers must have a specialization of at least one component. The teachers must attend seminars and trainings on the different components of the subject. MAPEH subject equipment and facilities must be enhanced at the school level so that the teacher will have full access on them when need arises. It will also give them the opportunity to improve their teaching-learning strategies.

**KEYWORDS:** MAPEH Readiness

**SUBMISSION ID: R04A-CAVITC-0072**



## **Reading Enhancement Activities in Calicanto Elementary School**

Glenda Panopio, Department of Education Batangas City

### **Abstract**

#### **INTRODUCTION**

Reading program is a systematic instruction in reading skills and strategies. It seeks to generate a positive attitude toward the reading process through the changing of the reading habit, to change reading weakness into strength, to let teachers become aware of the learning techniques which can enable any persons or students to become successful in real life situation. Teachers can help readers continue to be taught reading skills in a sequential program of instruction designed to reinforce and to extend the skills and appreciation acquired in previous years, and to develop new skills as needed.

#### **METHODS**

This study employed the descriptive method of research. It utilized this since it involves collecting data in order to answer questions concerning the subject of the study. This research used the self-constructed questionnaire for teachers in order to obtain data. Questionnaires contained status of the existing reading program of teachers which were divided into three; the implementation, reading materials/facilities, and parent and teacher involvement. Verbal interpretation was also used. The data were tallied and tabulated for statistical treatment.

#### **RESULTS**

This study was premised on some reading theories deemed applicable in school particularly during reading program processes. The reading programs were reading recovery, early intervention, teacher-directed group reading activities, learning reading TM, reading tutoring and assertive reading technology. The developed functional reading program may be viewed and tried out before its implementation. Regular classroom reading instruction could be redesigned to ensure that appropriate instructional routine and materials are used. Parallel study could be conducted in the macro skills in language.

#### **DISCUSSIONS**

The reading program, intervention, materials and approaches should be scientifically-based and aligned with the core program and curriculum standards. On the other hand, the constraints met by teachers in the implementation of reading program were the use of technology to highly motivate and enhance the reading performance of the pupils, and the study habits and indifferent attitudes of parents. Collaborative efforts of all concerned is highly encouraged to make reading program effective.

**KEYWORDS:** reading, intervention, pupils, teachers, enhancement

**SUBMISSION ID: R04A-BATANC-0512**



## **Reading a Road to Success**

Jennifer Erna & Janet Bencito

### **Abstract**

#### **INTRODUCTION**

Grade IV pupils of Malainen Luma Elementary School (recently Jovita Yuvienco Elementary School) fell down to frustration level in English and Filipino PHIL - IRI for school year 2016 -2017.

#### **METHODS**

The PHIL - IRI 2016-2017 showed that 20 out of 68 (29.42%) had trouble with comprehension. To deal with this, the school head conducted meetings to address the parents and the stakeholders who then worked together in giving reading sessions with the help of parents. The parents helped in conducting reading programs to pupils in remediation. Teachers of Grade IV pupils strictly implemented the everyday 12:30 A.M. reading of the pupils. The school head called the 20 Pupils to her office every day to read and record the improvement. The program lasted for an entire school year.

#### **RESULTS**

The Grade IV (20) pupils of Malainen Luma Elementary School under frustration level in PHIL - IRI result got much of improvements. 12 of them were able to pass the instructional level and independent level in the next PHIL - IRI. They also got better grades in their other subjects. Pupils were worked diligently and they were able to comprehend better and enjoy reading, absenteeism was also lessened.

#### **DISCUSSIONS**

This program for reading to Grade IV pupils during the School year (2016-2017) of Malainen Luma could be used also in other pupils in other grade levels having the same difficulties.

**KEYWORDS:** JENNIFER

**SUBMISSION ID:** R04A-CAVITP-0528



**Reading Ability and Comprehension Levels of Grade Seven Students in Sta. Anastacia-San Rafael National High School: A Basis for a Proposed Action Plan**

Ian Genovia

**Abstract**

**INTRODUCTION**

Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding which is vital as they start to read.

This study deals primarily on the analysis of the reading ability and comprehension levels in English of grade seven students in Sta. Anastacia- San Rafael National High School. The current status of grade seven students of SA-SRNHS on reading and comprehension manifests in their academic performance.

**METHODS**

The descriptive method approach of research was employed in this study. This method was used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred.

**RESULTS**

The results revealed that the four dimensions of reading ability of students were all outstanding and there is a significant relationship between the reading ability and comprehension level of the student.

**DISCUSSIONS**

The ability of the students to get the main idea of the selection that was read, in one way or the other, had something to do with their performance in class.

**KEYWORDS:** Reading Ability, Comprehension Levels, analysis on reading and comprehension

**SUBMISSION ID: R04A-BATANP-2040**



**Reading Ability of Grade IV Ruby and its Impact to their Academic Performance in Class. S.Y. 2017-2018 of Gregorio Paradero Elementary School, Tuy District**

Corazon Pagkaliwangan, Department of Education

**Abstract**

**INTRODUCTION**

The reading ability were based on the comprehension, fluency, and vocabulary assessed and determined by the pre reading assessment of the pupils. The academic performance was based on summative assessment, periodical assessment, daily formative test and performance in class discussion conducted during the first semester. The relation of the two main component was discussed.

**METHODS**

This study employed a descriptive analytical research design and it focused its attention on reading ability and its effect in class performance. It used the descriptive method research.

The respondents of the study were pupils of Grade Four Section Ruby with fourteen (14) males and twelve (12) females.

The data was tallied, classified, analyzed and interpreted.

**RESULTS**

Based on the result on reading ability and its impact to academic performance the following findings came out: (1.) The pupils believe that their inability to read contributed a lot in their low academic performance thus became a hindrance on their performance in the day to day activities in school. (2.) They had difficulty in all subject areas because they can't read and comprehend and most of their grades were low and needed remedial studies. (3.) They believe that if they can read and comprehend, learning would be easier for them because it would be easier to study their lessons. (4.) The respondents had positive attitudes towards the remedial reading program and the parents were ready to help. (5.) The school program can be a great help to their academic performance.

**DISCUSSIONS**

The results show that the reading ability of pupils greatly affect their academic performance in class and in school activities as well and the main reason of low academic performance of the pupils was their inability to read well and comprehend. It showed a great impact to their studies.

**KEYWORDS:** reading ability, academic performance, impact

**SUBMISSION ID: R04A-BATANP-1364**



**Reading Ability of Grade Three Pupils of Paaralang Elementarya ng  
Palahanan, San Juan West District, San Juan, Batangas**

Dorotea De Chavez, Department of Education

**Abstract**

**INTRODUCTION**

The ability to read and comprehend is a vital skill students need to acquire early on and the responsibility to have students be able to do this lies greatly on the teachers.

**METHODS**

This study used descriptive method of research to determine the reading ability of Grade Three- Cattleya. The findings were then used as basis on how to solve problems of struggling readers. For this purpose, a questionnaire was designed according to the specific questions of the study and analyzed statistically with appropriate tools.

**RESULTS**

Based on the findings of the study: (1) Majority of the pupils can recognize letters in the alphabet as well as recognize words. (2) Most of the pupils have ECE experience. Reading materials such as flashcards, show me boards, short stories and other reading materials are present in the classroom. (3) The teacher has a harmonious relationship toward their pupils. She also assigns reading as part of homework.

**DISCUSSIONS**

The researcher did the following:

1. Provide exercises in reading sentences as well as activities in reading short stories.
2. Be strict on the attendance of the pupils especially during teaching reading.
3. Motivate pupils to lend time in reading.
4. Provide a variety of exercises in teaching reading.

**KEYWORDS:** essential, pleasure, consistency, enthusiasm, investigation, boost

**SUBMISSION ID: R04A-BATANP-1154**



## **Reading Ability of the Learners through the Program "Magkasalo Sa Pagbabasa" in Filipino**

Myrna Libang

### **Abstract**

#### **INTRODUCTION**

Reading ability plays an important part to the development of the different skills of the learners. That is why teachers, parents, stakeholders, and other organization should work together to enhance and improve the reading ability of the pupils. Thus, the program "Magkasalo sa Pagbabasa" in Filipino was launched wherein pupils were partnered together to read during lunchbreaks. With the help of parents, teachers, stakeholders and other organization like Kababaihan, SPG Officers took their part to make this program possible and successful.

#### **METHODS**

The Project "Magkasalo sa Pagbabasa" was implemented during lunch break and free time. Wherein teachers, parents and others organization help the pupils to read. It aimed to enhance the reading ability and reading comprehension skills of the pupils.

#### **RESULTS**

Based on the results in PHIL IRI in Filipino (GST) or Group Screening Test from Grade III to Grade VI. From Grade III in Pre Test below 14 was 9 and in Post-test became 4, in Grade IV- from 5 became 2, Grade V- 6 became 2 and Grade VI- 1 became zero. It means it decreased.

#### **DISCUSSIONS**

"Magkasalo sa Pagbabasa" in Filipino demonstrate the active participation of parents, teachers, stakeholders and learners to make it successful. Through their cooperation the learners decreased in number in GST who got below 14 and other were able to read with comprehension.

**KEYWORDS:** Implemented, development participation, launched

**SUBMISSION ID: R04A-TANAUA-0092**



## **Reading Aloud and Silent Reading: A Comparative Analysis of the Use of Two Reading Strategies on Reading Comprehension**

Ma. Cecilia Marquez

### **Abstract**

#### **INTRODUCTION**

Many reading comprehension measures require the students to read silently. When students read silently, important information may not be identified. It may also be difficult to detect a student who is choosing not to read the passage. For this reason, investigating whether there is a significant difference in comprehension under silent and oral reading conditions is important to determine under what conditions reading comprehension should be measured accurately.

#### **METHODS**

The research design was a quantitative comparative study aimed to identify the implications of reading aloud and silent reading on the dependent variable - reading comprehension. The participants were 100 Grade 10 students found as Frustration Readers from the pre-test of Philippine Informal Reading Inventory (Phil-IRI). Each student was exposed to two assessment conditions, the oral and silent reading comprehension passages from Phil. IRI. The data obtained from the student's scores was analyzed using the Pearson Product Correlation.

#### **RESULTS**

The analysis of the scores obtained by the respondents showed that: 1) scores of reading aloud showed consistency better than the scores of the students in silent reading based on the standard deviation; 2) following the effect size analysis stated by Cohen (1977), the Cohen's Delta obtained from the test scores of students using silent reading and reading aloud showed that there was a small significant difference between the two reading modes; and 3) using the Holian Performance Report Descriptor, it was found that the scores of the students using reading aloud and silent reading both qualify the students only to Did Not Meet Expectations (DNME) saying that they were not able to reach expectations.

#### **DISCUSSIONS**

The two reading modes equally affect the students' reading comprehension and even though silent reading obtain higher scores in comprehension than reading aloud, they both only qualify the students' scores to below satisfactory. The researcher encourages the future researcher to use a bigger population of student respondents for it might contribute to a varied data results. Since it was found that with silent reading, student respondents are able to score higher than with reading aloud, the school may enrich the use of the reading mode by giving students reading modules which helps them increase their level of comprehension or utilize it more often that it will eventually be efficient for the students to reach satisfactory level.

**KEYWORDS:** silent reading, reading comprehension, reading aloud, oral reading

**SUBMISSION ID: R04A-RIZALP-0418**



## **Reading attitude of Grade III Pupils at Cuenca Central School**

Marilou Magpantay, Margarita Linda Magpantay, & Imelda Mandocdoc,  
Department of Education Batangas

### **Abstract**

#### **INTRODUCTION**

The power of written ideas communicated through reading greatly influence every individual's personality and performance. It is a vital skill which should be learned by our clientele.

Reading develops the mind and exercises our brains. Understanding what is read shows that the mind grows in its ability which helps children develop their language, listening skills, widens their vocabulary and strengthens brain connections and build new connections.

#### **METHODS**

This is a descriptive research which intends to evaluate the reading attitude of the pupils. The respondents of this study are the learners who are known to (a) be in the third grade level, (b) have lack of interest in reading, (c) have short attention span, (d) be poor in word recognition, (e) read rarely, (d) use modern gadgets most of the time.

The researchers used survey method and an informal interview, checklist questionnaire in this study.

An interview followed after the survey questionnaire in order to validate and confirm the responses given by the research participants.

#### **RESULTS**

Learners perceived level of interest in reading: The result showed that 41% of the 44 pupils in Grade III-Sampaguita were sad when asked to read in school and 34% of the class were afraid and 25 pupils were happy to answer when the teacher asked questions based on what they read.

Learners perceived reasons for their reading interest: The data presented that colorful reading materials associated with the teacher's encouragement and using TV monitors to display stories to read boost pupil's interest in reading. Common factors that hinder children from reading

The results show that playing gadgets, watching television, noise inside the classroom and at home and lack of parent's motivation are the actors that hinder children from reading.

#### **DISCUSSIONS**

Proposed activities for the improvement of children's attitude in order to achieve reading proficiency among Grade III- Sampaguita at Cuenca CS: Provide a variety of reading materials at home. Read with your children. Talk on the topics read. Spend time helping children acquire basic reading skills. Organize reading competitions and build incentive system. Parents restrain children from spending too much time online by organizing outdoor activities.

**KEYWORDS:** reading, attitude, interest, proficiency

**SUBMISSION ID: R04A-BATANP-1652**



**Reading attitudes of the Grade12 Students of San Juan Senior High School  
and their Levels of Reading Comprehension**

Emma Noralyn Laqui, San Juan Senior High School

**Abstract**

**INTRODUCTION**

Reading when practiced could help develop and enhance the speaking, listening and writing skills of learners. That is why there is a well-known maxim that "Reading makes a full man". The information and knowledge acquired through reading can be shared through speaking. The sources of student's skills in writing and speaking are primarily gained through reading. Indeed, the reading comprehension decides the quantity and quality of information that could be conveyed to other people.

**METHODS**

This was a descriptive study. This study used survey type of descriptive research that utilized questionnaires as the main instrument to determine the reading attitudes and the levels of reading comprehension of the respondents.

**RESULTS**

Based on the study, among the respondent's profile, only the type of high school established a significant relationship to some levels of reading comprehension, namely, interpretative level and critical analysis level of reading comprehension.

The avid attitude established a relationship to four levels of reading comprehension. Difficult attitude has a significant relationship to literal level of reading comprehension. Next is the enjoyable attitude which forms a significant relationship to literal, interpretative, and critical level of reading comprehension. The lazy attitude forms a significant relationship to literal level, interpretative level, and critical analysis level of reading comprehension.

**DISCUSSIONS**

Based on the result of the study, the type of high school the students graduated from has a correlation to some levels with reading comprehension.

The teachers may help and encourage the students to have a more favorable attitude in dealing with English reading. The levels of reading comprehension of the respondents should be raised to a higher one because reading is very important to students.

**KEYWORDS:** Levels of Reading Comprehension, Reading Attitude, Reading Comprehension

**SUBMISSION ID: R04A-BATANP-0757**



**Reading Behavior and Levels of Comprehension of the Primary Pupils of  
Latian Elementary School**

Raiza Marie M. Riblando, Marjorie M. Tangan, & Luz M. Giga

**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.

**METHODS**

The study utilized the use of descriptive quantitative research. The select pupils of the grades 1-3 became the respondents who were chosen purposively following the ethical considerations in conducting a qualitative study. A survey questionnaire and a reading selection were prepared in gathering the needed data for the study. The data gathered from the respondents were treated statistically using the Frequency and Percentage, Weighted Mean, T-test of Independent sample and ANOVA.

**RESULTS**

The significant findings of the study were the following: (a) Most of the respondent were females and unequally divided. (b) No significant difference existed between reading behaviors and levels of comprehension of the students. (c) No significant difference existed in the assessments made by the student-respondents. (d) There is a need to provide an intervention program that would increase their level of comprehension.

**DISCUSSIONS**

The results imply that the respondents have different levels of attitudes towards reading that allows them to have difference also in their comprehension. Attitudes of the readers can be associated with certain factors such as family, age, environment, and socio-cultural background. In here, the researchers conceptualized intervention plans and programs to address the needs of the pupil-respondents which can be adopted by the whole community and can be a contributory factor in quality delivery of instruction.

**KEYWORDS:** Reading, Comprehension, Intervention program

**SUBMISSION ID: R04A-CALAMB-0371**



**Reading Behavior of Selected Seventh Graders of General Emilio National High School-Bailen in English Subject and its Effect to the Level of Reading Comprehension S.Y. 2018-2019**

Kim Bryan Tigue, Deserie Mae J. Garay, Michelle Sue B. Incognito, & General Emilio National High School-Bailen

**Abstract**

**INTRODUCTION**

This paper aims to present how reading behavior could affect the level of reading comprehension of selected seventh graders of General Emilio Aguinaldo National High School-Bailen. It also shows how the 21st century learners read and hopefully help in coming up with recommendations to further improve and acknowledge the known existing issues with regards to reading.

**METHODS**

The proponents used the descriptive type of research, particularly the Quantitative Research. Rousoft was used to get the recommended sample size and the random sampling was also used to identify the respondents, whereas 169 respondents out of 300 Grade 7 took the reading behavior assessment facilitated by 2 subject teachers. The instruments also used the standardized Philiri Package Manual 2018. Statistical treatments such as frequency, percentage, weighted mean and Pearson Product Moment Coefficient of Correlation  $r$  were used to analyze the relationship between the two variables such as reading behaviors and reading comprehension of the respondent.

**RESULTS**

This study showed that mispronunciation was rated as the most common reading behavior frequently committed and majority of the respondents belonged to Frustration Level or 79% of the respondents. The  $p$ -value computed was .00049 which was less than 0.05 which meant that there was a significant relationship between the reading behavior and level of reading comprehension of the students.

**DISCUSSIONS**

This study concluded that the Reading Behavior is still an existing issue that the Grade 7 learners manifested when reading English text partially because of their minimal exposure to the real books and too much dependence on gadgets and Internet. Variety of solutions may be proposed to uplift the quality and level of reading comprehension and to lessen the observed reading behaviors.

**KEYWORDS:** Miscues, Reading Behaviors

**SUBMISSION ID: R04A-REGOFF-0001**



**Reading Clinic - an Experimental Remedial Class for Non/Slow Readers in  
Grade I - Imus Pilot Elementary School**

Salvacion Subong, Department of Education Imus

**Abstract**

**INTRODUCTION**

This research consolidated and utilized several teaching methods/strategies in reading. After a series of experimentations using the available reading methods, it was found out that learners do not always respond positively to these methods. After a few reading sessions, they learn how to read with ease. But others with difficulty in remembering the lessons remain the same. This action research will augment all the previous reading methods available and aims to formulate an acceptable, prescriptive & more effective teaching methods and strategies that will patch the missing link to a more effective reading approach.

**METHODS**

Every category has a different teaching approach depending on the choice and expertise of the teacher. Some of the reading methods used were: Mary Clays, Marungko, Esclaveria, Phonics etc. Categorization of learners according to their reading capabilities: Category I- can recognize the letters of the alphabet, give the letter sounds, pass the Letter Identification Test, read by syllables. Category 2- cannot read by syllables, had difficulty in recognizing some reversible letters. Category 3- no alphabet recognition, low memory retention, cannot write his/her name, refused to cooperate/inattentive, suspected case of ADHD. Category 4- cannot write his/her name, very low memory retention, no alphabet recognition, cannot produce the sounds of the alphabet, refused to cooperate, no attention or focus, shows manifestation of a child having a learning disability. Categorization was essential in this research because it determines the proper teaching method/approach to be used per category.

**RESULTS**

After 3 months and 10 days of Reading Clinic Class, 82% of the learners were able to read and write in Filipino, 58% in English, 9% dropped-out and the rest are considered struggling readers. A few were considered backlogs due to their inability to cope up with the given Reading Program. The application of categorization technique practically segregates learners based on their reading skills thus making reading lessons more adoptable to their learning capabilities.

**DISCUSSIONS**

The success rate of Reading Clinic based on Reading Categorization Technique suggests that the effectiveness of reading program depends on the proper application of teaching methods and approach. Existing reading methods may serve its purpose of knowing basic reading skills but the level of learning that each learner possessed will depend on the educator's method and teaching skills.

**KEYWORDS:** Categorization, augment, ADD, ADHD

**SUBMISSION ID: R04A-IMUSC1-0054**



**Reading Competence of Grade 12 Senior High School Students of Tagaytay  
City National High School: Basis for Enhanced English Competency  
Model**

Lorena Constante, Department of Education

**Abstract**

**INTRODUCTION**

English has increasingly become the medium of every domain of communication, both in local and global contexts. Teaching and learning English is crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills which is first developed through exposure to and understanding reading materials that serve as a basis for the development of vocabulary skills needed for a more proficient exchange of ideas. It is with this premise that the researcher focuses her study on the level of Grade 12 students' reading competence to propose an enhanced English Skills Competency Model for the use of the G12 in Tagaytay City National High School.

**METHODS**

The main objective of this empirical investigation is to assess the performance of the Grade 12 students of Tagaytay City National High School so that an enhanced competency model may be proposed; hence, the descriptive method of study was utilized. This study is also normative in nature since it is diagnostic and describes the prevailing conditions at the time the 134 G12 students and the chosen administrators of City College of Tagaytay were conveniently and purposefully chosen as respondents.

**RESULTS**

The researcher after a thorough analysis found out that Grade 12 students of Tagaytay City National High School performed poorly in the pre achievement test, but made a marked performance in the post achievement test as they performed, on the average, a gain of 10.09. The study revealed that many Grade 12 students encountered difficulties in many aspects of communication due to poor reading, indicative of the need to further the teaching of reading. Most of the students encountered difficulty in the study of communication in English. Hence, the use of the ten-chapter content validated Manual in English was recommended.

**DISCUSSIONS**

Tapalla (2001) mentioned that the power of effective communication comes easily when one has good command of the language for learners to express their thoughts and opinions in a compelling persuasive manner. Findings of this study revealed that much is still to be done to enhance the reading skills of the students - the aspect of the language found to be the weakness of the Grade12 students of Tagaytay City National High School. With these situations and problems, the researcher deems it significant to study the students' level of reading competence and propose an enhanced competency model.

**KEYWORDS:** t test, reading competence, reading difficulties

**SUBMISSION ID: R04A-CAVTP-0752**



## **Reading Competencies of Grade 10 Students of Bucal National High School**

Nicole Hernandez

### **Abstract**

#### **INTRODUCTION**

Reading comprehension is a skill that is critical in the educational success of all individuals. In today's time, many students have difficulties in understanding the texts that may result in lack of interest in learning. This study was done to investigate the reading skills and reading difficulties of Grade 10 students of Bucal National High School.

#### **METHODS**

This research used the qualitative method with case study strategy. The aim of the research is to identify and describe some of the different reading problems of students as well as to determine the techniques that they used to overcome these difficulties. A total of 20 selected Grade 10 students were the respondents, they were the top and average students of every section. The obtained data was determined through reading test and interview. The researchers applied the reading test that contained 10-item multiple choice questions. In order to support the reading test, the researchers conducted an interview based from their research questions.

#### **RESULTS**

Having collected all the data from reading test and interview, the results of data analysis showed that students who are capable to read and have interest in reading can easily analyze the text while the students who are not fond of reading have difficulties in comprehending the text. Most of the problems faced by students was the lack of vocabulary that makes them not familiar with the words available in the text. In addition, most students prefer to use book as an effective reading material since it contains information that can improve their learning.

#### **DISCUSSIONS**

The techniques of students to solve the encountered reading difficulties were checking the words in dictionary, asking other people and searching on internet. Indeed, reading competencies of the students were based on how they perceived and coped up with reading difficulties.

**KEYWORDS:** Reading Skills, Reading Difficulties, Techniques, Writing, Reading Comprehension

**SUBMISSION ID: R04A-CAVITP-1687**



**Reading Comprehension Ability of Grade V- Magnolia Pupils at Bolo Elementary School**

Thelma, Department of Education Bauan West District

**Abstract**

**INTRODUCTION**

The skills such as acquiring the correct meaning, analyzing the author's point of view and applying what one learns from reading to real- life situations are what constitute reading comprehension. In this study, the researcher determines the level of the reading comprehension ability of Grade V- Magnolia pupils of Bolo Elementary School, SY 2017-2018.

**METHODS**

A 42 - item test was administered to 21 pupils. The questionnaire was composed of three selections of 14 questions that represented the four levels: literal, interpretative, evaluative and creative. The results were calculated and interpreted.

**RESULTS**

It was found out that the Grade V pupils performed poorly in their evaluative and creative abilities. Thus, there is a need of a lesson plan/ model that leads to student's higher comprehension skills. Low creative ability ranked first with the percentage of 81.0 and both low evaluative and creative abilities got the same percentage of 66.7 which implied that Grade V- Magnolia pupils have not developed their higher order thinking skills. Their high comprehension ability needed to be reinforced. They did not perform well in answering the questions elicited by how and why. They did not have much skill in giving judgment and they could not generate ideas implicitly stated in the selections and their critical thinking should be improved

**DISCUSSIONS**

The results demonstrated a need in designing a lesson model using reading text from the newspaper which can be beneficial to both the English teacher and the students to enhance their higher comprehension/ thinking skills.

**KEYWORDS:** reading, comprehension, ability

**SUBMISSION ID: R04A-BATANP-1801**



**Reading Comprehension and its Effect in Increasing the Academic Performance of Grade Iii Pupils of Dona Carmen Elementary School**

Bernadette Samocino, Department of Education

**Abstract**

**INTRODUCTION**

Reading is one of the skills that every pupil must acquire in the elementary level. To be able to test its effectiveness, the Department of Education issued memorandum no. 324 s. 2004 for the administration of the Philippine Informal Reading Inventory (Phil IRI) and initiated an “Every Child a Reader Program” (ECARP) which aims for efficient communication skills in English and Filipino through effective instruction.

**METHODS**

The study used the descriptive correlational research design to describe the relationship between reading comprehension and academic performance of the Grade three pupils of Dona Carmen Elementary School. Purposive sampling was used to get the actual number of pupils needed in the research. The statistical tools used were the following; 1. Frequency Counts was used to individually count the level of the pupils comprehension and the level of academic performance . 2. Percentage Distribution was used to determine the level of academic performance in terms of final grade of the pupils in English 3. Pearson r was used to determine the correlation between the reading comprehension and academic performance.

**RESULTS**

Out of 28 respondents, there were 3 non-readers and 15 pupils belonged in the frustration level, 8 were instructional and 2 in the dependent level. In terms of academic performance, 3 pupils were identified in the beginning level, 9 pupils were in the developing level. Meanwhile, 8 pupils were in the proficiency level and 8 were in the proficient level. The table 3 noted the significant correlation between reading comprehension and academic performance in English which had a strong relation of 0.59. Therefore, reading comprehension level of students significantly influence their academic performance in English.

**DISCUSSIONS**

As reflected in the study, there is a need to have an intervention to be able to maximize the capacity of the readers to be independent. The initiated reading program of the teacher would be of great help to improve their academic performance as well as their reading comprehension.

**KEYWORDS:** reading comprehension, academic performance, Phil IRI, descriptive correlational design

**SUBMISSION ID: R013-SURSUR-0147**



**Reading Comprehension and Mathematical Literacy as Determinants of  
Student's Performance in Solving Word Problems in Science**

John Mark Marasigan

**Abstract**

**INTRODUCTION**

Reading Comprehension and Mathematical Literacy is indispensable as far as student's performance in solving word problems is concerned. It is necessary for a teacher to evaluate the reading comprehension level and mathematical literacy of the students so that the teacher can construct word problems in Physics in reference to it.

**METHODS**

The researchers utilized a reading comprehension test, mathematical literacy test, and physics achievement test. The scores of the students were subjected for statistical treatment using Pearson R to determine the significant relationship of the three variables.

**RESULTS**

The result shows that the reading comprehension and performance of the students in word problems in Physics is moderately correlated with  $r$  value of 0.42. While mathematical literacy and performance of the students in word problems in Physics is 0.90 which is highly correlated. There is a significant relationship in the scores of the students in reading comprehension, mathematical literacy, and Word problems in Physics.

**DISCUSSIONS**

The reading comprehension and Mathematical Literacy of the students are determinants in solving word problems in Physics.

**KEYWORDS:** Mathematical literacy, Physics, Reading Comprehension

**SUBMISSION ID: R04A-QUEZON-0391**



## **Reading Comprehension and Mathematical Performance; a Correlation**

Michelle Mendoza & Myrna A. Zara, Panghayaan Es- Department of Education  
Taysan District

### **Abstract**

#### **INTRODUCTION**

Reading comprehension helps the learners to develop one's ability in numbers, numerals, fundamental operations and a better understanding of simple number relationships. Reading comprehension really helps towards the understanding of the basic Mathematics Structure. Memorizing English Mathematical terms do not develop the skills. It is very important to comprehend the topic.

#### **METHODS**

The researcher utilized a descriptive method of research for it aimed to gather data regarding the comprehension ability and performance of the pupils in Mathematics. The main source of data of this research were grade V pupils of Panghayaan Elementary School of SY 2017-2018. A total number of participants of 36 pupils were the respondents.

#### **RESULTS**

The mean average of Grade Five Pupils in Panghayaan Elementary School in Low Level Test was 20.48 which is equivalent to MPS 41.68%. The mean average of Grade Five pupils in Average level test was 16.74 which is equivalent to MPS 33.48%. The mean average of Grade Five pupils in High Level test was 9.72 which is equivalent to MPS 19.44%. The General Mean Average of Grade Five Pupils was 15.77 which is equivalent to 31.53 of MPS. It shows that the Pupil's reading comprehension is Low and they have negative Mathematical Performance.

#### **DISCUSSIONS**

From the findings of this study, it can be concluded that if the pupils have high English comprehension, they have a positive Mathematical Performance. If the pupils have Low English comprehension, they have a negative Mathematical Performance.

**KEYWORDS:** comprehension, performance, correlation

**SUBMISSION ID: R04A-BATANP-0942**



**Reading Comprehension and Sequencing Skills Relative to the English Academic Performance among Grade Six Pupils of Patnanungan Norte Elementary School, Patnanungan Quezon**

Catalla Jhan Mark

**Abstract**

**INTRODUCTION**

It is undeniably evident that comprehension is an area of concern in attaining higher results since the skill transcends all subjects. However, problems continuously occur on education institution. Remediation is being conducted to combat such problem. This study posed to investigate the relation between the comprehension and sequencing skills among Grade Six pupils of Patnanungan Norte Elementary School, for the S.Y 2017-2018 with an end view of proposing an intervention program which would accelerate the comprehension and sequencing skills of the respondents.

**METHODS**

The study was a correlation research that tends to predict outcomes between variables. This research was Descriptive in nature employing qualitative and quantitative approaches. The researcher used mean percentage, and Pearson r as statistical tools.

**RESULTS**

Out of 54 pupil-respondents, 30 were female while 24 were male, while the biggest group of grade six were 11-12 years old. Those pupils whose age belonged to the ages 9 -10 had the frequency of 3, as well as those whose age belonged to the age 13.

Most of the pupils were identified under instructional level of comprehension and sequencing skills. While the English academic performance are 21 or 29.63 percent were identified as satisfactory level. The computed coefficient of correlation, 0.86 with verbal interpretation of high relationship, revealed that sequencing skills relate with comprehension level of the respondents. The computed coefficient of correlation, 0.92 with verbal interpretation of very high positive correlation, revealed that sequencing skills relates with comprehension level of the respondents. The computed coefficient of correlation, 0.88 with verbal interpretation of positive correlation, revealed that sequencing skills relates with comprehension level of the respondents.

**DISCUSSIONS**

The majority of the respondents were 11 to 12 years old and was predominantly female. Most of them roman catholic, their parents were high school graduates, with the occupation of farmers and fishermen and with household monthly income ranging from 10, 000 to 25, 000. Most of the pupils had 1-3 number of siblings in the family. The comprehension and sequencing skills of the pupils were instructional. Meanwhile, the English academic performance of the pupils were satisfactory.

There is a significant relationship between comprehension level and sequencing skills, comprehension and English academic performance, and sequencing skills and English academic performance among the grade 6 pupil respondents.

**KEYWORDS:** Sequencing Skills, Comprehension Level, English Academic Performance

**SUBMISSION ID: R04A-QUEZON-0203**



## **Reading Comprehension as an index for Academic Performance**

Madelyn G. Alzate, Department of Education

### **Abstract**

#### **INTRODUCTION**

This investigation probed on the reading comprehension of the elementary learners as an index of their academic performance. Furthermore, this study also explored the contributing factors affecting the learners' reading comprehension in public elementary schools in Surigao del Sur specifically in the Municipality of Cortes, Surigao del Sur Philippines. The result of the Philippine Informal Reading Inventory was used by the teachers to assess the reading proficiency of the learners wherein many of the takers fell under frustration level for both word recognition and comprehension level. By exploring this area, teachers will be able to understand the need to create opportunities for divergent thinking as they involve their students in various reading comprehension activities.

#### **METHODS**

This study used the quantitative-qualitative design to assess the reading comprehension level of the respondents and their academic performance. A reading test served as the key tool for the reading performance and their Mean Percentage Score was considered for academic performance. Descriptive and inferential statistics were used to analyze the quantitative data of the study. The qualitative portion was used to look into the factors that affect learner's reading performance. A total of 91 learners of Tigao Elementary School were identified as respondents together with the 15 teachers who took part in the study. The complete enumeration was used in the selection of the respondents.

#### **RESULTS**

It can be inferred that the Grade IV learners can perform word recognition. However, for Grade III level, it was found out that they still fall under the frustration level which means that they have not fully developed their meaning-making skill. On the Reading Performance based on the PHIL IRI result, the Grade II performed better than the Grade III learners. The significant relationship between the variables tested connotes that when students actively enhance their reading comprehension, this has an effect on their academic performance.

#### **DISCUSSIONS**

It can be construed that developing the reading comprehension skill of the child is a multifaceted goal that can only be achieved when children receive sufficient scaffolding not just from the teachers but also from their parents. Teachers are also suggested to design motivating reading materials. With this, they might be able to detect significant gains from the academic performance of their pupils.

**KEYWORDS:** Reading Comprehension, Index, Academic Performance

**SUBMISSION ID: R013-SURSUR-0170**



## **Reading Comprehension Difficulties of Grade Iv Pupils of Victoria Elementary School**

Millienor Tapia

### **Abstract**

#### **INTRODUCTION**

In the Enclosure to DepEd Order No. 70 s. 2011, the (DEPED) has allotted for various reading interventions under their "Every Child a Reader Program (ECARP) to make sure that every child attains reading competencies in his or her grade level. School districts are facing a number of challenges today, and foremost among them is to improve student achievement in the face of declining enrollments, increasing budget deficits, and increasing state and federal mandates. Victoria Elementary School is one of the established government elementary schools in the Municipality of Victoria, Laguna, with a population of 891 pupils. The result of the Pre Test of the (Phil IRI) of current school year shows that the most number of pupils who are in the frustration level is in Grade IV. Based on the result, out of 146 pupils in Grade IV, 24 pupils were identified under the frustration level for the first semester of the school year. One of the major concerns and problem that Grade IV teachers are facing today are those pupils who are not capable to comprehend well in reading.

#### **METHODS**

The descriptive research was used in this study with the module as the main tool in gathering the data to describe the reading comprehension difficulties of one hundred forty-six (146) Grade IV pupils at Victoria Elementary School.

#### **RESULTS**

It was found out in the pre- test that there were 24 (16%) grade IV pupils of 146 that did not reach the independent level. Six (6) or 25% of them were identified instructional, while eighteen (18) or 75% belonged to frustration level in terms of comprehension level. In the post-test, three (3) or 13% belonged to independent, thirteen (13) pupils or 54% were under instructional level and other eight (8) or 33% were still under frustration level. These only suggest that project SINORA helped increase the comprehension levels of the concerned pupils. Because of this, teachers in our school were strongly encouraged to use this technique in remedial reading instructions.

#### **DISCUSSIONS**

The following recommendations are suggested: Since SINORA approach in reading had been found effective in teaching reading, teachers are encouraged to use this technique in remedial reading instructions. Pupils should be grouped according to their abilities and level of reading abilities. Activities of pupils with reading difficulties must be followed up and intensified at home and in the next grade level based on the intensified reading abilities and difficulties.

**KEYWORDS:** READING COMPREHENSION DIFFICULTIES

**SUBMISSION ID:** R04A-LAGUNA-0085



**Reading Comprehension Difficulties of Grade Vi Padre Garcia Central School Pupils: A Basis for an Enhancement Plan**

Flora Cabarteja, Department of Education Padre Garcia

**Abstract**

**INTRODUCTION**

The purpose of the research is to determine the problematic areas of Grade VI Pupils from Padre Garcia Central School's reading and comprehension and to design an enhancement plan that may help address these. The researcher realizes how reading and comprehension serves as a spring board to creating learners that are not only skilled, but also critical thinkers and creative communicators. The objectives of the study are to achieved by designing a test to gauge the area of reading and comprehension where the respondents experience difficulties.

**METHODS**

The research uses a quantitative approach since it seeks to identify the difficulties experienced by the respondents in terms of their reading and comprehension. A tool was designed to collect data from the respondents of the study, who are currently enrolled Grade VI Pupils from Padre Garcia Central School. Respondents were given a list of statements, which were about reading and comprehension difficulties that they may experience. They were asked to rate these statements based on the frequency or extent to which they could relate to them.

**RESULTS**

Grade VI pupils of Padre Garcia Central School experience various reading and comprehension difficulties across word, sentence, conceptual, and topical levels. Specifically, these difficulties are most observed in the following difficulty joining words; difficulty reading/ pronouncing words; difficulty rhyming; and mistaking/ mispronouncing words with similar spelling, skipping words/lines when reading, difficulty pausing upon encountering punctuations, difficulty appropriate intonations on punctuations, not remembering details about the text recently read, 9) difficulty understanding what the text is about, and not finding reading an enjoyable activity.

**DISCUSSIONS**

Since the students admit not to find reading an enjoyable activity, an activity that will resolve this concern should be put in place. This may be done by designing a communal (school-based) program that allows students explore different reading activities, craft an enhancement plan to address identified reading difficulties and implementation of enhancement plan, monitoring and evaluating procedure to ensure effectiveness.

**KEYWORDS:** skipping, communal, mispronouncing

**SUBMISSION ID: R04A-BATANP-0194**



## **Reading Comprehension of Grade Two Learners in Compradia Elementary School**

Jonalyn Torino

### **Abstract**

#### **INTRODUCTION**

Reading with comprehension is an indispensable and essential skill that should be mastered by every individual. Through reading, people discover the magic key to the world of enlightenment and enjoyment. It is the basic tool for learning in all subject areas and enables everyone to ponder the mysteries of the world. In view of the foregoing discussions, we are motivated to conduct an action research to improve the reading comprehension of primary learners in Compradia Elementary School and hopes that the study would identify and remedy the pupils' difficulties encountered in reading comprehension in English.

#### **METHODS**

For this study, a series of methods were used. We conducted an investigation dealing with Grade Two pupils who performed least in reading assessment in pre-test. It was then the reason for us to conduct this research to study the possible cause of this result. An English Phil- Iri Passage Rating Sheet with 40-41 words was used to determine the reading ability and comprehension of 38 Grade Two Learners. All data was gathered from the respondents and was organized, tallied, tabulated and presented in tables for the researchers to study and therefore make a conclusions and recommendations.

#### **RESULTS**

From the data gathered, the results portray the comprehension skills in English during the pre-test oral reading test administration. It is interpreted on the reading test given, 35 of 38 pupils were on frustration level while only 3 pupils were on average or in the level of instructional which able to read and comprehend. And no one among the 38 Grade Two learners is an independent reader and accomplished five questions. From the given data, it is concluded that generally, the score in the test indicated the very low reading ability and comprehension and there is a need to improve pupils reading level.

#### **DISCUSSIONS**

Based on the analysis of the study conducted, intervention activities were seen to be effective practices to improve the reading comprehension skills of Grade Two pupils of Compradia Elementary School and should have to spend ample time to read for them to improve their reading and comprehension level. Training for teachers need to be updated with modern ways of teaching would also be helpful. There is also a need for school reading program that is designed and be implemented for pupils to gain more exposure at the early stage of beginning reading. As for parents, they should encourage their children to do a lot of reading activities at home.

**KEYWORDS:** comprehension, reading ability, assessment innovations

**SUBMISSION ID: R04A-BATANP-0739**



**Reading Comprehension in Relation to Class Performance in Mathematical Word Problems of Selected Grade Six Pupils of Bagong Pook Elementary School, Trece Martires City, Cavite School Year 2018-2019**

Carolyn Joy S. Taruc & Jhoy D. Diolola, Department of Education

**Abstract**

**INTRODUCTION**

Mathematics education have revealed that students' reading comprehension of mathematics proof is complex and calls for developing comprehensive frameworks for assessing students' ability to learn mathematics by reading. Children are usually asked to read (or listen to) the math's story or the problem presented, write down the mathematical operations necessary for completing the task, and then solve the problem and come up with an answer. It aims to investigate the connection between mathematical word problem skills and reading comprehension.

**METHODS**

The research determined the relationship between the levels of reading comprehension (literal, lexical, and interpretative) and class performance in mathematical word problems among selected grade six pupils of Bagong Pook Elementary School Trece Martires City, Cavite during the School Year 2018-2019. It utilized quantitative methods of research using the simple random sampling. A research- made questionnaire was used on the level of reading comprehension and in class performance in mathematical word problem of grade 6 pupils. The frequency and mean were computed to describe the variables while Pearson-Product Moment Correlation was computed to determine the relationship between the variables.

**RESULTS**

The results of the study in terms of "literal", 67 out of 147 selected grade 6 pupil respondents had advanced in literal reading comprehension, 51 had proficient, 29 had approaching proficiency while none of the respondents had developing and beginning in terms of literal reading comprehension. 84 out of 147 grade 6 pupil respondents had approaching proficiency in terms of lexical. Only 5 had advanced, 26 had proficient, 31 had developing and 1 had beginning. 62% of the respondents had approaching proficiency in terms of "interpretive" The class performance showed that the selected grade 6 pupils had "moderate" performance in mathematical word problem. The pupils might have found the items that involved the lexical and interpretive comprehension questions in the mathematical word problem difficult.

**DISCUSSIONS**

Based on the responses derived from the study, the researchers identified that drawing of a picture of the situation is helpful to visualize a story or imagine a movie scene, most especially for those with difficulty in reading comprehension. Re-reading the word problem with annotations helps the students to sort out the information. Giving a word clue also helps the pupils find it easier to come up with the correct solution.

**KEYWORDS:** Literal, Lexical, Interpretive

**SUBMISSION ID: R04A-CAVITP-0565**



**Reading Comprehension Level and Academic Performance in Reading and Writing of Senior High School Students at Tagaytay City Science National High School: Basis for an Enhanced Remedial Program**

Josefa Charlene Mendoza

**Abstract**

**INTRODUCTION**

One of the most taken for granted skills is reading, though, it plays a vital part in one's success. However, being able to read is not enough to be successful. Hence, reading must always be coupled with comprehension. Students, most especially, in order to excel in the new face of curriculum which is the K12 Curriculum, must give time and extra effort in honing their skill of understanding different texts and topics presented to them.

**METHODS**

This is a quantitative research which specifically used the correlation type of study. In order to gather the necessary data, a reading test was conducted using an adapted reading test from the Philippine Informal Reading Inventory composed of ten open-ended questions. From the 398 test-takers, 185 subjects were chosen using stratified random sampling in order to identify the relationship and effect of the Reading Comprehension Level And Academic Performance in Reading and Writing Subject.

**RESULTS**

The study revealed that 70% or most of the subjects were in the independent level, 19% of the subjects under the instructional level and 11 % under the frustration level. 108 of the subjects gained a final grade of Outstanding. 39 of the respondents garnered a grade of Very Satisfactory. 24 obtained a grade of Satisfactory. 14 had a grade of Fairly Satisfactory. None of the respondents gained a grade of 74 and below.

It was also revealed, through the value of  $r$  solved using the Pearson correlation formula, that there is a moderate positive relationship. And with the  $t$  computed value (7.73) which is greater than the  $t$  critical value (1.96), the null hypothesis had been rejected. Therefore, there is a significant relationship between the level of Reading Comprehension and Academic Performance in Reading and Writing Subject and 24% of the total variation in the academic performance can be explained by the scores in the reading comprehension test of the Grade 12 SHS students.

**DISCUSSIONS**

Based on the results of the study, the researcher developed an enhanced remedial program for student within frustration level not only to hone their skill in reading but also to improve their level of comprehension in order to enhance their academic achievement not only in English but also in other subjects.

**KEYWORDS:** k12

**SUBMISSION ID: R04A-CAVTP-1533**



**Reading Comprehension Level of Grade V Students of Maugat East  
Elementary School: Basis for Reading Intervention Program**

Marites Luansing, San Miguel Elementary School

**Abstract**

**INTRODUCTION**

Reading is an imperative factor in our modern lives, an activity which involves comprehension and interpretation of ideas symbolized by the written symbols in printed page.

This study aims to determine the reading comprehension level of Grade V students in Maugat East Elementary School as basis for reading intervention program for the school year 2017-2018. It also aims to find out the reason of having poor reading comprehension level of the students and intends to come up with some strategies on how to boost up the reading comprehension level.

**METHODS**

In gathering the data, the descriptive method was used by the researcher. The Philippine-Informal Reading Inventory (Phil-IRI) materials were used in assessing the reading comprehension of Grade V students and was conducted last June 2017. The data were statistically analyzed using frequency, mean, standard deviation, t-test for paired sample and analysis of variance. All hypothetical questions were analyzed and interpreted at level of significance.

**RESULTS**

The results revealed that the greater part of the students belonged to frustration level of reading comprehension level in both silent and oral reading. While in instructional level, majority of the males were less competent in reading compared to females. There was no significant difference when analyzed according to their grade level, age and gender. However, a significant difference on the levels of reading comprehension of students was found.

Most difficulties encountered was on reading English. Some of them found difficulty in analyzing and reading the CVC pattern and the blending of sounds. The best technique used was giving special time and attention to those who really needed literacy improvement. Another method was using PowerPoint or video clips as instrument for teaching-learning process and more exercises on reading materials focused on reading comprehension.

**DISCUSSIONS**

The results proved that based on the standard set by the PHIL-IRI, most Grade Five students' encountered difficulties in reading comprehension in English for that they didn't understand what they've read and cannot answer the questions correctly but were improved after applying remediation and interventions. The teacher should use different strategies such as PowerPoint presentation, more interesting stories and video clips in teaching as form of strategy. Other strategies that can be used are cross check, reread, predict, skip, read on, and go back, use background knowledge and make a picture in your mind.

**KEYWORDS:** reading comprehension level, reading intervention program

**SUBMISSION ID: R04A-BATANP-0126**



## **Reading Comprehension of Grade 5 Pupils in Escribano Elementary School**

Ailene Berania

### **Abstract**

#### **INTRODUCTION**

The ability to read and comprehend may determine a students' success or failure. They must form the habit of reading to perform well in all subjects. Reading habit is cultivated by individuals who are ready to give their all to it. School and home have greater influence in fostering this habit and motivate them to progress in reading. Reading problems arise when the students fail to grasp the basic skills needed to develop further dimensions in comprehension. The skill acquired in reading can promote the acquisition of language skills like listening, speaking, and writing.

#### **METHODS**

Based on the analysis of the study conducted, the following intervention activities were seen to be effective practices to improve the reading comprehension of grade 5 pupils in Escribano Elementary School:

1. Book Flooding
2. Home Reading
3. Giving Enrichment Exercises or Drills
4. Extensive Reading Practices
5. Repeated Reading Exercises
6. Reading comprehension practices followed by several multi-choice questions

#### **RESULTS**

The researcher concluded that the grade 5 pupils could do well using their literal ability but they perform very low in both creative and evaluative abilities; thus, their comprehension must be enhanced. The implementation of the suggested reading activities in this study practiced the pupils' reading skills with comprehension. Pupils were engaged in the classroom discussions, group activity, teaching-learning process and daily life routine. The researcher also proposed an action plan to improve the reading comprehension of Grade 5 pupils of Escribano Elementary School. The proposed action plan was carefully explained and set up because for most of the time, the students work without the teacher's direct guidance. It is the students who create their own real or imagined life histories; it is the students who practice their reading. During activities, the teacher monitored the class and activity.

#### **DISCUSSIONS**

In view of the aforementioned scenario, the teacher asked their previous teachers the possible causes of their poor performance in reading and considering also the teacher's experience in teaching them in the whole first and second grading period. The possible causes are summed up as follows: weak word recognition skills/decoding deficiencies, poor reading habits, limited vocabulary, and unable to derive meaning and gain understanding from a passage.

**KEYWORDS:** comprehension, skills, vocabulary

**SUBMISSION ID: R04A-BATANP-2001**



**Reading Comprehension of Grade Nine Students: Basis for a Proposed Collaborative Strategic Reading Program**

Gerlin Gay Esconde, Department of Education Sarangani

**Abstract**

**INTRODUCTION**

This descriptive study was limited to determining the level of the students' reading comprehension and in designing a proposed collaborative strategic reading program to enhance students' reading comprehension.

**METHODS**

The respondents were the 40 Grade Nine students enrolled in the school year 2018-2019 at Malapatan National High School. A 12- item reading test composed of 3 selections with 4 questions for each depicting the three levels-literal, inferential, and critical was administered. The questionnaires were checked and the scores were tallied using frequency and percentage and were interpreted accordingly by levels.

**RESULTS**

It was found out that more than majority of the Grade Nine students were low in their over-all level of reading comprehension. Majority of the students had high literal ability, their inferential level was average, and their critical level was low. Thus, their high comprehension ability must be enhanced.

**DISCUSSIONS**

It is then concluded that for the development of the reading comprehension skills of students having difficulty, designing of collaborative strategic reading program as intervention can be effective.

**KEYWORDS:** reading comprehension, reading of program

**SUBMISSION ID: R012-SARANG-0040**



## **Reading Comprehension of Grade V Pupils in Reading Short Stories**

Jessica Noche, Department of Education

### **Abstract**

#### **INTRODUCTION**

Reading is very important in our daily lives. In reading, decoding is not enough. A reader must be able to understand what he is reading. In reading instruction, comprehension is the goal of every teacher. Research has shown that reading comprehension improves most when teachers provide explicit comprehension instructions to children.

The study aims to determine the reading comprehension level of pupils to serve as baseline in preparing reading interventions that would develop the comprehension skills of pupils in order to achieve higher level of proficiency.

#### **METHODS**

Descriptive quantitative research method was used which aims to identify pupils' level of reading comprehension and their ability in answering the five dimensional level questions.

Teacher-made pre-reading assessment test was used as the main instrument in gathering the data. 18 males and 27 females of grade five pupils for SY 2016 were the respondents. Frequency and percentage were the statistical tools applied in treating the data. Comprehension test questions with five dimensional levels based from short story read were answered. Test result was used to determine the percentage of pupils belonging to low level of reading comprehension and the level of questions pupils find difficulty to answer.

#### **RESULTS**

Out of 45 pupils tested 65 % was at frustration, 22% was instructional while only 13% was at independent level as readers. Most of the pupils were at the literal level of comprehension only. They found difficulty in answering evaluative level questions. With these results, the researcher prepared reading intervention measures to alleviate the number of frustration level readers and improve the level of pupils' reading comprehension. The reading intervention measures were focused on pupils reading gap to be addressed. A Short Story a Day with 5 evaluative level questions was implemented. Pupils were exposed to answer questions that needed higher order thinking skills. The results were recorded and evaluated.

#### **DISCUSSIONS**

The results demonstrate that pupils had difficulty in answering evaluative level questions which needed higher order thinking skills thus there is indeed a need to determine the pupils' comprehension level first as a basis in designing the appropriate reading activities or intervention measures. This must be fully implemented, monitored and evaluated. Moreover, another study should be conducted to determine the effectiveness of intervention measures in improving pupils' reading comprehension.

**KEYWORDS:** comprehension, evaluative, intervention

**SUBMISSION ID: R04A-BATANP-1875**



**Reading Comprehension Performance in Relationship with Academic  
Performance in English among Grade 1 Pupils of Bendita Elementary  
School in the District of Magallanes for Sy 2017-2018**

Joanabelle Mojica, Bendita Elementary School

**Abstract**

**INTRODUCTION**

The main objective of Dep Ed for English as a tool subject is to train the students in reading to attain comprehension and understanding so they can have the ability to interpret the author's explicit and implied ideas.

To determine the strengths and weaknesses of students in every school, English and Filipino Coordinators/Teachers should conduct a Pre-Oral and Post Oral Reading Test in English and Filipino. Preparation of two copies of the assessment passage should be done by the teachers- one copy for the pupil to read and the other copy for the teacher to mark. The instruction is for the pupils to read aloud as quickly and accurately as possible and some questions about each passage should be properly given. They used this kind of method to diagnose the explicit reading disabilities and to help tailor interventions to the pupil's specific needs.

**METHODS**

The study was conducted among the selected Grade I pupils of Bendita Elementary School. The subject respondents of this study were 22 Grade I pupils who answered the pre-test and post-test 20 item English and Reading Test (2015) and the researcher compared the general average in English.

**RESULTS**

Based on the study, reading comprehension has a relationship with the academic performance in English among Grade 1 pupils. In this research the teacher found better teaching strategies in reading and improving the Grade I students' reading comprehension to help them achieve higher academic performance in English after pupils attained a satisfactory level of comprehension.

**DISCUSSIONS**

This research proves a significant relationship in reading comprehension and academic performance in English among Grade I pupils.

**KEYWORDS:** READING COMPREHENSION, PERFORMANCE ACADEMIC

**SUBMISSION ID: R04A-CAVITP-0589**



**Reading Comprehension Skills among Grade Two Pupils in Alangilan  
Elementary School**

Paola Ann Rose Ebor, Department of Education

**Abstract**

**INTRODUCTION**

Quality education is first and foremost a function of instruction in the hands of committed and effective teachers. While it is true that some students can learn not only from the teachers, it cannot be denied that the quality of the outputs of education is a function, to a great extent, of instruction and students' interactions with their teachers. The main purpose of the study is to determine the reading comprehension skills of grade two pupils of Alangilan Central Elementary School for the purpose of formulating a course of action to strengthen the approaches on their reading comprehension skills. it aims to know the level of performance of the pupils in reading comprehension based on their PHIL-IRI and to what extent factors contribute in developing reading skills according to their teachers.

**METHODS**

Descriptive method was used to determine the extent of reading comprehension skills of grade two students in Alangilan Central Elementary School.

**RESULTS**

Majority of the pupils in grade two were classified under frustration level based on their performance in their PHIL- IRI and some caused by inadequacy of reading materials. There were schools' initiative projects to enhance the reading style of the pupils through remediation, use of workbooks and more engaging reading strategies that used technology.

**DISCUSSIONS**

The respondents consisted of 5 teachers from the five sections of the school. The researcher used questionnaire in gathering data, consultations and interviews. To administer the questionnaire, a letter of request for the school principal was prepared by the researcher to secure permission to make their school a research environment. After the approval, the researcher administered the questionnaire personally to the teachers' respondents who were requested to answer with sincerity.

**KEYWORDS:** reading, comprehension skills, grade two

**SUBMISSION ID: R04A-BATANC-0083**



**Reading Comprehension Skills in English of Grade 7 Students at San  
Nicolas National High School S.Y 2018-2019**

Nicole Angeline Vertucio

**Abstract**

**INTRODUCTION**

This study dealt with the assessment of the present status of Grade 7 reading and comprehension skills. Also included were the performance of the students in reading, the factors affecting the performance of the respondents in reading comprehension and the problems encountered by the students in terms of reading with comprehension. The researcher designed an action plan to further enhance the reading comprehension skills of Grade 7 students.

**METHODS**

The descriptive method of research was used with the questionnaire as the main data gathering instrument. The respondents of the study were 70 Grade 7 students of San Nicolas National High school. Simple random sampling was used to identify the respondents. Mean, weighted mean and composite mean were the statistical tools applied to treat the gathered data.

**RESULTS**

The findings revealed that majority of Grade 7 students had low performance in reading comprehension. The respondents agreed that fluency, vocabulary, background knowledge, comprehension strategies, and lack of self-motivation were some of the factors affecting the performance of the respondents in reading. They also encountered problems in terms of reading with comprehension. Lack of background knowledge and inability to comprehend the texts were the foremost problem being encountered by Grade 7 students.

**DISCUSSIONS**

On the basis of the analysis made, it was recommended that School head should emphasize that all teachers need to take an action on how they can improve the reading comprehension skills of the students. All teachers' especially English teachers should extent their knowledge and ability to help students in their weakness which regards to reading comprehension.

**KEYWORDS:** comprehension skills, performance, assessment

**SUBMISSION ID: R04A-BATANP-0833**



**Reading Comprehension Skills in Hearing Impaired Students of Calamba  
National High School for School Year 2015-2016**

Irene Lourdes Bernadette Medrano

**Abstract**

**INTRODUCTION**

Students in secondary level must have enough reading comprehension skills that could enable them to reach different levels of understanding. This skill was given in the intermediate level where children were given activities and seat works to enhance their comprehension skills. Hearing Impaired learners of Calamba National High School lack comprehension skills and vocabulary. The researcher would like to find out the root of the problem based on the factors to be researched. This research aims to identify factors that affect hearing impaired students' reading comprehension in Calamba National High School and the intervention they need for them to develop comprehension skills. Specifically, this research ought to answer the following questions: what level of comprehension do students with hearing impairment have based on their pre-test and what are the factors that hinder students with hearing impairments comprehend to reading text?

**METHODS**

This research is descriptive and experimental. In identifying the level of reading comprehension skills among the hearing impaired students of Calamba National High School, the factors that affect the level of reading and comprehension skills, descriptive method was used. In identifying the proper intervention or remediation program, experimental method was used.

**RESULTS**

Based on the result, question number 7 or reading of online stories got the highest weighted mean of 1.73 and questions 9 and 10 which gave attention to unfamiliar words and contentment in the level of reading got the lowest weighted mean of 1.27. The hearing impaired students had low comprehension based on the computed factors

**DISCUSSIONS**

Based on the result of this study, there is no comprehension during their pre-test. Factors that hinder students' understanding were: (1) reading practice in intermediate level, (2) vocabulary enrichment, (3) follow-up reading at home, (4) interest in texts, (5) love of reading, (6) availability of reading materials, (7) online texts, (8) conducive environment, (9) attention to unfamiliar words and (10) contentment in the level of reading affect the level of reading comprehension. This is relative to the study of Harmer (2001:199) which stated that to achieve the purpose of reading, which is to get the general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

**KEYWORDS:** reading comprehension, hearing impaired, teaching

**SUBMISSION ID: R04A-CALAMB-0052**



**Reading Comprehension Skills Relative to the Academic Performance in Mathematics of Grade IV Pupils in Magsaysay Elementary School infantia, Quezon**

Sharmaine Penaojas, Department of Education

**Abstract**

**INTRODUCTION**

The Department of Education has implemented reading programs to enhance the academic performance of pupils in public elementary schools. The researcher conducted this study to determine the relationship between the level of comprehension and academic performance in mathematics among grade 6 pupils in Magsaysay Elementary School Infanta, Quezon.

**METHODS**

Quantitative Method of Research

**RESULTS**

Most of the pupil-respondents were categorized as instructional readers in terms of reading comprehension skills while fairly satisfactory in performance in mathematics.

**DISCUSSIONS**

The majority of the respondents were in instructional level who can only read when guided by the teacher and had low academic performance in mathematics. There is a significant relationship that exists between the level of comprehension and academic performance in mathematics among grade 6 pupils in Magsaysay Elementary School.

Based from the findings and conclusions, recommendations were drawn which served as basis in designing and implementing intervention program to enhance the pupils' reading comprehension skills and academic performance in mathematics.

**KEYWORDS:** READING COMPREHENSION, RELATIVE TO ACADEMIC PERFORMANCE

**SUBMISSION ID: R04A-QUEZON-0168**



## **Reading Comprehension Strategies Relative to Traditional and Modern Approaches in Pedagogy**

Arlene Aring, Camp Vicente Lim Integrated School

### **Abstract**

#### **INTRODUCTION**

Reading is the foundation of learning. It helps the students to communicate and understand the lessons. Perhaps, this is the reason why the language teachers, especially in Filipino subject urged to develop and improve the reading and comprehension level of the students who are in the frustration level in reading Filipino texts. With this, different strategies such as traditional and modern teaching approaches were employed to determine which of these are more effective for the students when actively learning.

#### **METHODS**

This study used quasi-experimental method. In order to determine the reading comprehension strategies of the students. The researcher grouped 15 respondents for traditional approach and 15 respondents for technological approach depending upon their identified reading comprehension level. In this case, the researcher also identified which methodology is more effective with regards to the improvement of the reading level and comprehension level of the students. Moreover, the researcher administered pre-test as well as formative and summative tests. Post-test was also conducted in order to measure the effectiveness of approaches based on the statistical results. It also served as the basis in making the learning module intended for traditional teaching and e-learning for modern teaching. Record analysis was used to describe the performance of the students. Mean score, frequency and standard deviation were employed in statistical analysis.

#### **RESULTS**

Based on the T-Test result and data gathered by the researcher, the result showed that there was a significant difference between the students who used traditional teaching approach and students who used modern teaching method. It also proven that the students are more interested in the lessons using modern technology with mean difference of -1.93 and  $p < \text{value of } .000^*$  which is lower than .05 level of significance under traditional approach of teaching.

#### **DISCUSSIONS**

The result of this study indicated the effectiveness of using modern and traditional approaches in teaching. Based on the result, the language teachers specifically in Filipino subject are encouraged to use technological approach in teaching the students in order for them to easily understand the lesson. In addition, the use of different pedagogical strategies such as presentation of video clips, Power Point, and the likes will heighten the level of interest of the students towards the lesson.

**KEYWORDS:** Reading comprehension strategies, traditional and modern approaches

**SUBMISSION ID: R04A-CALAMB-0225**



**Reading Comprehension through Classroom Group Work Activities among  
Grade one Pupils in San Felipe Elementary School**

Lyn Iloco, San Felipe Es, San Felipe Padre Garcia Batangas

**Abstract**

**INTRODUCTION**

This study was conducted to improve the level of reading comprehension of Grade one St. Elizabeth pupils at San Felipe Elementary School through group activities. The respondents of this study consisted of thirty four (34) Grade One Pupils enrolled at San Felipe Elementary School under the St. Elizabeth section. The respondents were provided with lessons and group activities concerning different topics.

**METHODS**

To achieve the purpose, the researcher utilized the descriptive method of research.

**RESULTS**

In this research, results revealed that the students made improvement in reading comprehension through interactive activities with their peers. When group work was used in a certain topic or lesson, students were active and enthusiastic in joining learning activity.

**DISCUSSIONS**

The test results showed improvement of the students' achievement. Group activities also facilitated Grade One learners to be more interactive and socialized in the classroom, so the researcher affirmed to utilize this approach to help learners to comprehend the text or stories they read or may read with understanding. It can be concluded that teaching reading comprehension using group work improves the students' reading comprehension.

**KEYWORDS:** READING COMPREHENSION

**SUBMISSION ID:** R04A-BATANP-0117



**Reading Comprehension: Its Correlation to the Periodical Test Result in  
Science and Health of Grade Six Pupils of Rosa G. Acuna Memorial  
Elementary School**

Emelita Yabut

**Abstract**

**INTRODUCTION**

Reading serves as the most essential skill necessary for achievement on any test. Pupils must be able to decode, comprehend and analyze the information given to them to formulate correct test responses, all within a specified period of time.

Based on the researchers' records and experience in teaching Science, the performance of the pupils in Periodical Test in Science was affected by their ability to read and comprehend. It is for this reason that the researcher decided to conduct an action research on this problem. The focus of this research is improving reading comprehension. Without the solid foundation of reading skill the researcher feels the children will struggle hard in learning the Science concepts.

**METHODS**

The researcher used descriptive method which included data gathering, analysis and interpretation. The respondents included all the Grade VI pupils enrolled in Rosa G. Acuna Memorial Elementary School for School Year 2018-2019.

To find out if reading comprehension has or has no correlation on the periodical test result in Science, the researcher conducted the pre- test on silent reading of the (PHIL-IRI) and identified the reading level of the pupils particularly in comprehension. Administered the Inventory Test covering the topics for the first quarter. Results of the two tests were analyzed and interpreted.

**RESULTS**

Based on the result of the PHIL-IRI, out of the 51 Grade Six enrolled ,45 pupils were able to take the pre-test in silent reading. Eighteen pupils or 40% fell under frustration level. After the scores in the pre-test in Science were analyzed and interpreted, it was revealed that the same set of pupils under frustration level in reading comprehension were the pupils under Below Mastery and Low Mastery Level in the inventory test. So the researcher decided to make some interventions for the problem. Five weeks of remedial instructions were conducted to the 18 pupils using the different activity sheets and modules in Science which focused on analyzing higher order thinking skills questions.

**DISCUSSIONS**

After gathering, analyzing and interpreting the data, the researcher found out that reading comprehension had a correlation to the periodical test result in Science particularly in questions under conceptual and process skills. Different interventions were given to the respondents. Remedial instructions were intensified using the teacher-made modules and activity sheets.

**KEYWORDS:** correlation comprehension result

**SUBMISSION ID: R04A-CAVTP-1521**



**Reading Corner: Its Impact to Reading Skills among Grade Six Struggling Readers in Lian Central School**

Leila Ilagan, Department of Education-Lian

**Abstract**

**INTRODUCTION**

Having struggling readers among grade six pupils is a big challenge for teachers and putting up a reading corner in every classroom is one of the gateways to bridge this gap. Reading plays a vital role in our lives. This is the primary skill that pupils need to develop. It is a skill that gets better with practice. This study assessed the effectivity of reading corners for pupils with reading difficulties since experts reveal that children who spend as little as 30 minutes a day reading books, magazines and newspapers are more likely to become good readers.

**METHODS**

A descriptive qualitative design was used to identify the impact of utilizing the corner. The researcher used 50 grade six pupils as respondents and some grades 5 and 6 teachers. Questionnaires, checklist and interview guide were used to gather the baseline data about the effectiveness of the project. Profound analysis of the data gathered was one of the procedures used to get the best result of the study.

**RESULTS**

The status of reading proficiency was analyzed and the number of non- readers gradually decreased. There were also identified problems affecting reading skills such as attitude towards reading that ranked as the highest factor. It was also found that the level of effectiveness of reading corners to the reading skills of pupils as strongly effective.

**DISCUSSIONS**

The results demonstrated the need to continue utilizing the reading corner in every classroom since the study has proven its effectiveness. Teachers should have to strengthen the implementation of a functional reading corner. Aside from this, a proposed action plan to improve the status of reading was provided by the researcher. Different programs and projects were identified to fortify the impact of reading corners to the reading skills of pupils. It is recommended to have a related study to further design effective strategies to improve learners' reading skills.

**KEYWORDS:** Keywords: struggling, proficiency, comprehension, impact, essential,

**SUBMISSION ID: R04A-BATANP-1524**



## **Reading Diagnostics to Enhance Learners (Rdel): A Diagnostic Test in Reading Comprehension for Grade 7 Students**

Rodel Catubay

### **Abstract**

#### **INTRODUCTION**

This study responds to the need of identifying underlying factors on why there are still students who belong to frustration level. This motivates the researcher to focus on diagnostic test development and validation on reading comprehension.

In New Lambunao Integrated School, a diagnostic test is rarely used. Instead, reading teachers proceed to utilize the curriculum guide and directly employ suggested activities from the CG developed by the DepEd. However, it is so hard to just presume reasons behind the incidence of learner's low reading comprehension level and particular strategies to be applied.

#### **METHODS**

The researcher developed a diagnostic test for the Grade 7 students in reading comprehension with the collaboration of the experts in the field of reading such as teachers, master teachers, and supervisors. The passages were adapted from the existing literatures by contextualizing them and considering their readability and grade level. Comments and suggestions of the evaluators were utilized. Moreover, this study used multiple-choice item test. To determine the reliability, split-half method was used. Three sets of evaluators were asked to validate the test through a five rating scale to determine whether the diagnostic test is acceptable in terms of content, presentation, and appropriateness.

#### **RESULTS**

This study found out that the test was reliable and valid for Grade 7 learners and can be used to diagnose their reading comprehension difficulties. The researcher ensured that all the competencies are included in the test to cover the whole year's lessons. The researcher ensured that the passages were all contextualized and in the students' grade level. The test was reliable with  $\text{roe}=0.84$  described as Highly Positively Correlated. The F-value was 20.339 and a p-value of 0.000. This meant that there was a significant difference in the evaluation ratings of the evaluators. The ratings of Group 1 were significantly different from Group 2 and 3. While group 2 ratings were not significantly different from Group 3.

#### **DISCUSSIONS**

Since the F-value is 20.339 and p-value is 0.000, it is safe to say that the ratings of the different sets of evaluators differ from each other: some are low and some are high. This supports Kane (2013) who emphasized that ratings vary with each other depending on the expertise of the evaluators who interpret them.

**KEYWORDS:** Diagnostic Test, Development, Validation, Grade 7 Students, Reading Comprehension

**SUBMISSION ID: R012-SOUCOT-0000**



**Reading Difficulties and Comprehension Level of Grade Vi Pupils of  
Pinagkurusuan Elementary School: Basis for Enhancement Activities**

Carolyn Chavez, Pinagkurusuan Elem. School

**Abstract**

**INTRODUCTION**

The ability to read is vital to learning. Access to knowledge in various disciplines is made possible through reading. Thus, reading is said to be man's potent tool for learning. Comprehension is one of the most important areas of reading. It takes place when there is communication between the author and reader. One of the most vexing problems facing the elementary teachers today is that more pupils enter their classrooms without requisite knowledge, skills and disposition to read and comprehend the materials placed before them. The researcher is interested in developing enhancement activities that will remedy the reading difficulties of pupils.

**METHODS**

This is a descriptive research which aims to come up with a proposed plan of activities to enhance the reading comprehension of the pupils.

The quantitative and qualitative information about the pupil's reading capabilities were used to identify the reading level of the pupils and to plan for activities of interventions to enhance reading comprehension of the pupils. To enumerate, the Phil-IRI uses a pre-determined set of criteria which include: the percentage of word recognition, accuracy and percentage of correct responses to comprehension questions.

**RESULTS**

Majority of the grade six pupils are at the frustration level of reading therefore strategic interventions were deemed necessary to employ in order to address the different level of reading difficulties by the pupils in terms of comprehension.

The most common difficulties encountered by the pupils in terms of Reading Comprehension were word relationship, organizing ideas, making inferences, predicting outcomes, inability to translate ideas into written works, poor analysis and synthesis skills, mispronunciation leading to misunderstood meaning, and limited vocabularies.

The proposed action plan and the scheduled activities framework must be employed and accomplished thoroughly and that teachers must work hand in hand to ensure success.

**DISCUSSIONS**

This action research would be a best solution to the school head, teachers, pupils, as well as the parents' problem on teaching reading comprehension. This provides the essential activities or interventions that would best eradicate the problem with reading with comprehension. The researcher, after further reading and appreciation of the results of the study came up with a proposal plan of action which includes activities and curriculum objectives. The researcher is optimistic that if this plan of action is thoroughly carried out would contribute much in improving the reading comprehension of pupils. This research adheres to the need to utilize plan of enhancement activities which could best eliminate the problems in reading comprehension.

**KEYWORDS:** Enhancement, intervention. Phil-Iri

**SUBMISSION ID: R04A-BATANP-1254**



**Reading Difficulties Encountered by Grade 10 Students From Balayan National High School: A Basis for Reading Enhancement Program**

Jane Bugtong, Balayan National High School

**Abstract**

**INTRODUCTION**

The purpose of this action research is to identify the reading difficulties met by Grade 10 students of Balayan National High School which serves as the basis for the development of reading enhancement program. It is indeed true that English is the main language for communication and it is one of the requirements when applying for a job.

**METHODS**

For collecting data, the researcher used a questionnaire that was distributed and confidentially answered by thirty students of Grade 10. The researcher used descriptive method. Statistical treatments used were f-test and anova test to determine the significant difference between the reading comprehension level and the profile of the respondents and also the difference between reading difficulties and the profile of the students.

**RESULTS**

The researcher found out that the main reading difficulty met by Grade 10 students was rereading to make sense which had a weighted mean of 3.43. Moreover, it was discovered that there was a significant difference between the reading comprehension level of male and female Grade 10 students of BNHS since  $F\text{-calc} (7.857) > F\text{-crit} (2.484)$  at 95% confidence level. Further, it was revealed in this study that, there was no significant difference between the reading difficulties of male and female students since  $f\text{ calc} (1.028) < F\text{ crit} (2.978)$ . Since  $f\text{ calc} (0.098) < F\text{ crit} (3.490)$ , there is no significant difference between reading difficulties of Grade 10 students and their monthly income. At 95% confidence level, there is not enough evidence that income affects the reading difficulties of Grade 10 students.

**DISCUSSIONS**

Therefore, the researcher recommended the identified reading difficulties be given focus in classroom discussion and the reading program prototype be implemented to test its effectiveness.

**KEYWORDS:** reading difficulties, reading enhancement program, comprehension level

**SUBMISSION ID: R04A-BATANP-0209**



**Reading Difficulties of Selected Grade Five Pupils of Mariano C. Anacay  
Memorial Elementary School for the School Year 2018-2019**

Maricar Delbo

**Abstract**

**INTRODUCTION**

The main purpose of this research is to find out the difficulties encountered by selected Grade 5 pupils in both oral and silent reading and to search for possible solutions to the problem.

**METHODS**

To determine the difficulties encountered by pupils with their reading abilities and the reading materials that influence pupils' desire to read, frequency counting and percentages and weighted mean were used to count the responses on the questionnaires.

**RESULTS**

The findings of the study revealed that the different problems encountered by pupils in reading as perceived by teachers were the lack of comprehension of what was read, manifestation of incorrect phrasing, difficulty in word attack, omission, repetition and substitution of words, lack of adequate vocabulary, difficulty in reading silently and inability to see relationship of what is read. It was concluded that lack of comprehension of what is read is the major problem encountered by pupils in reading as perceived by the teacher. The reading material that influenced most pupils' desire to read was the textbook.

**DISCUSSIONS**

This study was limited to fifty selected grade five pupils and 14 teachers of Mariano C. Anacay Memorial Elementary School, Municipality of Amadeo, Division of Cavite. Random sampling procedure was used. This study focused on the difficulties encountered by selected grade five pupils in both oral and silent reading. This study somehow contributed in developing reading skills to achieve good school performance.

**KEYWORDS:** Comprehension, Difficulties, Knowledge, Learning, Pupils/Students, Questionnaires, Reading

**SUBMISSION ID: R04A-CAVITP-1178**



## **Reading Encounter Through Strengthened Time and Better Attitude**

Cherrie Andrea M. Jarabe, Marites O. Benitez, & Ricardo A. Patawe

### **Abstract**

#### **INTRODUCTION**

It is a DepEd mandatory to conduct a Reading Class to eradicate non-readers and to develop comprehension ability of the pupils in both oral and silent reading. This action research was conducted because of the prevalence of the non-readers and slow readers in school. This study would greatly help to eradicate the problem identified in the school on the low reading performance of the pupils. The low reading performance results to low academic achievement of the pupils. Our research aims to improve the reading skills of the pupils in Silang Central School.

#### **METHODS**

The researchers made use of the documentary analysis in order to obtain the data on the silent and oral reading of the pupils. The data obtained were the documents filed in the archives of the school on Philippine Informal Reading Inventory report for the school year 2018- 2019. After gathering and recording of the documents, all data were analyzed, coded and treated to obtain statistical results. The statistical tool used was Simple Percentage.

#### **RESULTS**

This action research hopes to eradicate the incidence of non-readers and slow readers of Silang Central School. The impact of this research on the first semester of implementation has trimmed down the percentage of the pupils belonging to the frustration level. As the result states, this action research is of great help to the school administrator, teachers and stakeholders, that is, how to make their school a "reader school".

#### **DISCUSSIONS**

From the basis of the findings, it is concluded that most of the pupils of Silang Central School are in the frustration level. Pupils performed better in Filipino than in English in terms of their reading performance. Intervention is important to lower the number of pupils in frustration level.

**KEYWORDS:** Phil. IRI, non-readers, slow readers, reading comprehension, frustration

**SUBMISSION ID: R04A-CAVITP-1551**



## **Reading Enhancement and Comprehension Tests through Local-Context Approach to Slow Readers**

Edwin B. Marianita, Rubirosa P. Arejola, & Jessa Mae C. Adriatico, Department of Education Cam Sur

### **Abstract**

#### **INTRODUCTION**

It is of great importance to have learners with an excellent reading and comprehension skills since it is a contributory factor to the school's higher academic performance. Implementing different strategies, creativity of the teacher and the use of localized and contextualized materials help in understanding the meaning of the text and develop pupils' intellectual capability. This study is made possible with assistance of Basic Education Research Fund through the Division Research Committee and Planning Policy and Research Division Region V. The research aims to assess the effect of Project: Reading Enhancement and Comprehension Tests through Local-Context Approach to improve pupils' reading ability, sustain reading interest and increase the school performance.

#### **METHODS**

The study sought to answer the questions: What is the CI project's profile? What is the competency-based performance level of slow readers in English? What are the acceptability levels of strategies used? What is the effect of different strategies on the reading interest, comprehension and performance of pupils?

A descriptive research method was used. Frequency count, Mean and Performance Level of the pupils were obtained, tabulated and interpreted by Five - point Likert Scale.

#### **RESULTS**

Findings revealed that with the school's reading performance of 61.18%, which was below the standard of 75%, teachers need to employ different strategies, approaches and innovations to improve the performance specifically the pupils' reading and comprehension abilities. Localized and contextualized reading strategies were acceptable to pupils hence, the competency-based performance in English of 76.24% increased to 81% (proficient). The comprehension level reached 90-100% wherein 75% of pupils comprehended the selections they have read. Proper implementation of reading strategies resulted to the increase in proficiency and percentage of comprehension

Teachers and parents should work together to improve the academic performance of the pupils. Conduct remediation, employing different strategies to uplift the morale and self-confidence of the learners. Implementing this project to the higher-grade levels is necessary to make reading experiences more enjoyable and memorable to the learners.

#### **DISCUSSIONS**

Through innovations, diligence, commitment of the teachers and parental support to learning, children could cope with the fast changing teaching-learning process, eventually develop themselves as literates.

**KEYWORDS:** reading enhancement, comprehension, local, context approach, slow readers

**SUBMISSION ID: R005-CAMSUR-0023**



**Reading Enhancement and Development Program: A Multi -Level Strategy  
in Reading of Grades Two to Six Pupils at Mangas Elementary School**

Cleta Escover, Department of Education

**Abstract**

**INTRODUCTION**

Alfonso Central School took an active leadership role and broader responsibility through an initiated partnership with Mangas Elementary School. Both schools jointly undertook the planning, problem-solving and resource mobilization activities together with the parents and stakeholders to address a community - wide educational issue which is reading. Hence, the birth of Project READ - Reading Enhancement and Development Program, a Multi- Level Strategy in Reading as there is an immense clamor to design a reading program which would provide intensive and focused practice that could help the struggling readers to become average readers and eventually turn into independent readers.

**METHODS**

A multi-level strategy was used. The information was analyzed using qualitative data analysis technique which used the pre-work and post-work in Oral and Silent Reading in English to address pupil's problems in word recognition for Grades 2-3 pupils and reading comprehension for grades 3 to 6 pupils. Each participant was given a parent/peer to assist them on the use of the specialized reading books and modules. Daily activities of the participants were closely monitored and weekly tests were strictly administered. The final test which consisted of the oral and written tests were conducted to each participant to check their level of progress.

**RESULTS**

The most striking result to emerge from this study was that the Frustration Readers have advanced as Instructional and Independent Readers. Quality teaching has been observed as parent and peer volunteers have undergone a rigid training in teaching phonics, word recognition and comprehension. Passion for reading has also been developed through story telling of teachers, parents and stakeholders.

**DISCUSSIONS**

The results show of the effectiveness of the Reading Enhancement and Development Program on the pupils of Mangas Elementary School. This study also shows that the voluntary involvement of parents and peers as well as the active participation of identified pupils is necessary to meet our goal which is to develop and improve their reading skills and comprehension using the multi-level strategy. One of the significant findings to emerge in this study is that there should be a stability between the word recognition and comprehension level in teaching reading among the primary grades.

**KEYWORDS:** multi-level strategy, efficacy, active participation

**SUBMISSION ID: R04A-CAVTP-0476**



**Reading Enhancement and Development Program: An Evaluation of  
School-to-School Partnership Reading Program**

Dorris Rogando & Isabel Dulce M. Lugay

**Abstract**

**INTRODUCTION**

Alfonso Central School being a leader school in School-to-School Partnership strengthens the promotion of zero non-reader. As further recommended by Binauhan and Escover (2017), this research has been conducted to further evaluate the REaD Program previously done in Mangas Elementary School since there is a high demand of the conduct of reading program that will cure the identified reading difficulties among grades 1-3 pupils.

**METHODS**

The data were analyzed using both qualitative and quantitative sources to assess the reading program. The qualitative data gathered from the survey questionnaire were used to further explain the quantitative results based from the pre and post reading test given by the teachers.

**RESULTS**

The findings reveal that only 44.95% of grades 1-3 pupils are fast readers of sentences with comprehension in Filipino during the pre-reading assessment. After undertaking the Reading Enhancement and Development Program, pupils' reading performance in Filipino has significantly increased in all grade levels which has been evident during the post reading assessment.

**DISCUSSIONS**

The results showed the effectiveness of the reading program in the leader school of SSP particularly to grades 1-3 pupils. Progress in reading in Filipino was significantly evident based from the post reading test given by the teachers. The teachers who were interviewed during the conduct of the research strongly agreed that the reading program can be adopted by the other schools which have not reached the pupils' full potential in reading. Consequently, more trainings in reading were also demanded by the teachers in the primary level to better implement the reading program.

This result is parallel to the previous research done by Binauhan and Escover (2017). Moreover, it focuses only on the effectiveness of the reading program used particularly in School to School Partnership practiced by the leader school and the partner school. Its emphases are on word recognition and reading comprehension. A continuous study on reading is encouraged to concentrate more on the learners to find out the root cause of their difficulties in reading.

**KEYWORDS:** word recognition, reading comprehension, School-to-School Partnership, evaluation, leader school

**SUBMISSION ID: R04A-CAVTP-1222**



## **Reading Enhancement of Kindergarten Pupils with the Aid of Parent Supervision**

Jessica Llarena, Teacher I

### **Abstract**

#### **INTRODUCTION**

The study looks into the effectiveness of Reading Enhancement of Kindergarten with the Aid of Parent Supervision of Mariano C. Anacay Memorial Elementary School.

#### **METHODS**

The study utilized a pre-test and post-test design method to compare the result of Reading Enhancement of Kindergarten Pupils with the Aid of Parent Supervision.

#### **RESULTS**

Reading Enhancement of Kindergarten Pupils with the Aid of Parent Supervision showed that the learners improved their reading abilities. Through this study the proponent found out that parents were a great help for the increase of reading ability of learners. In addition to this, with the parent's supervision at home, a harmonious relationship of the learner and their parents developed.

#### **DISCUSSIONS**

The implementation of Reading Enhancement of Kindergarten Pupils with the Aid of Parent Supervision was developed. The study showed that proper supervision at home increased the reading abilities of each pupil with the help of the different learning materials made by the proponent.

The study focused on the reading ability of the learners through the help of their parents. Parents recognized their significant role in the improvement of reading abilities of learners.

**KEYWORDS:** Parent Supervision, Reading Enhancement, Kindergarten

**SUBMISSION ID: R04A-CAVTP-1181**



**Reading Enhancement through Short Stories in Grade Two Pupils in  
Melecio Arceo Memorial Elementary School**

Caroline Gayeta, Department of Education - Batangas City

**Abstract**

**INTRODUCTION**

There is a great challenge among teachers to develop pupils' reading with comprehension. Reading short stories play an important role in improving reading performance among pupils.

**METHODS**

This action research investigated the impact of vocabulary enhancement program on the reading development of grade 2 pupils in Melecio Arceo Memorial Elementary School. The research design used was normative-descriptive research design, one of the descriptive methodological models. The study explored factors that were suspected to significantly influence the reading development of the pupils using a pre-test and post-test. The participants consisted of pupils from Grade two during the school year 2017 - 2018 which was composed of 26 males and 30 females with a total of 56 pupils. The researcher crafted test materials on reading (silent/oral), comprehension and vocabulary to collect the data needed for this study.

**RESULTS**

Data analysis showed that oral reading and silent reading are correlated with the comprehension and vocabulary of pupils. The better they perform in silent and oral reading, the better they are to comprehend and understand vocabulary words. Short stories are very essential in developing pupils' reading skills in every aspect of learning. Our learners today are 21st century learners, old strategies like sitting while reading story books is not that effective anymore. Presenting short stories should be more creative to facilitate better learning outcomes. There is a need for innovation in supplementary materials with the use of video or movie clips, interactive games, and manipulative diorama.

**DISCUSSIONS**

This result reflects that oral reading, silent reading, comprehension and vocabulary are the reading skills that need to be developed by pupils especially the grade 2 pupils. Majority of the pupils had high performance in oral reading, very high performance in silent reading, average performance in comprehension and vocabulary.

**KEYWORDS:** READING ENHANCEMENT THROUGH SHORT STORIES

**SUBMISSION ID:** R04A-BATANC-0359



**Reading for Meaning: Supplementary Word Learning Activities for Grade  
Four Pupils at Ilat Elementary School**

Maria Fatima Macuha, Department of Education Division Of Batangas Province

**Abstract**

**INTRODUCTION**

Reading plays a vital role in teaching learning environment wherein teacher provides adequate techniques on how to motivate pupils to read. Proper use of instructional materials in reading helps pupils to learn and to genuinely love reading. The teachers need to adopt new strategies and techniques in reading lesson which is the basis in learning across different areas. We also need to be aware of the different issues in reading to know what best solution the teacher can use to solve this problem.

**METHODS**

The researcher used a case study on how the reading for meaning using supplementary word learning activities will be effective for struggling readers of Ilat Elementary School. The researcher also used check list with vocabularies used every day after lunch. In order to test the result, the researcher also used evaluation materials with corresponding words given to the learners.

**RESULTS**

The study showed that providing reading oral test for struggling readers is effective to improve their reading level and minimize the difficulties encountered by pupils in reading. For the first month activity, 2 respondents mastered the oral reading test with the percentage of 33%, 3 respondents were nearing mastery with a percentage of 50% and only 1 pupil did not master it.

**DISCUSSIONS**

The results show that providing appropriate reading materials really helps the pupils to improve their reading abilities. The teachers need to provide supplementary word learning activities to greatly improve the learners' ability to read by word, by sentences and by paragraphs with comprehension. This will be of great help to all the reading teachers and also with the beginning teachers.

**KEYWORDS:** reading, learning activities

**SUBMISSION ID: R04A-BATANP-0755**



**Reading Habits and attitudes toward Reading by the Grade Four Pupils in  
Aguedo Lota asina Memorial Elementary School**

Eva Marie Dalangin, School Rosario Castillo - School

**Abstract**

**INTRODUCTION**

When a child begins school, learning to read is a primary goal. Once a person has learned to read, the objective changes. Reading becomes a means to attaining other goals.

The researcher, a public elementary school teacher in Aguedo Lota Elementary School wants to make a contribution to the improvement of teaching and learning in the place. This motivated them to undertake this study.

**METHODS**

The descriptive research method was used in this study. A total of twenty-one (21) pupils were requested to answer the questionnaire. The results were tabulated and tallied for data analysis and interpretation. Data collected were encoded and tabulated using statistical package for social sciences (SPSS) for windows version 17.0 for qualitative analyses of the data collected.

**RESULTS**

Reading Materials Found at Home

Figures reveal that in most respondents' home, the most commonly found reading material is a set of magazines and story books with both having a frequency of 14 out of 21 or 67%. On the other hand, the least found reading materials are the textbooks with a frequency of 4 out of 21 or 19%.

Reading Habits and Attitudes

The respondents sometimes conducted activities for their reading development as attested by a grand mean of 2.20. It was further affirmed by the item assessing their reading level to broaden their knowledge which they rated as sometimes. Furthermore, items like reading to broaden vocabularies, reading because it is necessary part of learning, and reading to enhance their pronunciation were all assessed as sometimes.

**DISCUSSIONS**

The results demonstrate the need to develop the language ability of the respondents by engaging them to read and be able to express themselves in English, whether in written or oral exam. Provide reading materials that are downloadable. Millennials appreciate downloadable materials rather than printed in books or any other type of printed materials. It is also recommended to develop the passion of students in reading.

**KEYWORDS:** Reading Performance, Attitude, Reading Habit

**SUBMISSION ID: R04A-BATANP-2103**



**Reading Habits of Select Grade Five Pupils of Ticub Elementary School  
and its Effect on Their Academic Performance**

Marinnel Reyes, Jovita Canta, & Ambrocia Atienza, Epifania Endaya, Department  
of Education

**Abstract**

**INTRODUCTION**

Reading habit is a well-planned and deliberate pattern of study which has attained a form of consistency on the part of pupils toward understanding academic subjects and passing at examinations. It determines the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other.

**METHODS**

The following methods are used by the researchers to assess the reading habits of pupils and how it affects their performance. The researcher conducted a survey method with the use of questionnaire for data collection.

**RESULTS**

Respondents differed in their reading habits, some had good reading habits while others had poor reading habits. At the end of the study, respondents became classified under average and fast level of reading. Some of them enhanced their comprehension.

**DISCUSSIONS**

The results show that they are able to read with comprehension and they improved in their academic performance.

**KEYWORDS:** consistency, deliberate, extent, exhibit.

**SUBMISSION ID: R04A-BATANP-1870**



**Reading Habits of Senior High: Basis for a Development Program in  
Emiliano Tria Tirona Memorial National High School-Integrated Senior  
High School**

April Ann Canuel, Jenelyn S. Almano, & Mark Andrew S. Idjao, Department of  
Education, ETTMNHS

**Abstract**

**INTRODUCTION**

Reading involves proper understanding of words to relate them to the overall meaning of the passage. Cultivating the habit of reading from early age is beneficial as this could help them in their studies. It also helps with depression, stress and broadens knowledge. This research hopes to put weight for students the importance of reading habit on ones' life.

**METHODS**

The researcher used Descriptive research design using simple random sampling. 16 respondents were chosen. The researchers used a validated reading habit scale to know the reading habit of the students of Emiliano Tria Tirona Memorial National High School.

**RESULTS**

Result from the reading habit survey showed that reading habits can help the students increase their knowledge in vocabulary words. It means that students can show their skills and easily understand the texts and words using reading materials. On the other hand, the remarks of the reading habits of the participants revealed that most of the students strongly agree that reading helps them to learn new words wherein they feel inspired and intelligent. Students who read books develop their vocabulary skills.

**DISCUSSIONS**

The researchers know that majority of the respondents used E-books (e.g. Wattpad and PDF Books). Sometimes they used Academic books, Novels, Printed Magazines, Comics, Online Blogs, News Websites and Self-Help Books. Most of the respondents feel inspired when they read and they want to be alone when making or doing this kind of habit. Also, when the respondents read, they learn new words. On the other hand, they preferred to read materials written by Filipino authors or materials in the Filipino language.

**KEYWORDS:** reading habits, reading materials, and books

**SUBMISSION ID: R04A-CAVITP-1070**



**Reading Habits Versus Reading Proficiency Levels of Grade 10 Students:  
Basis for Enhanced Reading Program**

Danelica Torrea, Department of Education

**Abstract**

**INTRODUCTION**

All aspects of our lives involve reading, it is the main way to obtain information and a source of enjoyment. Educational researchers found a strong correlation between reading and academic success. This study aims to determine the reading habits and levels of reading proficiency of Grade 10 students of Emilia Ambalada Poblete National High School by considering selected variables as basis for an enhanced reading program.

**METHODS**

The descriptive-correlational method of research was used in this study. This described, and interpreted quantitative data that measured the reading proficiency levels of the respondents. Study Habit Questionnaire for Junior High School Students was used to seek necessary data from the respondents. Phil-IRI reading test with two phases was also used as a tool of interpreting the reading skills and levels of the respondents. Each phase determined the respondent's reading level whether Frustration, Instructional or Independent Level. To determine the profile, reading habit practices, and reading proficiency levels of the respondents, mean, SD, and percentage were applied. To determine the relationship of reading proficiency levels with the following variables of the respondents, ANOVA was used.

**RESULTS**

Fifty percent of Grade 10 students were the respondents of the study. It concluded that the respondents sometimes practiced resourcefulness, concentration, and a good attitude towards reading. On oral reading, 54 respondents were in independent level, 94 were in instructional level, and 21 were in frustration level. On silent reading, 35 respondents were in independent level, 73 were in instructional level, and 61 were in frustration level. Resourcefulness, concentration, and good attitude were significantly related to improve reading skill and level.

**DISCUSSIONS**

Level of proficiency will be developed through improved reading habits. Reading teachers must engage into a reading program to improve reading skill and level of students. Project R2I (Reading Intervention Intensified) and Project SPARK (Sustainable and Practical Approach in Reading for Kids) will be implemented next school year. Reading teachers will allot time to sit with a number of students who are in need to develop reading skills. Every reading teacher must encourage every student to also improve reading habits.

**KEYWORDS:** reading, reading habits, reading proficiency levels, reading program,

**SUBMISSION ID: R04A-CAVTP-1219**



**Reading Habits, Comprehension Level and Academic Achievement in English of Grade 7 Students: Basis for Student-assisted Reading Scheme**

Rubyluz Navarro, Kaytitinga National High School

**Abstract**

**INTRODUCTION**

The Phil. Informal Reading Inventory Test is administered to students at the beginning of the school year to determine the comprehension level of the students. In this study the researcher would like to find out the relationships between the reading habits of students and their comprehension level, reading habits and academic achievement, and comprehension level and academic achievement.

**METHODS**

The researcher used the descriptive-qualitative research method. The 185 students of Grade 7 in Kaytitinga National High school were the respondents of the study. Survey questionnaires were also used in gathering data. The Paul Leedy Questionnaire on Reading habits and the Phil. IRI test were administered to the student-respondents.

**RESULTS**

The results show that majority of the grade 7 students are satisfactory in their reading habit. This means that they have a deliberate pattern with cognitive process of decoding symbols that can derive meaning. They are instructional in the comprehension level that means that they can profit from instruction, and satisfactory in the academic achievement showing that they are average learners.

**DISCUSSIONS**

The results showed that majority of the grade 7 students are satisfactory in their reading habits, instructional in comprehension level and satisfactory in the academic achievement. Based from this, the school should provide an action plan for students to develop good reading habits. Teachers should provide more reading exercises to improve comprehension. Teachers should improve students' academic achievement by 2% through remedial teaching. The school should provide a student-assisted reading scheme to facilitate students in the frustration level to become instructional level readers.

**KEYWORDS:** reading habits, comprehension level, academic achievement and student-assisted reading scheme

**SUBMISSION ID: R04A-CAVITP-1133**



## **Reading in Tandem: to Reduce Non-Readers and Improve the Reading Performance of Grade IV Pupils**

Rolando E. Villamor Jr., Tambis Central Elementary School

### **Abstract**

#### **INTRODUCTION**

The ultimate goal of reading is to be able to understand written material, to evaluate it and to use it for one's needs. Reading can also be a social activity for children. Grade IV non-readers and pupils in frustration level based on the Phil-IRI Pre-test of Tambis CES were identified as beneficiaries of the intervention.

#### **METHODS**

In this intervention, the teacher assigned "Readers" and "Angels" and introduced the procedure of intervention to the pupils. Pairs were created within the classroom from identified children that required help on specific reading levels and those who proved better at reading to help the former. 16 Angels and 15 Readers were partnered up. The teacher modeled the procedure to ensure that pupils understood how to use the intervention reading materials.

#### **RESULTS**

The strongest factor that caused the low reading performance was factor 4 which was the lack of reading interventions inside the classroom. Reading in Tandem decreased the number of pupils who belonged to Non-Reader and Frustration level. The activity also related what they were learning to things that were relevant to them through stories. It enhanced comprehension in vocabulary and collaboration with other pupils with teacher management.

#### **DISCUSSIONS**

Based on the data presented, instructional and independent level was reached by pupils in the post-test of Phil-IRI result. Remarkably, the section got 80% and above average that corresponds to an improved reading performance after the conduct of Reading in Tandem intervention. Thus, there was a significant improvement of the reading performance of Grade IV pupils after the intervention.

**KEYWORDS:** Reading Performance, Reading in Tandem

**SUBMISSION ID: R013-SURSUR-0119**



## **Reading Intervention Program to Decelerated Readers**

Mary Rose D. Senarosa, Lyka A. Acelajado, Bea Jessesa P. Muldong, & Kriszzia Mae Moratalla

(Adviser: Icy princess trencio)

### **Abstract**

#### **INTRODUCTION**

Some students in high school do not have the reading skills required in learning. They are called decelerated readers. The researchers believe this to be a serious case that needs to be attended to. Deceleration reading happens due to many reasons such as lack of time in practice reading, lack of interest in reading, etc. This may cause low self-esteem, low/failed grades and a loss of interest in studying.

#### **METHODS**

The researchers used quantitative research design. This research study utilized the quasi-experimental research to estimate the impact of the reading intervention program to decelerated readers. The data gathered were treated using the paired t-test.

#### **RESULTS**

Results show that students are more convinced reading intervention program's effectiveness after they are able to recognize and read words. However, it must be noted that, it remains that they can't understand the meaning of the words they read. The teachers, on the other hand, are not convinced and satisfied with the results of the intervention program because of the lack in comprehension. The results only show a better word recognition through its alphabetical structure. There is a significant difference between the students' and teachers' perception of the effectiveness of the Reading Intervention Program.

#### **DISCUSSIONS**

English teachers should conduct regular activities and evaluations to monitor progress in reading comprehension of students.

**KEYWORDS:** non-readers, intervention program, reading program

**SUBMISSION ID: R04A-LAGUNA-0117**



## **Reading Intervention Project of Kindergarten in Pansin Elementary School**

Lorna Bagay, AMARE

### **Abstract**

#### **INTRODUCTION**

Some of the learners in Kindergarten have been promoted to the next Grade level even with them remaining as non-readers still.

This study aims to know the effect of using appropriate reading materials suited to the learner's reading ability in the reading progress of Kindergartens.

#### **METHODS**

The study used different reading materials appropriate to the learner's reading progress level. The researcher used alphabet flashcards and pictures to find out which group the learners belonged. Since not everyone had the same level of competency, they were grouped according to their abilities. Appropriate reading materials were used by different groups of learners according to their reading competency. Reading materials upgraded every quarter as they progressed.

#### **RESULTS**

This study showed that as the different reading materials were upgraded, the reading progress was visible every quarter as well as respective reading profiles. Interest and love for reading was seen in everyone. Reading with comprehension has been observed dramatically. At the start of 4th quarter, there were only few pupils left in the program.

#### **DISCUSSIONS**

The Department of Education implemented the CID Program SPARK which aimed to provide different reading materials to all kinds of readers. The researcher adapted the program and localized it based on the ability of Kinder learners in PES. The results confirmed that appropriate reading materials in learners' abilities was a contributing factor in the reading progress of kinder learners.

**KEYWORDS:** TEACHER LORNA

**SUBMISSION ID:** R04A-CAVITP-1448



## **Reading Intervention Project of Kindergarten in Pansin Elementary School**

Lorna Bagay, AMARE

### **Abstract**

#### **INTRODUCTION**

This study designed to know the effect in reading progress of using appropriate reading materials suited to the learner's reading ability level in Kindergarten. Reading has become an issue since some of the learners in Kindergarten have promoted to the next Grade level as non-readers.

#### **METHODS**

The study used different reading materials appropriate to the learner's reading progress level. At first, the researcher used alphabet flashcards and pictures to find out in which group should the learners belong. Since not everyone has the same level of competency, they have grouped according to their abilities to avoid left unlearned. The appropriate reading materials have used to different group of learners according to their reading competency. Reading materials upgraded every quarter as they improved and need progress.

#### **RESULTS**

This study shows that while upgrading different reading materials, the reading progress was visible every quarter as well as in reading profile. Interest and love for reading have seen to everyone. Reading with comprehension has been observed dramatically. At the start of 4th quarter, there were only few pupils left in the program.

#### **DISCUSSIONS**

The Department of Education implemented the CID Program SPARK which aims to provide different reading materials to all kinds of readers. The researcher adapted the program and localized it based on the ability of Kinder learners in PES. The result confirmed that appropriate reading materials in learners' abilities was a big matter in reading progress of kinder learners. This suggests intensive reading intervention plan that will suit each learner difficulty.

**KEYWORDS:** TEACHER LORNA

**SUBMISSION ID:** R04A-CAVITP-1612



**Reading Levels of Grade-7 Students of infanta National High School: inputs  
for Reading Program Development**

Aida Odiaz, Infanta NHS

**Abstract**

**INTRODUCTION**

In education, reading plays an important role in instruction at every level and in all disciplines. It is the cornerstone of a child's success in school and consequently throughout life. So, early development of the necessary reading skills among students predicts a more progressive academic achievement. On the contrary, this is not evident to all Filipino high school students including majority of the present Grade-7 students of Infanta National High School. In fact, an increasing number of registered frustration readers are noted every year. More so, a number of non-readers, (literally cannot read or without alphabetic knowledge) students have been discovered.

**METHODS**

This study utilized the quantitative analysis of the reading assessment's result conducted among randomly selected seventy-five (75) Grade-7 students of Infanta National High School this school year 2016-2017. Their Oral and Silent reading comprehension skills were tested to identify their reading level and to find out how their reading comprehension skills affect their reading performance.

**RESULTS**

The findings show that the students comprehension and reading level in both Oral and Silent reading is "Frustration". Their reading problems are due to lack of needed skills in decoding, phonemic awareness, word recognition and comprehension. Most of the students tested orally had common errors in graphemic, syntactic and semantic aspects. Furthermore, their reading rate is "Slow" and their comprehension reached the Literal level only.

**DISCUSSIONS**

The comprehension level assessment indicates that the students experienced more comprehension difficulties in silent reading than in oral reading. Also, their skills in comprehension directly affect their reading performance that determines their reading level.

**KEYWORDS:** comprehension skills, comprehension level, reading level

**SUBMISSION ID: R04A-QUEZON-0128**



**Reading Literature and its Behavioral Implications to the Grade 8 Students  
of Palo Alto Integrated School**

Maricel G. Ilagan, Department of Education Calamba

**Abstract**

**INTRODUCTION**

Reading is considered as one of the cheapest recreations. It allows people to acquire information in an instant with just a flip of pages. Numerous reading materials offer a variety of genres to choose from. This study aims to determine behavioral implication of reading literature to the Grade 8 students of Palo Alto Integrated School for the school year 2017 - 2018. Particularly, it aims to assess the reading habit, reading level appreciation, and its behavioral implications to the participants.

**METHODS**

The research study adopted the mixed method in assessing the reading literature and its behavioral implications to the forty-five Grade 8 respondent-students of Palo Alto Integrated School, who are all exposed to the same literary pieces. The quantitative data included close-ended informations about the students reading habit and appreciation that analyses the mean, standard deviation, and descriptive interpretation. Meanwhile, the grounded theory was used to analyze the open-ended information through focus groups and teacher's observations.

**RESULTS**

Majority of the respondents considered reading in spare time as something without having to consciously remember. Results showed that Grade 8 students of PAIS are readers and have good reading habits. Likewise, the students appreciated the fiction literature as it gave knowledge about other countries' cultures, values, and beliefs and offered new vocabularies. Literature has great impact on the students' behavior.

**DISCUSSIONS**

The participants have shown an ability to use or isolate wrong from right and compel judgment in accordance to their prior knowledge and own perception in consideration to values, norms, and beliefs. Hence, literature increased the students' awareness and coping mechanisms with chaotic situations and further refine the students' critical and cognitive skills to ameliorate the quality of life. Thus, this paper proposes the "Theory of Fore sightings".

**KEYWORDS:** Reading, Literature, Reading habit

**SUBMISSION ID: R04A-CALAMB-0177**



## **Reading Metamorphosis Ladder: Game for Improving Struggling Readers**

Sarah Bianca Sarita, Mary France Reyes, & Allan Jumpalad

### **Abstract**

#### **INTRODUCTION**

Reading difficulty has been a problem in the Division of Lucena City, thus, this action research aims to generate a reading program to help improve reading skills. Many intervention programs were implemented to address the said adversity, but this action research adds a different touch to suit the interests of young learners.

#### **METHODS**

The researchers employed the following processes to gather the necessary data in this study: development of the module, specialized book marks and Reading Metamorphosis Ladder; validation of the materials in this program; assessment of grade one pupils; pretest; reading intervention program; post-test; and interpretation and analysis of the data. The researchers applied quantitative design to know if there is significant difference between pretest and post. On the other hand, a qualitative method was used to assess level of acceptability of the reading intervention program among grade one struggling readers.

#### **RESULTS**

The Reading Metamorphosis Ladder Game as reading program for grade one struggling readers was developed. The mean scores of the pupils in the pretest and post-test has a mean difference of 17.33. The computed t-value was greater than the tabular value showing a significant difference between the pretest and post-test scores of the pupils in the achievement test. The reading program was found to be strongly acceptable and appreciated by grade one teachers and struggling readers.

#### **DISCUSSIONS**

The results demonstrate that the reading program was effective because of the improvement of the respondents of this action research. Moreover, it is apparent that the pupils were engaged during the intervention proper because of the authenticity of the materials used. Nevertheless, some pictures that were used needed to be localized for a more fetching interaction between the pupils for future practice.

**KEYWORDS:** Reading Metamorphosis Ladder Game, Improve, Struggling Readers

**SUBMISSION ID: R04A-LUCENA-0001**



**Reading Online: A Technology-Based Reading Remediation Scheme for  
Slow Readers of Grade Four Class at Bawi Elementary School**

Ruby Escabosa, Bawi Elementary School

**Abstract**

**INTRODUCTION**

Reading is a lifelong skill to be used both at school and throughout life. It is a cornerstone for a child's success in school. But the habit of reading is being neglected by the students nowadays. Today's students are digital natives. This means that they have been raised with access to a variety of technology and have spent many hours using such devices as computers, video games and cell phones. The researcher applied this online reading remediation scheme to develop the habit of reading among students with the aid of their mobile phones and computers. In this study, effect of reading online as a reading remediation scheme is highlighted. The experience of reading online is fundamentally different from the experience of reading printed materials.

**METHODS**

This research was experimental in approach and sought to determine if reading online remediation scheme is an effective way of teaching reading than the traditional text reading from printed materials. A teacher - researcher reading assessment tool was developed, validated and modified as a data gathering tool. Also, data gathering procedures such as remediation assessment implementation was conducted to gather students' reading level results. Frequency, percentage and weighted mean was used for statistical treatment of data. In terms of the significant difference between test scores, a T- test treatment of data was utilized. Participants are 12 slow readers in Grade IV-Silang.

**RESULTS**

Based on the findings of the study, it is advisable for teachers to use technology-based reading remediation scheme, not only in oral reading, but also in other subject areas. The controlled experimental group who underwent oral reading classes by applying reading online remediation scheme showed great improvement in text recognition compared to the uncontrolled group who undergone traditional text reading remediation.

**DISCUSSIONS**

Teachers should further identify other difficulties encountered by their pupils in oral reading, from which they may devise better and more effective teaching strategies to minimize or totally eradicate such difficulties. Traditional method of teaching oral reading should be supplemented by technology-based scheme in the same area. School heads and teachers must maintain consistently their current status of working together for the common goal of enhancing pupils' varied competencies by all means possible.

**KEYWORDS:** reading online; remediation scheme; reading; technology-based

**SUBMISSION ID: R04A-BATANP-0296**



**Reading Performance in Filipino among Grade IV Pupils of Julian A. Pastor  
Memorial Elementary School**

Marilyn Recio & Ma. Teresa C. Cortas, JAPMES

**Abstract**

**INTRODUCTION**

Reading is one of the most fundamental skills that a pupil should learn to master. However, despite this truth, it is one of the skills that most of our pupils lag in. They do not want to read because of a variety of factors. Reading is an integral skill that helps a child to live properly and go through life in general. Instructions, commands, warning signs, even traffic lights are to be read and a child who doesn't know how to decode, analyze or interpret such languages is poised to fail.

**METHODS**

Descriptive method of research was employed in the study. The target subjects for the study are the pupils of grade IV section Mabini in Julian A. Pastor Memorial Elementary School during the Academic Year 2017 - 2018. Subjects comprised all of the pupils of the said grade and section. The convenience sampling method was used.

**RESULTS**

Data show that the grade IV pupils did well using their literal ability but they performed very low in both creative and evaluative abilities; thus, their higher level of thinking/ comprehension must be enhanced by employing the proposed plan of action designed in this study as it geared toward the maximum use of students' higher order thinking skills and enhance their reading ability through its various activities.

The researcher found out that the lessons need to be incorporated into good reading selections, effective teaching procedures, reading comprehension activities and techniques that introduce interesting topics, stimulate discussions, excite imaginative responses and become a springboard for well rounded, fascinating lessons.

**DISCUSSIONS**

It was found out that more than the majority of the Grade IV pupils were average in their over-all level of reading comprehension ability. Majority of the pupils had average literal ability; however, their higher level of thinking/ comprehension was very low as reflected in their lowest creative ability, and lower interpretative and evaluative skills. Thus, their higher level of thinking/ comprehension must be enhanced. It is then recommended that teachers should use different approach strategies and activities that will develop their pupils' reading ability most particularly their higher comprehension skill.

**KEYWORDS:** reading performance, comprehension, reading level

**SUBMISSION ID: R04A-BATANC-0260**



**Reading Performance of Grade 7 Students of Rosario National High School:  
Basis for Developing Reading Intervention Materials**

Marilou Medrano, Rosario National High School

**Abstract**

**INTRODUCTION**

Reading is the true backbone of most learning. A person who cannot read is deprived of the beauty and meaning of something printed or written, as well as the interpretation of its characteristics or signs. A person who can read learns faster and is more ready to solve problems. Given this glaring importance, this research aims to assess the reading skills of Grade 7 students. The result can be a basis to develop an intervention program to help students improve their reading skills and their academic performance.

**METHODS**

The researcher used descriptive method designed to gather information to determine the reading performance of Grade 7 students in Rosario National High School that served as the basis for developing an intervention program. The researcher employed a reading skills test to determine the reading performance and the students' level of comprehension. Also, a questionnaire was constructed to determine the remedial measures that can be used to further enhance the reading performance of the students.

**RESULTS**

The reading assessments showed that 53 of the total student participants struggled in reading across different areas - pronunciation, syllabication and speed rate. In terms of fluency, most of the students have not met the required competencies for the grade seven students as manifested by the results of the analysis. Students' difficulties were attributed to their limited exposure to different English words. With poor vocabulary, a difficulty in pronunciation and syllabication can be expected. There were students who were also considered as slow readers with poor reading comprehension. Furthermore, the results implied that most participants have to be given remediation activities or intervention program to improve their reading skills that will greatly affect their academic performance in the long run.

**DISCUSSIONS**

With the serious problem of grade 7 students in reading, the results emphasized the need to implement reading intervention programs and activities to help solve the problem. Compilation of video clips about pronunciation and syllabication, prepared instructional and intervention materials which are tailored- fit to the reading capacities of the participants are also of great help to enhance more their reading skills.

**KEYWORDS:** Reading Performance, Rosario National, Intervention Program

**SUBMISSION ID: R04A-BATANP-0444**



**Reading Performance of Grade Two Pupils in Inosloban-Marawoy  
Elementary School**

Agnes Dimaano, Department of Education

**Abstract**

**INTRODUCTION**

Learning to read is arguably the most important work of students in the early elementary grades. Learning to read lays the foundation for future learning and understanding across all the areas of the curriculum. Improvements in children's ability to read and to comprehend multifarious printed materials seem to be the most alarming problems of elementary education. Helping the child recognize ideas enriches revision of knowledge upon which he draws strengths from for effective communication in his interaction with people around him.

**METHODS**

This research study utilized the descriptive method to assess the reading performance of Grade II pupils. This was selected because this method would provide essential knowledge about the performance skills of Grade II pupils.

The respondents of the study were the 39 Grade II- Mapamaraan pupils of Inosloban-Marawoy Elementary School. The instrument used by the researcher in gathering data was the Reading skill Test.

**RESULTS**

Based on the result of this study the following findings were derived.

1. Performance of pupils in First Grading English Grade

Majority of pupils or 16 pupils or 41.03 percent ranked first with grade of 80-84 which shows average level performance. Below average level of performance was shown by 12 pupils or 30.77 percent with grade of 75-79. Ten pupils or 25.64 percent had high level of performance with the grade of 85-90. Poor level of performance ranked last with the grade of 70-74.

2. Performance of Grade II Pupils in Reading Comprehension Skill

In items of vocabulary, majority of the pupils or 18 pupils or 46.15 percent have average in performance with 3-4 correct answers. This was followed in rank by 11 pupils or 28.21 percent with below average or 1-2 correct answers. 8 pupils or 20.51 percent had a high performance with 5 correct answers. And lastly, 2 pupils or 5.13 percent had poor skills with 0 correct answers.

**DISCUSSIONS**

This study, which focused on reading performance skills, showed that the pupils have obtained and gained knowledge through the aid of teachers. In connection with this, it is really a major task of every teacher handling Reading activities to give emphasis on those skills that are implied in learning Reading.

**KEYWORDS:** READING PERFORMANCE, READING SKILLS, FLUENCY IN READING

**SUBMISSION ID: R04A-LIPAC1-0155**



**Reading Performance of Pupils in the Philippine informal Reading Inventory (Phil-Iri)**

Vilma Buendia, Department of Education

**Abstract**

**INTRODUCTION**

Since Reading is a tool subject it should be given utmost attention to enhance learning capacity of students specially in elementary grades.

**METHODS**

The researcher used the descriptive survey method using documentary analysis. It also utilized the survey questionnaire used in the Phil-Iri to determine the level of reading performance of the pupils.

**RESULTS**

The results of the study show no significant difference in the reading performance of the pupils in the Central and non-central schools.

**DISCUSSIONS**

The researcher suggests varied activities and sufficient drills and exercises to be provided by the teachers in Grade I to VI to improve the reading performance of the pupils both in Central and Non-Central Schools, and for the teachers to be provided with trainings in teaching reading. Problems affecting reading performance of the pupils must be given utmost attention and the proposed reading plan must be implemented in both Central and Non-Central schools in Tabaco North North District, Tabaco City Division.

**KEYWORDS:** reading performance

**SUBMISSION ID: R005-TABACO-0054**



**Reading Performance of the Grade 7 Students of Paiisa National High School, Tiaong, Quezon During the School Year 2016- 2017: input for Effective Remedial Reading Approach**

Ma Alona Dimaculangan, Sico 1.0 National High School (Grade 7- 12)

**Abstract**

**INTRODUCTION**

At the beginning of the school year, the teachers in public high schools conduct the Philippine Reading Inventory test to determine the reading ability of the students. This activity is anchored on the flagship program of the Department of Education "Every Child A Reader Program," with the goal of enabling every Filipino child to communicate both in English and Filipino through effective reading instruction. However, after the diagnostic test phase, the struggling students were not properly given assistance because the teachers utilize the same approach to the different reading disabilities.

**METHODS**

In collection of data, the researcher utilized the mixed method: used the observation method and the weighted mean. To monitor each of the participant's performance, kept portfolio of "individual summary record for word recognition" and another "individual summary record for comprehension" otherwise known as the Phil- IRI form 2, was kept by the researcher. On the other hand, the she also adopted the Phil- IRI Oral Test Criteria to determine the reading level of the participants in terms of word recognition and comprehension. Moreover, to determine the reading ability, the researcher adopted the "speed table" from the Testing Reading Power High School Series I. Subsequently, in interpretation of data.

**RESULTS**

Based on the data gathered, 65% of the respondents' reading level was identified instructional with an average of above 75% Mean Percentage Score (MPS) in comprehension, and found out average readers in terms of speed. Subsequently, 18% of the respondents were at the frustration level or performed below with 74% MPS in comprehension and indicated slow readers in terms of speed. Lastly, majority of the participants were in the frustration level in terms of word recognition with 48% MPS considering the following rate of the students' errors: 92% MPS in mispronunciation, 44% MPS in substitution, 51% MPS in refusal to pronounce, 22% MPS in intersection, 44% MPS in omission, 74% MPS in repetition, and only 6% MPS in reversal.

**DISCUSSIONS**

The aforementioned findings show that the reading abilities of the students were alarming and must be treated at once. Remedial reading program with appropriate materials and approach should be considered in designing the intervention plan. Moreover, teachers must be informed on how to treat these kinds of reading disabilities in every student.

**KEYWORDS:** Reading Performance, Remedial Reading, Phil- IRI, Paiisa NHS

**SUBMISSION ID: R04A-BATANP-2022**



**Reading Preferences and Patterns of Post-Millennial Filipinos: Basis for the Development of an Android Application**

Jmar Almazan, MAED

**Abstract**

**INTRODUCTION**

Schools have to understand the world of the learner, including the ways in which family, friends, peers, and the larger society impact and affect the learner for better or worse. This paper is an attempt to understand the reading experience of learners of this increasingly digital generation. Hence, it is important for the school administrators, teachers, and parents to realize that through careful planning, designing, and use of effective instructional methods a genuine culture of reading is still within reach despite the challenges of a more digital world.

**METHODS**

This study a qualitative research using the phenomenological approach. It captured the experiences of identified post-millennial Grade 10 learners with reading. The researcher focused on the actual experiences they have gone through, their hobbies and reading preferences. Likewise, the summarized findings from the interviews were discussed in relation with theories and other research findings from the gathered literature.

**RESULTS**

The study found out that boredom is a basic opening to reading among the respondents. It also revealed that majority of the respondents view reading habits to have an effect on academic performance and that there is a direct relationship between reading habits and academic performance. Learners now spend a lot of time reading from computers and mobile devices. The research into the implications of this are still in the early stages, however current evidence indicates that at this point in time, print may be slightly superior to the screen in relation to comprehension, learning, retention and ease of use. However, as screen technology continues to advance, interfaces become increasingly intuitive and personal preferences change from early exposure to reading on a screen, this may change and may have already changed for some individuals.

**DISCUSSIONS**

Learners need to develop their reading, comprehension and learning skills in both arenas. They need to develop one set of skills to build their competence in reading and learning from paper, however they also need to develop a completely different set of skill, digital literacy skill.

**KEYWORDS:** Post-millennial, reading preferences, e-book, digital literacy

**SUBMISSION ID: R04A-CALAMB-0202**



**Reading Preferences through Multimedia Instruction of Grade Six Pupils in  
Mapulo Elementary School**

Carine B. Marasigan & Loreta A. Marasigan, Department of Education  
(Adviser: Ofelia P. Driz)

**Abstract**

**INTRODUCTION**

The use of multimedia in Education has become an effective tool in teaching individuals a wide range of subjects. Reading through multimedia instruction is believed to be a more effective way in encouraging learners to read.

**METHODS**

This study used a descriptive method of research with survey questionnaires as the main instrument for data gathering to find out the reading preferences through multimedia among 31 Grade VI pupils in Mapulo Elementary School, Taysan District, Division of Batangas. Since the study focuses on the reading preferences through multimedia instruction among grade six pupils, the researcher tried to assess the different categories of books that the researcher believed to be most often read by the pupils.

**RESULTS**

The data revealed that most of the respondents preferred fiction type reading materials for their recreational reading like stories about adventures, actions, fantasy and other stories with fictional characters. In terms of educational books respondents enjoy reading Science themed books. It only indicates that the respondents enjoy reading about space, planets, rockets and all other stories about science. When it comes to literary books, the sixth graders choose to read mythology. They also preferred to read stories about life and most of them don't want to read stories about problems. The data shows that the respondents strongly agree with the fact that reading through multi-media inspires them to read other books which are not known to them yet and they get even more excited about it, while other says that they feel boring when they read and they read only if they have to. It only indicates that pupil's preferences in reading is a major factor to consider in giving students subjects to read.

**DISCUSSIONS**

This only shows every has their own preferences when it comes to the topics that they want to read. Teachers must be aware of their students' interest to motivate and encourage them more to read books. Aside from that multi-media instruction has a great impact towards the attitudes of every learner so teachers must consider the wise usage of multimedia since we are now exposed to the world of technology.

**KEYWORDS:** multimedia, preferences, fiction

**SUBMISSION ID: R04A-BATANP-1195**



**Reading Problems and Skills of the Primary Pupils of Public Elementary  
Schools of Cluster 6 and 7 in West 1, Calamba City**

Arlene Tumabao, Southville VI Elementary School

**Abstract**

**INTRODUCTION**

This study aims to determine the relationship between the reading problems of primary pupils of public elementary schools of Cluster 6 and 7 West 1, Calamba City and their reading skills for the school year 2014-2015.

**METHODS**

The descriptive method of research was used in this study and a researcher-made questionnaire was used for gathering data. One hundred ten primary teacher-respondents participated in the survey wherein all of them were from the public elementary schools of Cluster 6 and 7 West 1, Calamba City and comprised the total population of this study. The data were statistically treated with the use of five-point Likert Scale, simple mean, t-test for independent samples, percentage formula, and the Pearson product-moment correlation.

**RESULTS**

The findings of the study showed that the primary pupils of public elementary schools of Cluster 6 and 7 West 1 of Calamba City had reading problems because of lack of learning, motivation, and self-esteem. It was found that the primary pupils of Cluster 6 and 7 did not differ in the teacher-respondents' assessments on the reading problems. The reading skills of the primary pupils of public elementary schools of Cluster 6 and 7 West 1 of Calamba City were highly observed in terms of alphabetic principle, phonics and decoding, and comprehension and vocabulary and observed in terms of phonemic awareness and oral text reading and comprehension segment.

**DISCUSSIONS**

Moreover, it was found that there is no significant relationship between the reading problems to the reading skills, but there is significant relationship between the reading problems in terms of motivation to the reading skills in terms of phonemic awareness and oral text reading and comprehension segment. Based on the findings of the study, the researcher concluded that the primary pupils in Cluster 6 have problems with grammar, such as learning prefixes or suffixes in reading and have poor communication skills. The teacher-respondents in Cluster 6 and 7 perceive the same on how the pupils are affected by reading problems especially in terms of learning. The primary pupils in Cluster 6 and 7 can already produce the sounds associated with all individual letters fluently because there is recognition of the letters or familiarity since this is the basic of all the lessons in reading and this has been taught to the pupils during their pre-school years.

**KEYWORDS:** READING PROBLEMS, SKILLS, PHONEMIC AWARENESS

**SUBMISSION ID: R04A-CALAMB-0309**



**Reading Problems in English that Affect the Learning Competencies  
among Selected Grade Seven Students of New Era National High School  
A.Y 2015-2016**

Princess Lorente

**Abstract**

**INTRODUCTION**

The title of the research is the Reading Problems in English that affect the Learning Competency among selected Grade Seven Students of New Era National High School (NENHS).

**METHODS**

The researcher conducted a study using a survey questionnaire. The questionnaire was derived from the learning competencies that was developed, published and disseminated by the Department of Education down to the teacher as guide as a guide in teaching. The questionnaire has two parts: Part 1: Checklist of the learning competencies of the students with regards to reading comprehension, vocabulary, study strategies and attitude and Part 2: Reading comprehension and vocabulary questions.

**RESULTS**

The result of the learning competencies of the students with regards to reading comprehension has a general average of the weighted mean 2.92 that falls under the scale of sometimes. With regards to vocabulary, general average of the weighted mean 3.36 falls under the scale of sometimes in attitude, the general average of the weighted mean 3.55 falls under the scale of frequently. The results of the reading problems in English that affect the learning competencies with regards to reading comprehension in overall percentage of correct answers is 67.56% and 32.44% for the incorrect answers. In vocabulary, the overall percentage of correct answer is 55.61% and 44.39% for the incorrect answer.

**DISCUSSIONS**

The researcher found that the students have no reading problems. In that case, it won't affect the learning competencies of these students.

**KEYWORDS:** Reading Problems in English

**SUBMISSION ID: R04A-CAVITP-1196**



**Reading Proficiency Level of Selected Grade Six Pupils Based on Phil-Iri  
Gst Results: A Basis for Intervention**

Ryan Lester Macandili, Department of Education-San Pablo City

**Abstract**

**INTRODUCTION**

In the first quarter of this school year, the researcher has observed that the pupils of Grade Six have difficulty in understanding their lessons in English. They also have difficulty in formulating sentences as well as in paragraph writing. Further, the researcher has observed that a number of them can recognize words in printed materials but have difficulties in answering when asked about the printed material read. And, at the end of the first quarter of this school year, this problem on reading was evidently mirrored in the poor results of their exams in subjects where English is the medium of instruction. The result of this action research will be the basis for formulation of an appropriate reading intervention for the Grade Six Pupils. By being able to come up with an effective reading remediation program for the pupils, the teachers can prepare them for upcoming challenges and likewise improve their competitive edge.

**METHODS**

The researcher used the descriptive survey research design in this study, thus using the PHIL-IRI GST materials as the main data collection instrument to get the reading level of Grade VI Pupils. Results from the GST was collated, encoded and analyzed based on the New PHIL-IRI Manual 2018. Purposive and descriptive narrative was also utilized in this study.

**RESULTS**

The result implies that pupils' performance in reading comprehension tests is affected by the level of their reading proficiency. This is really evident even in the results of their periodical tests and other examinations which require reading comprehension skills. The researcher also found out that Grade VI female pupils in San Pablo Central School performed better in reading comprehension test than the male pupils.

**DISCUSSIONS**

Based on the results of the study, majority of the Grade VI Pupils belonged to instructional level of reading proficiency in silent reading. Moreover, majority of the males are less proficient in reading compared to females in silent reading.

**KEYWORDS:** Reading Proficiency Level, Language, Reading Intervention Program, Group Screening Test

**SUBMISSION ID: R04A-SANPAB-0001**



**Parenting Styles and Parental Educational Participation in Recto Memorial  
National High School**

Nanette Javier, Department of Education, RMNHS

**Abstract**

**INTRODUCTION**

Educators have increasingly identified parental involvement as the primary vehicle by which to elevate academic achievement from current levels. It has been assumed that the academic achievement of students may not only depend on the quality of schools and the teachers but also on the extent of parental involvement.

**METHODS**

A descriptive method of research was used in this study to primarily survey parenting style and parental involvement among 100 students in Recto Memorial National High School.

**RESULTS**

As regards the perceived parenting style of the parents, the authoritative parenting style ranked 1. These were followed by authoritarian, permissive, and authoritative. When perceptions of the respondents on the involvement of their parents in their education were surveyed, parenting was found to be high. They are perceived to be supportive of the school activities. Parents supported their children's projects and subject requirements. However, parents are perceived to be moderately involved in volunteering activities.

**DISCUSSIONS**

The majority of the respondents regard their parents' parenting style as authoritative. Parental participation is found to be high in the areas of parenting, learning at home, communicating, volunteering and decision-making. It is found to be moderate only in collaborating with the community. The authoritative parenting style is highly and significantly related to the educational participation of parents in terms of parenting, communicating, volunteering, learning at home and collaborating with the community.

**KEYWORDS:** action research, parenting styles, home-school partnership, educational participation

**SUBMISSION ID: R04A-LUCENA-0030**



**Parenting Styles on the Development of Social-Emotional attributes of Kindergarten Pupils of Mantagbac Elementary School**

Eden Bugagao, Mantagbac ES

**Abstract**

**INTRODUCTION**

The research was conducted to find out the effects of parenting styles on the development of social-emotional attributes of Kindergarten children. It is also a usual circumstance to hear Kindergarten children, shouting, screaming, and crying out loud inside the Kindergarten classroom. These observations were augmented with the pre-assessment results of Early Childhood Care and Development (ECCD) for Kindergarten pupils for the past three years which showed 80% of the Kindergarten pupils manifested significant delay in the overall development particularly noted last school year.

**METHODS**

The Descriptive-Correlation Method of Research was used in this study. The Descriptive Method was used to determine the most commonly practiced parenting style and the social-emotional status of Kindergarten pupils in Mantagbac Elementary School. On the other hand, the Correlation Method was used to determine the relationship between parenting styles and the socio-emotional development of Kindergarten pupils. The questionnaire was used to collect data on parenting styles used by parents of Kindergarten pupils in Mantagbac Elementary School. Five-point Likert scale was used in answering the questionnaire. The informal interview was also conducted to further clarify the data gathered.

**RESULTS**

The results imply that the majority of the parents of Kindergarten pupils were warm and responsive while having high expectations for their children. They set rules and enforce boundaries by having an open discussion and using reasoning. They are affectionate and encourage independence. Therefore, it can be concluded then that the parents act more as advisors of their children rather than decision makers.

**DISCUSSIONS**

It was found out in the study that: Authoritative parenting is the most commonly used parenting style of parents of Kindergarten pupils in Mantagbac Elementary School. The social-emotional status of Kindergarten pupils for School Year 2018-2019 showed a slightly advanced development with a weighted mean of 3.74 which often manifested positive social-emotional attributes. It was found out that there is a strong relationship between parenting style and social-emotional development.

**KEYWORDS:** Parenting

**SUBMISSION ID: R005-CAMNOR-0033**



## **Parenting-Style Approach of Teachers in Bayudbud Elementary School**

Nino Viaro, Department of Education

### **Abstract**

#### **INTRODUCTION**

The school was said as a home for an individual who is willing to learn and meet new friends and teachers who are considered as the second parent of students. Wherein, we can see the world needing each other's assistance and guidance by giving their strategies in expressing each idea. Many different ways were tested, particularly in dealing with a person at the same time learning. Like cultivating their culture for enjoyment while acquiring knowledge or applying the different approaches in teaching by focusing on real-life experiences, and engaging on exploration. The researchers realized that teachers were like parents who play critical roles in providing learning and guiding their children not probably at home but at school.

#### **METHODS**

This study used the descriptive method of research which aimed to access the level of effectiveness of Parenting Style-Approach of Teachers in the academic performance of the pupils. A questionnaire was the main instrument. A total of eight teachers and one hundred ninety- eight students were used in the study. The statistical tool used to treat the data were frequency, weighted mean and ranking.

#### **RESULTS**

The findings revealed that most of the teachers used an authoritative style with a weighted mean of 4.2 and got the verbal interpretation of agreeing most of the students need a teacher's positive relationship. Concerning the perception of the respondents regarding the problems that may be encountered in applying a parenting-style approach the teachers can control the noise in the classroom that builds a comprehensive barrier in communication. The effectiveness of the parenting style of the teachers was also shown in the academic performance of the students in their Form 137.

#### **DISCUSSIONS**

Most of the teachers used the authoritative style that creates a positive relationship and enforces rules. The teachers must set rules and enforce boundaries by having an open discussion and using reasoning. The idea of applying the parenting-style approach to a student is very advantageous. Thus, parenting-style can affect everything from how much a student feels about himself or herself. It was stated that freedom without boundaries can be destructive to a child's development.

**KEYWORDS:** parenting approach, authoritative style, permissive style, positive relationship, open discussion, reasoning

**SUBMISSION ID: R04A-BATANP-2144**



**Parents and Community Perspective for Promoting the Reading Culture in  
Selected Schools of Tabaco West District, Tabaco City Division**

Demetria Aguilar, Department of Education

**Abstract**

**INTRODUCTION**

Reading is a learning skill that aids all other learnings activities. The more one reads the better one learns (Kerman, 2005). This study had examined the Parents and Community Perspective for Promoting the Reading Culture in the Selected Schools of Tabaco West District, Tabaco City Division, School Year 2017-2018.

**METHODS**

This study had employed the descriptive method of research. It is primarily concerned with the present, although it often considered this method to be suitable to determine Parents and Community Perspective for Promoting the Reading Culture in the selected Schools of Tabaco West District, Tabaco City Division, School Year 2017-2018. A validated survey questionnaire was utilized in gathering data pertaining to techniques in teaching reading.

**RESULTS**

Based on the findings it was found that most of the teachers have connected the story read to the prior experience in the community, they connected to their favorite cartoon characters. The majority of the teachers were able to apply the different techniques on how to develop the reading fluency of the learners, applying the cited strategies in teaching. The integration of the four components of language (reading, speaking, writing and listening) into other subjects of the curriculum.

**DISCUSSIONS**

Encourage the local government unit to have a massive campaign on the "No One Left Behind Policy" or a Community without non-readers. This can be realized if both school and stakeholders join their efforts to support the reading program of the school.

**KEYWORDS:** community perspective, culture

**SUBMISSION ID: R005-TABACO-0053**



**Parents and Teachers' Influences on the Values Formation Process of Kindergarten Pupils in Tanauan City Division: Implications to Administration and Supervision**

Liezl Enriquez

**Abstract**

**INTRODUCTION**

The old saying that "No one gives what he does not have" is applicable today. An effective education in all aspects is impossible as long as parents are ignorant of the reality or concrete situation the child is in. The ideals of children are local, taken from their immediate surroundings and built around the home.

**METHODS**

The methods of investigation and the comprehensive description of the research procedures constitute of the research design, locale of the study, establishment of the validity and reliability of the instrument. The designed questionnaires are the main instruments. The researcher used 51 kindergarten teachers and 275 parents in Tanauan City Division as the respondents of the study.

**RESULTS**

The study implied that the parents and teachers relationship are important in the life of pupils. They play a vital role in their values formation.

**DISCUSSIONS**

The regular meetings and other related school activities need to be undertaken so that there will ample opportunities for them to mingle and communicate with each other. Traditional Values and good practices worthy of emulation need to be continued. The different values formation process needs to be strengthened by role modeling of the parents and the teachers.

**KEYWORDS:** Values, Implications, Practices, influences, formation, process

**SUBMISSION ID: R04A-TANAUA-0172**



**Parents as Partners for Enhanced Results in Scholastics (PAPERS): A  
program for Honing Student's Academic Performance in Laurel Senior  
High School School Year 2017-2018**

Mary Cherill P. Umali, Mike Keivin Mayuga, & Ma. Leonor M. Vertucio, Ph.D.

**Abstract**

**INTRODUCTION**

It is undeniable that parents play an important role in their children's academic success. They must guide their children to achieve the goals and maintain strong rapport with the teachers and school administrators. In connection, this study was conducted to prove that parental involvement greatly affects students' achievements.

**METHODS**

Its main aim is to develop a program that could furtherly enhance the academic performance of the students. This study was anchored on Epstein's Conceptual Model Theory as cited from the study of Mwirichia (2013). This theory explains that parental involvement based on how parent-child interactions affect students schooling and motivation. To meet the objective of this study, it utilized the quantitative design. Parents' attendance sheets and students' quarterly grades were retrieved and used as the primary source of data for this study.

**RESULTS**

The findings of this study revealed that more parents consistently attend the Parent Teacher Association (PTA) meetings. However, there are also parents who do not attend the said meetings and other school activities. Many of the students are considered proficient in their academic performance. They are supported by their parents in their school activities most especially by attending PTA meetings regularly. So, the researchers proposed a program that aims to enhance the academic performance of the students in the coordination of their parents. This program is named as PAPERS which means Parents As Partners for Enhanced Results in Scholastics.

**DISCUSSIONS**

The result only shows that strong parental involvement is a key factor in achieving a high academic performance of the students. For this, a strong connection and communication of teachers, parents, and other stakeholders is very important for the holistic growth and development of the students.

**KEYWORDS:** Academic Performance, Parental involvement, Partners, Honing, Program

**SUBMISSION ID: R04A-BATANP-0678**



**Parent's Educational Engagement Factors in Amontay NSH : Bases for  
Participation Handbook**

Carmencita Ponce, Department of Education, Division Of Quezon

**Abstract**

**INTRODUCTION**

Parents and stakeholders' engagement in the activities and programs at the Amontay National High School has been passive for the past years where attendees do not reach 50% of the whole population. Students felt that the school lacks communication with parents and has a poor relationship with its stakeholders that affect both their discipline and school performance. This study sought to create a handbook that would help parents and other stakeholders actively participate.

**METHODS**

This study is grounded in role construction theory, sense of efficacy, and open communication models that utilized a mix qualitative and quantitative design of research employing semi-structured interview, focus group discussion and validated survey questionnaire in the whole Junior and Senior High School's population of student's parents for SY: 2018-2019.

**RESULTS**

Parent's school activity involvement in Amontay NHS is influenced primarily by the activity involvement of the students and the parent's perceive benefits it brings to the education of children followed by the role teachers play in encouragement and communication. It is hindered by the procurement of a family's basic daily needs and conflict to where school activity involvement only comes secondarily. Parents have several queries and the principal concern talks about how their child performs and behaves and how can they help their children correctly at home. Lastly, parents want to ascertain that their children are the center of all planned and scheduled school activities where their support and participation needed to be specified and communicated in a variety of ways or through the parent resource and information center.

**DISCUSSIONS**

Amontay NHS needs to practice open and healthy communications with the parents in their language and culture considered, involve them in planning, implementation even evaluation of activities while emphasizing its activity's relevance. Make parents know and see that their children's well-being is given the highest priority by reports and consultation through establishing a parent resource and information center in the school.

**KEYWORDS:** Parent Engagement, Parent Queries, Parent Resource and Information Center, Mixed Method Research Design,

**SUBMISSION ID: R04A-QUEZON-0067**



## **Parents' Follow-up at Home: Its Impact to Pupils' Performance**

Imelda Reyes, Department of Education

### **Abstract**

#### **INTRODUCTION**

One of the main problems a classroom teacher encounters is checking of assignments and projects among pupils because some of the pupils seldom do and submit it. Teachers have always been criticized for the performance of pupils in school but it is a collective responsibility of parents which plays a major role in pupils' education. Parental involvement is one of the important factors in the educational development of learners. In this study, the sole reason why pupils' performance in school decreases had been identified.

#### **METHODS**

A descriptive quantitative method was used in this study. Using a researcher-made questionnaire, the researcher conducted survey questions among 50 Grade 6 pupils. The first 25 pupils from Six-Faith and the first 25 pupils from the Six-Hope class responded to a set of questions. The fish bowl technique was also used in determining pupil respondents. A descriptive statistical method such as frequency and percentage was used in gathering data. Project CHARMED (Collaborative Home Activity in Raising and Monitoring Pupils' Projects and Assignments through Parents' Follow-up for Effective Development of One's Performance) was the innovative design used.

#### **RESULTS**

Pupil-respondents who answered the survey questionnaire distinguish problems in doing their assignments and projects. The cause of their decreasing performance in school root mainly from 1) their styles in making and doing it, and 2) what are those factors that affect their performance in doing it. Respondents answered it by accomplishing it through self-help which got 50% and through the help of their siblings with a percentage of 30. On the other hand, lack of monitoring of parents due to work got the highest percentage of 50% and insufficient knowledge of parents about the assignments and projects to be done with the percentage of 20 implied the factors that affect their performance in doing it. The summarized response of pupils to open-ended survey questions implied that their concepts about doing assignments and projects at home vary. These affect the kind of performance they show in school.

#### **DISCUSSIONS**

The results conclude that making of pupils' assignments and projects at home need necessary attention to improve their study development. The study found out that a need for parents' follow-up and an intervention program namely Project CHARMED would be of great help among pupils to help address their decreasing performance in school.

**KEYWORDS:** follow-up, pupils' performance, parental involvement

**SUBMISSION ID: R04A-BATANP-0674**



## **Parents' Follow-up at Home: It's Impact to Pupils' Performance**

Imelda Reyes, Department of Education

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#### **DISCUSSIONS**

The results conclude that making of pupils' assignments and projects at home need necessary attention to improve their study development. The study found out that a need for parents' follow-up and an intervention program namely Project CHARMED would be of great help among pupils to help address their decreasing performance in school.

**KEYWORDS:** follow-up, pupils' performance, parental involvement

**SUBMISSION ID: R04A-BATANP-2299**



## **Parents Help in the Education of Learners**

Jasmin Pasco, San Pablo Central, Lakeside District

### **Abstract**

#### **INTRODUCTION**

Few of the problems encountered by Grade IV teacher in San Pablo Central School on some of her students are related to their attitudes toward studies, discipline, behavior, and character. The researcher wants to find out ways on how parents of students in Grade IV - Kapok help in the education of their children.

#### **METHODS**

The study was action research. Qualitative analysis, primary data collection through group interview and observation were used. Interview questions to the parents- respondents were done during the PTA meeting. Prepared questions were set before the group interview. Respondents were selected purposely.

#### **RESULTS**

The researcher has observed that parents, when asked to participate in the group interview, became aware that they have a role to play in the education of their child. However, on one hand, some are willing to share ideas; while on the other hand, some are not comfortable to answer. Orienting them on the importance of their role in the education of their child will be very helpful to enable to perform their roles strategically with the teachers.

#### **DISCUSSIONS**

Allotment of time for reading, reminders on the importance of studies and inculcating discipline at home helps. Partnership with parents is suggested. Action research on Parent-Teacher intervention to the student is also recommended.

**KEYWORDS:** Parental help; Improvement; learner's education

**SUBMISSION ID: R04A-SANPAB-0061**



## **Parents' Involvement During Brigada Eskwela: Basis for Action Plan**

Marilyn Lengson & Chanda Villela, Department of Education Cavite

### **Abstract**

#### **INTRODUCTION**

The primary purpose of this research was to determine the level of participation of parent-respondents during Brigada Eskwela at Bailen Elementary School in the Municipality of Gen. E. Aguinaldo during the school year 2017-2018. The respondents of the study were the parents of Bailen Elementary School. First, 50 parents who came for the Brigada Eskwela were chosen as the respondents of the study. There were a total of 50 parent-respondents.

#### **METHODS**

The study made use of a descriptive method research design. This method of research was utilized with the questionnaire for the parents as the core data gathering instrument. Observation and interviews were also used to verify the accuracy of the data. The data gathered from the parent-respondents were treated statistically using the percentage and weighted average.

#### **RESULTS**

The researchers observed that the parent-respondents were willing to help and participate in different school activities. According to the parents during the conducted interview they were willing to support the different programs and projects of the school for the benefit of the pupils. Moreover, the parents participated in the beautification of the schools. Parents attended and joined the different activities of the Brigada Eskwela. Work hand in hand with the teachers in improving and developing their children thus quality education is being attained. Encourage other parents to participate in the implementation of Brigada Eskwela. An action plan consisting of additional programs/activities /exercises was deemed necessary to improve the level of participation in the Brigada Eskwela.

#### **DISCUSSIONS**

The school should conduct a seminar-workshop on parental involvement. The parent should include in the different activities of the school. Moreover, the parent should lead the different programs and projects of the school. The proposed intervention/action plan in Brigada Eskwela can be adopted as a guide for the improvement of parental involvement in the school. The researchers believed that the result of this study will be of great use to the teachers and school heads in designing programs that are best suited for the implementation of Brigada Eskwela.

**KEYWORDS:** Level of Participation , Action Plan , Brigada Eskwela , Parent s' Involvement , Descriptive Design

**SUBMISSION ID: R04A-CAVITP-0141**



## **Parents' Involvement During Brigada Eskwela: Basis for Action Plan**

Chanda Villela & Marilyn Lengson, Department of Education Cavite

### **Abstract**

#### **INTRODUCTION**

The primary purpose of this research was to determine the level of participation of parent-respondents during Brigada Eskwela at Bailen Elementary School in the Municipality of Gen. E. Aguinaldo during the school year 2017-2018. The respondents of the study were the parents of Bailen Elementary School. First, 50 parents who came for the Brigada Eskwela were chosen as the respondents of the study. There were a total of 50 parent-respondents.

#### **METHODS**

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**KEYWORDS:** Level of Participation , Action Plan , Brigada Eskwela , Parent s' Involvement , Descriptive Design

**SUBMISSION ID: R04A-CAVITP-0146**



**Parents Involvement in Different School Programs and Activities at  
Malaruhatan Elementary School (MES) Malaruhatan, Lian, Batangas**

Sabel Bituin  
(Adviser: Sabel Bituin)

**Abstract**

**INTRODUCTION**

Parenting is a task and involves skills that can be taught and learned. Parent serves as primary models of their children. Values and behavior are first acquired from them. Administrators and teachers must plan, encourage and implement programs to make them involved in programs and activities in school. The study reminded parents about their responsibilities and role as active participants in their child's education.

**METHODS**

I gathered data using a questionnaire composed of six (6) item questions about parental involvement. The respondents of this study were the eighty (80) Parent Teachers Association officers of the school. The research design used is Descriptive. The study aimed to analyze the level of parents involvement.

**RESULTS**

Parents as one of the stakeholders of the school must be the number one supporter of the teachers as well as the school. They feel glad and happy when they helped and participated in different school activities, programs, and projects. They are not obliged but voluntarily wants to help and cooperate with the school. School and parents relationship strengthened for the development and improvement of the pupils. The relationship and trust of the parents to the school as well as the information, dissemination, and transparency occurred.

**DISCUSSIONS**

The result strengthened the development and improvement of school/parent partnership. Administrators, teachers, and parents facilitated the exchange of information. School, home and community encourage to cooperate in all school programs, activities and projects.

**KEYWORDS:** involvement, activities, parents, pupils

**SUBMISSION ID: R04A-BATANC-0540**



## **Parents' Involvement in School Activities of the Kindergarten Pupils of Bins**

Cyril Ayo, BERF Funded, Department of Education

### **Abstract**

#### **INTRODUCTION**

This study was conceptualized to find out the extent of parental involvement in the school activities of the Kindergarten pupils in Buhatan Integrated National School (BINS) that contributes to the development of the skills under the seven (7) domains in K to 12 Curriculum.

#### **METHODS**

The respondents of this study were the parents of the Kindergarten pupils in BINS for the School Year 2017-2018. The researcher surveyed the Kindergarten parents during the scheduled conference permitted by the school head. The survey questionnaire served as the instrument used for data collection. It is composed of different activities for parents. Each item was formulated based on the competencies under the seven domains in the Kindergarten Curriculum Guide (KCG). The researcher used a quantitative and qualitative method in this study such as weighted mean and frequency in analyzing and interpreting the data gathered.

#### **RESULTS**

There are 28 activities used in this study that are derived from the competencies under the domains namely Socio-Emotional, Kagandahang-Asal Understanding Physical, and Natural Environment, Mathematics, Language Literacy and Communication, Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor and Sining. Thirteen (13) out of 28 activities or 46% are "always" participated while fifteen (15) out of 28 or 54% of the activities are "seldom" participated by the parents of BINS.

#### **DISCUSSIONS**

To improve parental involvement in Kindergarten, it is recommended that there should be the conduct of parent-teachers conference, conduct symposium on home management, parents workshop on making learning materials for children, encouraging classroom volunteers and parents and children together (PACT).

**KEYWORDS:** kindergarten, parent involvement, school activities, BERF funded

**SUBMISSION ID: R005-SORSOC-0005**



## **Parents' Involvement in their Children's Learning of Mathematics at Home**

Rosella Cobre, GMATHS

### **Abstract**

#### **INTRODUCTION**

In this study, I delved on parents' involvement in their children's learning of Mathematics at home using factual evidence and theories to prove and explain how one affects the other.

#### **METHODS**

Multiple method design was used. The descriptive method was used in describing parents' involvement in their children's learning of Mathematics at home. One hundred fifty-six parents of intact groups of Grade eight students responded to a set of survey questionnaires where each parental variable has five indicators each. An inventory was conducted with data collected through the use of quantitative analysis.

#### **RESULTS**

Many of the parents often involved themselves in their children's learning of Mathematics at home. Their involvement focused on five variables as resource providers, as motivators, as monitors, as tutors, and as counselors. Each variable has five indicators with a total of twenty-five indicators. There is a high positive relationship between parents' involvement as resource providers and the children's performance in Mathematics. The best predictor of performance is the variable resource provider. Counseling, tutoring, monitoring, motivating and resource providing jointly explain a high percentage of better assistance and support in learning Mathematics at home.

#### **DISCUSSIONS**

The results demonstrate the need for parents to continually enhance their involvement in their children's learning of Mathematics at home. The study also suggests for them to do more acceptable ways to monitor their children in learning Mathematics. Parents' involvement in their children's learning of Mathematics at home greatly affect their academic success. Other parent's involvement variables that may help in their children's performance in Mathematics may be used in the next study.

**KEYWORDS:** PARENTS, CHILDRENS LEARNING, MATHEMATICS, AT HOME

**SUBMISSION ID: R04A-CAVTP-0583**



**Parents' Involvement on the Sustainability of School-Based Feeding Program (SBFP) in Calamba West District**

Alicia Manaig & Alan Tuiza, SDO Calamba City

**Abstract**

**INTRODUCTION**

The link between malnutrition and poor health among elementary school children and absenteeism, early dropout and poor classroom performance as well as the effectiveness of school-based nutrition and health interventions in improving school performance are well-established in the literature.

**METHODS**

This study was limited to schools under Calamba West 4 which is composed of Palo Alto E/S, Laguerta E/S, Post E/S, Hornalan E/ S, Canlubang E/s and Mapagong E/S. Also, it includes only the recipients of SBFP and their parents, teachers and school heads.

**RESULTS**

Based on the findings; (1) on the profile of parents, 45% are self-employed or have seasonal work while 55% of the family has 5,000 and below income per month; (2) Teachers, school heads and parents responded that School-Based Feeding Program (SBFP) affect pupils' nutritional status with 3.89 and 3.94; 1.24 and 1.16 respectively. The mean average and standard deviation were interpreted as moderately significant; (3) On pupils' academic performance, teachers and school heads obtained a mean average of 3.62 and 1.19 standard deviation with an interpretation of moderately significant; (4) On the effect of School-Based Feeding Program on Pupils' Class Attendance, it obtained a mean average of 3.96 and 1.19 standard deviation wherein it has a moderately significant remark; (5) On the Extent of Parents' Involvement in School-Based Feeding Program (SBFP), the indicators got an average mean of 3.37 and 1.01 standard deviation and interpreted as sometimes.

**DISCUSSIONS**

Based on the findings presented, the researchers concluded the following: that school heads, teachers and parents believed that the School-Based Feeding Program greatly affects the following: pupils' nutritional status, pupils' academic performance, and class attendance. That economic status of school-based feeding program recipients is below the average living and On the Extent of Parents' Involvement on School-Based Feeding Program (SBFP), the indicators got an average mean of 3.37 and 1.01 standard deviation and interpreted as sometimes.

**KEYWORDS:** Extent of Parents' Involvement on School-Based Feeding Program, Sustainability

**SUBMISSION ID: R04A-CALAMB-0189**



**Parents Involvement to Non-Readers of Bukal Elementary School, District  
of Padre Garcia**

Wilfredo Dimapasok, Department of Education

**Abstract**

**INTRODUCTION**

It is expressed in RA 9155, Section 1.2 (iv), "The parents and the community shall be encouraged for active involvement in the education of the child. The participation and coordination between and among schools, the local school boards, the PTA's must be maximized". This motivated the researcher to tap the support of the parents of non-reader pupils in our school.

**METHODS**

The descriptive research method was used in this study. According to (Viscara 2009) descriptive research method was designed to gather information on people and about the present existing condition. It will also describe and interpret the conditions and relationships that will exist, the belief that will be held, effects that will be observed and effects that will be developed. The researcher constructed questionnaires as the main gathering instrument. Pupils reading record was studied and tracked consistently. Thirty-eight (38) pupils from Grade I to Grade VI were monitored and thirty-four (34) parents are the respondents.

**RESULTS**

At the start of SY 2016-2017, 38 pupils were identified non-readers by the group of school heads that conducted the assessment. It comprised 7.58% of our population. On the mid assessment, it reduced to 3.39% and become 2.19% at the end of the school year. The remaining number was at the primary level and was monitored the next school year and intensified interventions. Teachers provided them reading materials such as basic sight words that parents could use in teaching them to read. Parents and teachers work together to improve their reading ability. At the end of the first semester, the remaining non-reader pupils were able to recognize basic sight words given.

**DISCUSSIONS**

Parents involvement is proven effective in improving the reading level of pupils. Activities like home tutorials and short story reading (read aloud) are some that can ignite the hidden abilities of young learners to learn to read and love reading. Lack of reading materials is not a reason because there's a saying that "If there's a will, there's a way." Open communication is also important in monitoring pupils progress. It is included in the Implementing Guidelines on the School Calendar for SY 2017-2018 (Department of Education Order No. 25 s. 2017) that "Parent-teacher conferences shall be done to appraise the parents on the performance of their children and ensure their involvement in school activities." Parent plus teacher equal a pupil's achievement.

**KEYWORDS:** Involvement Tutelage Tutorials Abilities Reading Open Communication Apprise Pupils Achievement

**SUBMISSION ID: R04A-BATANP-0232**



## **Parents' Lack of Involvement in School Activities: An Analysis**

John Rich D. Buño, Kristine Padilla, & Ma. Louisa S. Cabatay

### **Abstract**

#### **INTRODUCTION**

Parents are significant persons in school because they show support for their children who are particularly important when they face academic hurdles or other challenges with friendships or extra-curricular activities. Also, being involved in all school activities manifests that parents care about their child's education and schooling which will probably boost his self-esteem on schooling.

#### **METHODS**

The study used the descriptive design of research to answer the specific question regarding parents' lack of involvement in school activities. The study used a descriptive-correlation research design. 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 design was used since the study aims to describe the extent of parents' involvement in school activities.

#### **RESULTS**

The respondents of the study were 6 selected teachers from Pedro A. Paterno National High School. The results of the study show the parents lack involvement in school activities is due to the following: (1) due to the location of their residences to school; (2) financial problems; (3) could not meet the realization of school goals and objectives.

#### **DISCUSSIONS**

As a result, children whose parents stay involved in scholastic activities are more likely to have more self-motivation and tend to achieve better grades of their backgrounds than those children whose parents lack involvement in school activities.

**KEYWORDS:** PARENTS, INVOLVEMENT, SCHOOL ACTIVITIES

**SUBMISSION ID: R04A-BATANP-0994**



## **Parents' Lack of Participation in School Activities**

Annaliza Bauyon

### **Abstract**

#### **INTRODUCTION**

Parental involvement is perceived as a foundation in a child's education and learning. It can make a significant and considerable difference to a child's school life, both in academic success and in general enjoyment and amusement at school.

#### **METHODS**

In line with the purpose, the study made use of instruments that were administered to respondents and analyzed descriptively. The findings were then used for creating the strategic intervention materials to analyze the parents' lack of involvement in the academic performance of the students.

#### **RESULTS**

The results showed that 9 or 90% of the respondents favor that the record of parents' attendance in school activities is considered poor, while 1 or 10% described it good. It also illustrated that 6 or 60% of the respondents believe that parents' lack of participation in school activities is due to the misconception of parents about the objectives of the meeting, while 4 or 40% of the respondents consider parents unavailabilities like due to distance, occupation, and time constraint. This explained that 8 or 80% of the respondents agree that sending an invitation through letters and text messages to the parents is the best way to solve the problem while 2 or 20% of the respondents favor home visitation.

#### **DISCUSSIONS**

This explained that 5 or 50% of the respondents affirmed that the use of social media like group chat messenger per class section is the best intervention to strengthen the parents' participation to school activities while 2 or 20% confirm the inclusion of meeting/activity schedule in school calendar based on Department of Education calendar. It also stated that 5 or 50% of the respondents believe that the study will be a basis for School Improvement Plan, while 2 or 20% considered it to be a possible reference for a similar study.

**KEYWORDS:** perceived, amusement, misconception, time constraint, affirmed, intervention

**SUBMISSION ID: R04A-BATANP-0165**



## **Parents' Lack of Participation in School Activities and its Relation to Pupils' Academic Performance**

Alvin Manalo, Department of Education

### **Abstract**

#### **INTRODUCTION**

Parents' involvement means the school is working together with the parents for the sake of the pupils. This program can progress pupils' involvement, improve attendance, and build a conducive environment. Unluckily, some of the parents of Catandaan Elementary School lack involvement in school activities which affects pupils' academic performance. This is the reason behind the research.

#### **METHODS**

The study used the descriptive design of research to answer the specific questions regarding the lack of parents' involvement in school activities. The respondents of the study were nine (9) teachers of Catandaan Elementary School and the responses were based on their records of parents' attendance on the different school activities for the school year 2018-2019.

#### **RESULTS**

The Average Percentage of Parents' Attendance in School Activities is: 78% of the respondents favor poor attendance for parents in school activities while 11% of respondents favor both excellent and good attendance. The common causes of parents' lack of participation in school activities are the following: parents are working, there is miscommunication between teachers and parents, and this school is very far from the place where parents lived. To address this problem they come up with the recognition of outstanding parents, the conduct of family day with freebies and organize team building activity among parents.

#### **DISCUSSIONS**

It is greatly observed that the Parents' attendance in school activities is poor due to the following causes: job, miscommunication between teachers and parents and the distance greatly affects the parent's attendance in school activities. It shows that the pupils tend to have low academic performance and it causes absenteeism among the learners. With this problem, they come up with the recognition of outstanding parents, the conduct of family day with freebies and organize team building activity among parents. This study implies that it serves as an eye-opener to the other school with the same problem.

**KEYWORDS:** inspire, honesty, leadership

**SUBMISSION ID: R04A-BATANP-2326**



**Parents' Participation in Strengthening the School-Based Management of  
San Pascual National High School**

Filipina Serrano, San Pascual National High School

**Abstract**

**INTRODUCTION**

School-Based Management (SBM) is a systematic decision-making scheme involving and linking accountable authorities for the improvement of education. SBM provides stakeholders hands-on responsibility for the education process by giving them a share of decisions regarding the roles, accountability, budget, and management of resources, personnel, and the curriculum. In line with the active and encompassing involvement of teachers, parents, students, government units and other community members in these key decisions, SBM can create more effective learning environments for the students

**METHODS**

This study made use of the descriptive qualitative research using the baseline data on parents' attendance and participation in school activities like Brigada Eskwela, Homeroom PTA meeting and General PTA meeting and random sampling as tools.

**RESULTS**

The results show that in the Bridaga Eskwela out of 2,412 target parent-participants, 965 or 40% attendance of the said activity of the school. Then, in the General PTA meeting, there is a total number of 1809 or 75% attendance of the said activity of the school. Lastly, in the Homeroom PTA meeting, there is a total number of 1,640 or 68% attendance of the said activity of the school. It can be interpreted that among three cited school activities, the highest percentage of parents' attendance is the General PTA Assembly while the lowest percentage of parents' attendance is the Brigada Eskwela. Although the average percentage of parents' attendance is 61 percent, there is still low participation of parents in various school activities. In the family support domain, the stakeholders maintain a positive, open and encouraging attitude with the school head and teachers. Generally, stakeholders often participate in school activities in terms of family support.

**DISCUSSIONS**

This study proposed that individual students' needs have to be identified by assessing and monitoring their performance. This could be done by keeping a record book, evaluating their performance and determining the factors that contribute to this situation. Need-based training and outreach programs should be arranged by the school to facilitate parents for home school partnership. In these training programs, parents should be taught the necessary skills of home teaching, behavior modification strategies and health care. And strengthened the Home Visitation Program. Indeed, teachers should encourage parents to maintain a healthy relationship with the school.

**KEYWORDS:** stakeholders , school based management,brigade eskwela, innovations

**SUBMISSION ID: R04A-BATANP-1152**



## **Parents' Participation in the Development of Early Reading Skills**

Kristina, Batangas City

### **Abstract**

#### **INTRODUCTION**

The researcher conducted this study to determine the contribution of parents in teaching reading to their children by determining the different reading activities they prepared and to what extent they accomplished those activities. Also, this study aimed to determine the problems of the child in the execution of those reading activities.

#### **METHODS**

This study employed a descriptive type of research. A self-constructed questionnaire was used as the major data gathering instrument. A total of 20 parents of Kindergarten pupils in Tulo II Elementary School were the respondents of the study. No sampling was applied in determining the respondents. The total number of parent respondents was also manageable enough when subjected to data statistical treatment. The gathered data were treated using the statistical tools like percentage, ranking, and weighted mean.

#### **RESULTS**

Most of the respondents were female, 36-40 years old, housewife and high school graduate. Encourage conversation at home and helping the child with reading homework assignments were the reading activities that parent- respondents accomplished to a great extent. The parent-respondents observed all the listed problems of the child in the execution of the reading activities. Lastly, a simple parent in house plan was drafted to help parents provide enjoyable and meaningful reading experiences that could help their children to love reading.

#### **DISCUSSIONS**

The results showed that the home environment influences the development of young children's literacy and school achievement skills. Children become readers through a series of experiences that encourage active engagement with meaningful forms of reading, writing and speaking the language and through supportive environments that foster learning, risk-taking, and active experiment. Promoting a lifetime love of reading should be one of the most important goals at home.

**KEYWORDS:** reading skills, parental involvement, development, home environment, reading activities

**SUBMISSION ID: R04A-BATANC-0293**



**Parent's Participation on the Enhancement of Academic Performance  
among Selected Grade 6 Pupils at Bilibinwang Elementary School**

Karen Joy Almanzor

**Abstract**

**INTRODUCTION**

Parent involvement is an important variable that positively influences children's education. more and more schools are observing the importance of parental involvement and are encouraging families to become more involved. Due to this recent trend, it has become essential to understand what is meant by parent involvement and in what ways it influences children's education. This study was undertaken to determine the extent of parent's participation in enhancing the academic development of selected grade six pupils at Bilibinwang Elementary School, Agoncillo District, and Division of Batangas during School Year 2018-2019.

**METHODS**

To address the research questions, I conducted a qualitative research synthesis of studies that focused on the relationship between parental involvement and student academic achievement. The research used for the study was in the form of a survey and answering questionnaires. This research used a descriptive quantitative design which aims to improve the parents' participation in the enhancement of the academic performance of selected Grade 6 pupils at Bilibinwang Elementary School through the implementation of the intervention program.

**RESULTS**

Findings indicate that identifying the importance of parents' educational support, character/spiritual support, financial support and moral support between school and home has a great impact on parental involvement, and may lead to an increase in student achievement. Implications for all stakeholders and recommendations for future research are offered. Nevertheless, the research serves as a reflective reference among teachers to encourage parents to participate in the enhancement of the academic performance of their pupils. Teachers need to play a major role in connecting classrooms, homes and schools.

**DISCUSSIONS**

The results show that the parents we interviewed are active participants in their children's education. They recognize how important education is for their children's future and how important it is for their children's academic achievement that they stay involved. The parents have high expectations towards their children's education and convey these expectations to their children. They follow their children's progress. They follow their children's progress in school and monitor their children's schoolwork and have regular discussions about schoolwork with their children.

**KEYWORDS:** Involvement, achievement, reflective, performance and expectations

**SUBMISSION ID: R04A-BATANP-1223**



**Parents' Participation on the Enhancement of Educational Development  
among Grade 9 Learners at Dacanlao G. Agoncillo National High School  
School Year 2016-2017**

Jennifer Vicente

**Abstract**

**INTRODUCTION**

This study was conducted to determine the extent of parents' participation because it is believed that learners' academic achievement level can be raised if parents work with the teachers. Educators agree that children can do better in school when their parents get involved in their learning (William J. Bennet).

**METHODS**

The researcher employed the descriptive method of research and utilized the questionnaire in gathering the data needed in the study. The respondents involved in this study were 198 grade nine learners and 198 parents chosen using the scientific formula of Slovin at a six percent margin of error. The statistical tools applied in the treatment of the data were percentage, weighted mean, t-test or Pearson coefficient of correlation.

**RESULTS**

Parents often participated in the educational development of the learners as confirmed by the overall rating of 3.30. As a result, the educational development concerning cognitive, affective and psychomotor competencies was often manifested by the learners as divulged by the overall mean rating of 4.08.

**DISCUSSIONS**

The overall mean rating of 3.30 indicated that the parents often participated in the educational development of their children. The parents often provided educational support, financial and moral support. The findings implied that the parents were aware of their responsibilities to support the educational development of their children. Also, the assessments of two groups of respondents indicated that the learners were able to often manifest their educational development as a result of parental support exerted by the parents. This may be due to the tender love and care of the parents at home and teachers and peers in school.

**KEYWORDS:** affective cognitive psychomotor competencies

**SUBMISSION ID: R04A-BATANP-1961**



**Parents' Perception About the Effects of Work Immersion to the Grade 12  
Students of Calamba Bayside Integrated School**

Unice Ann Eleseo, Department of Education  
(Adviser: Dhonabel Catelo)

**Abstract**

**INTRODUCTION**

Work immersion is one of the programs imposed in the implementation of K-12 to the education of the Philippines. It aims to hone globally competitive citizens, with its specialized curriculum, gearing Filipino students for further studies, employment or entrepreneurship. Experience is considered to be one of life's greatest teachers. As trainees, we can use it as motivation as we gain expertise in our respective fields. This experience will surely help us not only for our life as students but also for our future job as professional employees of the country.

**METHODS**

The researchers used the mixed method as the research design for the study, to identify the problems and give safe and careful solutions. The researchers used the Random Sampling Technique in getting the number of respondents for the study. A utilized survey questionnaire is used in gathering data. To collect data, the researchers will ask permission to the teachers and school administration to spread the questionnaire to the respondents of the research and do an interview. The Chi-Square statistic is most commonly used to evaluate Tests of Independence when using cross tabulation (also known as a bivariate table).

**RESULTS**

The respondents were strongly agreed about the work immersion allowing their child to learn skills that are relevant to have a sustainable and decent life in the future. They are also confident about the work immersion, which will give them hope to change the economic status of their family. In the interview which was done by the researchers, the respondents were thankful for the implementation of the work immersion as it will help their child to learn skills which were not taught in school. And it will be an exciting and helpful experience for the students.

**DISCUSSIONS**

As the researchers saw the results, most of the respondents were excited about the implementation of the work immersion. The researchers suggest that the parents can keep on inspiring and pushing forward their child in everything they do in school as a requirement. For the teachers, they can inform the parents about the program not only on what will be the advantage of this but also what will be the experience of the students as they undergo the work immersion. For the students, they are the ones who will be the number one beneficiary of the said program. They can also inform their parents about what's going on in that program.

**KEYWORDS:** Parents, students, program, economic, immersion, job, profession, survey

**SUBMISSION ID: R04A-CALAMB-0150**



**Parents' Perception of Reading Readiness in English of incoming Grade one Pupils at BBES: Basis for a Proposed Reading Intervention Program**

Angelica Belen, Banaybanay Elementary School

**Abstract**

**INTRODUCTION**

This study wants to identify the level of reading readiness of incoming grade 1 pupils in terms of listening and viewing; speaking; and reading comprehension; the extent do the following factors influence the level of reading readiness of the pupils as perceived by their parents; the remediation activities that parents perform at home to support the reading readiness of their child and the reading activities may be proposed to enhance the reading readiness of incoming grade 1 pupils.

**METHODS**

The study made use of a descriptive form of research in developing remediation activities at home for reading readiness in English. This described the existing condition of the study thereby a valid conclusion can be drawn from the facts discovered. A survey questionnaire was the main instrument in gathering data. The formulation of the questionnaire was based upon the data on the level of reading readiness of the incoming grade 1 pupils. The researchers gathered data from the survey. The problem statements were analyzed and interpreted through the frequency distribution.

**RESULTS**

Based on the gathered data, the researchers arrived with the following findings that incoming grade 1 pupils for the school year 2018- 2019 have somehow acquired the basic skills involved in listening, viewing, speaking and reading; that reading is not merely decoding the printed symbols or characters on a surface. It is a multifaceted process involving word recognition, comprehension, fluency, and motivation; and lastly parents, as stakeholders of the institution, play a very significant role in ensuring the reading readiness of a child. They, too, can conduct remedial activities outside the wall of the classroom.

**DISCUSSIONS**

The results demonstrate the active involvement of teachers and parents in the reading readiness of the child. Teachers must acknowledge the indispensability of reading skills and as such plan, an effective programmed of reading instruction, which should focus on promoting reading culture among children in their schools. Parents should provide books and stimulating reading environments for their children and wards. This can be done by encouraging their children to read at home. Children should be helped to cultivate the habit of using their leisure to read for pleasure and equally encourage their children to watch children's educational television.

**KEYWORDS:** READING, READING READINESS, BEHAVIOR

**SUBMISSION ID: R04A-BATANP-0221**



## **Parents Perspective towards their Children's Education**

Christene Mae Brusas, Masbate Province

### **Abstract**

#### **INTRODUCTION**

Parental involvement refers to the amount of participation a parent has it comes to the schooling of his/her children. In this study we discovered the plans of the parents towards their children's education.

#### **METHODS**

Using a quasi-experimental research design, it involves two hundred fifty-five parents from Brgy. Calumpang Placer Masbate. The respondents were given survey questionnaires to know their socio-demographic profile in terms of occupation, income, no. of children and educational attainment. Interviews were also conducted to know the plans of parents towards the education of their children and the reasons behind it.

#### **RESULTS**

It reveals in the study that there are no parents who wanted their children to finish Elementary Education; it's about 4.31% or 11 out of 255 respondents who wanted their children to finish Junior High School only for this is because they don't have the financial capacity to support higher education; 48.65% or 124 respondents who wanted their children to finish Senior High School because they wanted their children to have work right away to help the family financially and its about 47.04% or 120 who wanted their children to finish College. The sole reason of parents who wanted their children to finish college is to have a better future. This implies that most parents opt to have their children in senior high school only due to finances.

#### **DISCUSSIONS**

The result showed that parents should give their full support to their children's studies despite their situations. A parent should look and avail free college education, scholarship, and other programs that would help their children to be in school. The government must provide seminars/orientation to parents on the importance of education to their children.

**KEYWORDS:** Parents, Perspective, Children, Education

**SUBMISSION ID: R005-MASBAP-0007**



**Parents' Support and Intervention and the Level of Skills Development of Kindergarten Pupils: A Basis for a Proposed Action Plan in Tanauan City North District**

Edna Manimtim, Tanauan City

**Abstract**

**INTRODUCTION**

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development - i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income.

**METHODS**

The descriptive method of research was used to determine the level demographic profile of parents' support. The level of skills development of kindergarten pupils was also determined. According to Calderon (2006), descriptive research describes what exists about a certain educational phenomenon.

**RESULTS**

Based on the findings of the study, there is a significant relationship between the parents' support and intervention and level of skills development of kindergarten pupils as manifested by the computed t value of .214 which is less than the tabular value at .05 levels. Parents Support refers to the guidance and assistance extended by the parents to their children. These include not only financial and material but also related to the pupils' development and moral values. The result of this study would provide baseline information for school administrators to develop programs that would enhance the awareness of parents in how to support their children to develop their skills. Continue to attend seminars for parents to develop the knowledge of them to their responsibilities as a parent. They also need to communicate to schools for them to know the needs of their children.

**DISCUSSIONS**

After a careful study about parents' support and intervention and the level of skills development of kindergarten pupils, a basis for a proposed action plan in Tanauan City North District, the researcher with this recommending the parents to improve their support and intervention in the development of skills of the kindergarten pupils at home. The working parents must see to it that they have enough time in attending the needs of their children by giving them appropriate supports and intervention at home. The schools ought to design an action plan for the working parents so that they can still discharge their duties to their children without compromising their development of skills.

**KEYWORDS:** intervention, parents' perceptions, pupils' development

**SUBMISSION ID: R04A-TANAUA-0011**



**Parents' Support to Learning Activities of School Children at Paaralang  
Elementarya ng Tipas, San Juan East District**

Marianne Manalo, Department of Education San Juan East

**Abstract**

**INTRODUCTION**

The effects of parental involvement on the child's education are very strong. Parents can heavily influence the success of their children by either getting involved or not taking an interest. In this study, the researcher stressed the prime importance of the support given by parents towards the learning activities of their children and how this critical role improves their children's social competence, behavior and performance level.

**METHODS**

This study utilized a qualitative-descriptive research design. The collection of data was done through document analysis and the use of a questionnaire. Document analysis includes examination analysis of existing records, reports and documents. The researcher-made questionnaire consists of a series of questions and other prompts were administered to gather information from the parent- respondents.

**RESULTS**

Parental support for children's learning activities was assessed in terms of the development of study habits, co-curricular, extracurricular activities, and assignments. Most of the parent-respondents were aware of the needs of their children in school. It can be seen that, from the tabulated results of different indicators, parental involvement helps extend teaching outside the classroom. It creates a more positive experience for children and helps them perform better when they are in school. It is very important that the children receive proper attention coming from their parents. If the children do not feel that they are loved and cared for by their parents, the tendency is that their learning and performance in school become affected.

**DISCUSSIONS**

The results propose in-school activities to increase the level of parental support toward children. This includes intensified teacher assembles and conferences, annual parent-child talent contest and quarterly home visitation.

**KEYWORDS:** extend, influence

**SUBMISSION ID: R04A-BATANP-1602**



**Parent-Teacher Involvement towards Scholastic Achievement of Grade  
Three Pupils in Timbugan Elementary School**

Geraldine Mendoza, Imelda C. Tapero, & Janeth R. Adame, Timbugan Elementary  
School

**Abstract**

**INTRODUCTION**

Department of Education Order 117, series 2009 (Pupil and Student Participation in the Parents-Teachers Associations (PTAs) mandates that the Parents-Teachers Associations (PTAs) are encouraged to involve all stakeholders in the schools to ensure effective implementation of responsive programs, projects, and activities. To maximize total and full support from parent-partners TES launched the "Ugnay-Diwa" project aimed at enhancing awareness of the benefits of parents in partnership with the school in increasing student learning and achievement.

**METHODS**

The study is descriptive research. The respondents of the study were forty (40) grade level pupils at TES during the school year 2018-2019. Random sampling was the technique used in determining the selected samples. The researcher-made survey questionnaires were used were in obtaining data.

**RESULTS**

The findings revealed the effects of "Ugnay Diwa" to the academic learning and achievement of the pupils interpreted as highly effective. This means that the cited project is deemed effective to the needs of the learners. It signifies that the project is really beneficial in the stakeholders in school. The performance level is continually increasing at the same time it affects their motivation to learn and to go to school which is deemed important in teaching-learning process.

**DISCUSSIONS**

Parents-partner perceived Ugnay Diwa as highly effective because there were students who showed an increase in their grades during the Second Quarter. Ugnay Diwa was found to be effective in terms of motivating the pupils to keep focused on their studies. In terms of reading it equate pupil's reading ability at their current grade level; in Mathematics problem-solving they will improve in performance; in ENSCIMA they mastered the competencies and skills as well the achievement levels of pupils have been increasing; in study habits the progress of the pupil's capabilities in academic, personal and social performance.

**KEYWORDS:** scholastic, achievement, implementation, involvement, academic

**SUBMISSION ID: R04A-BATANP-1842**



**Parent-Teacher Partnership (PTP): Mean for the Improvement of Reading Comprehension Skills in English of Grade II Pupils at Palangue 2 Primary School**

Lydia Borromeo & Mary Joy Gonzales, Department of Education Cavite

**Abstract**

**INTRODUCTION**

Skills in reading alone cannot measure the understanding of the pupils, reading comprehension should be improved for better understanding.

**METHODS**

We plan, act, observe, and reflect on this study.

**RESULTS**

Parent-Teacher Partnership is one of the effective tools for improving the reading comprehension skills of the pupils.

**DISCUSSIONS**

The result shows that follow-up of parents played a great role in the improvement of reading comprehension skills of the pupils.

**KEYWORDS:** Parent-Teacher Partnership, Reading comprehension skills, Improvement

**SUBMISSION ID: R04A-CAVITP-0478**



**Parent-Teacher Partnership for Responsible Parenthood an Intervention  
Action in Anselmo A.Sandoval Memorial National High School**

Princess Marasigan, AASMNHS

**Abstract**

**INTRODUCTION**

One of the societal issues that parents, teachers, and students are battling is the alarming number of teenage pregnancy cases. The purpose of this action research is to come up with a plan of action to ensure responsible parenthood to alleviate, if not prevent the growing number of teenage pregnancy among senior high school students of Anselmo A. Sandoval Memorial National High School.

**METHODS**

This study used the descriptive method to determine the factors associated with early pregnancy as well as the activities that could alleviate the said phenomenon. It also intended to enhance or strengthens the relationship between parents and teachers who will work together to reduce teenage pregnancy cases. Data were gathered from 30 teachers of Anselmo A. Sandoval Memorial National High School. The information gathered from the respondents were analyzed and used to make suggestions regarding the intervention plan to alleviate, if not prevent the growing number of teenage pregnancy among senior high school students.

**RESULTS**

The results of this action research indicated that the respondents agreed upon the factors associated with teenage pregnancy. Activities Imposed by the School to Remedy Teenage Pregnancy was also mentioned. This is to ensure that they will focus on school activities. Coupled with this, educators shall devise activities that can sustain students' interest in attending classes. It also presents the challenges encountered in the implementation of the school initiated activities to remedy teenage pregnancy.

**DISCUSSIONS**

A recommendation based on the results of the investigation includes the seminars and orientations regarding responsible parenthood shall be held to assist the parents in rearing their children. Seminars and orientations regarding the advantages and disadvantages of teenage pregnancy shall be given to the students to raise their awareness about teenage pregnancy. Teachers shall attend seminars and be trained in teaching Sex Education. Also, other stakeholders such as barangay officials shall actively participate in alleviating teenage pregnancy.

**KEYWORDS:** teenage pregnancy, responsible parenthood

**SUBMISSION ID: R04A-BATANP-1217**



## **Parent-Teacher Partnership: An Avenue to Decrease Students with Reading Dissabilities**

Myrene Rinopa

### **Abstract**

#### **INTRODUCTION**

One of the problems encountered by the teacher is how to decrease not to eradicate the number of struggling readers. Seminars, reading programs, interventions, and remediation were conducted but the motivation to read decreases with age. Parents and teachers can help children separately or they can work together for the greater benefit of the child. Athey (2016). According to Eleonor Webster, "Home is a massive influence". Strong relationships give students the best chance of success to read.

#### **METHODS**

The descriptive method was used. As defined by Best (2015), the descriptive method describes and interprets what it is concerned with conditions and relationships that exist, practices that prevail, beliefs, processes that are going on, effects that are being felt or trends that are developing. Through questionnaires and interviews, the information needed to seek answers to the problem was gathered.

#### **RESULTS**

250 of the parents attended parent-teacher conferences, classroom and home visits, monitored weekly and monthly folders of the student work sent home for parent review and comment, followed by 84 parents who responded to phone calls, E-mail, and letters. It was recorded that there were 3 categories of reading difficulties. Students with difficulty in phonic knowledge belong to Tier 1, those who are with difficulty in word reading belong to Tier 2, and students with difficulty in fluency belong to Tier 3. It was observed and recorded that after the implementation of parent-teacher partnership 319 out of 334 students were able to read. There was a marked improvement in the reading level of the students. A collaborative approach between parents and teachers is crucial to motivating and supporting students to read for pleasure.

#### **DISCUSSIONS**

The results demonstrate that reading difficulties are suppressed when parental involvement in school is sustained and focused on reading activities. Parent-teacher partnership plays a vital role in discussing a child's reading ability and identifies where the difficulty lies. A big part of teachers' job is maintaining good relationships with parents. Parent-communication strategies may be intensified to improve the reading skills of the students. Vaughn (2007) stated that interventions that are short duration, but intensive, may offer the most efficient approach. Parental support can range from involvement at home by reading with their children, at school by engaging in reading and oral language activities in the classroom and library.

**KEYWORDS:** Keywords: collaborative approach, partnership, reading difficulties, tier

**SUBMISSION ID: R04A-TANAUA-0075**



**Parent-Teacher relationship: Its Implication on the Development of Grade five Pupils' Moral Values of San Ignacio Elementary school**

Leona Arias, Department of Education, Rosario West

**Abstract**

**INTRODUCTION**

The researcher often noticed children's misbehavior in her class. This situation urged the researcher to assess the implication of parent-teacher relationship for the development of moral values of the grade five pupils at San Ignacio Elementary School, SY 2017-2018.

**METHODS**

The researcher used the Descriptive Research Methods where the qualification of the teacher in terms of knowledge, skills, and attitude were assessed. Survey-questionnaires were distributed to the 35 respondents (31 pupils and 4 teachers). Weighted mean was used to interpret the data gathered.

**RESULTS**

The 3 most serious disciplinary problems encountered by teachers were cheating, discourtesy and lying. Based on the data gathered, the teacher's management skill got the overall weighted mean of 4.65 which is very high. Among the skills that teachers must have, the good command of the language instruction got the highest weighted mean of 4.91; the attitude, mental health, and stability had a weighted mean of 4.89, very high. Based on data gathered, these 3 ways of establishing a good relationship with parents had very high weighted mean; visit a parent in their homes, 4.62; respect parents and pupils as a human being, 4.76 and show interest in the parent, 4.56.

**DISCUSSIONS**

Parent-Teacher relationship is vital to the development of pupils' moral values. Transparency between and among teachers and parents build a harmonious relationship that is very important for guiding learners to develop good moral values and right conduct. A strong partnership between parents and teachers is key for building good discipline among children.

**KEYWORDS:** harmonious relationship, transparency, moral values

**SUBMISSION ID: R04A-BATANP-1457**



**PARES: An Effective Reading Intervention in Raising the Literacy among  
Grade Two Pupils of Alfonso Central School**

Katrina Marie M. Binauhan & Vincent N. Salazar, Department of Education  
(Adviser: Katrina Marie Binauhan)

**Abstract**

**INTRODUCTION**

To uphold literacy skills, early recognition of reading difficulties and effective intervention are imperative to prevent life-long educational and social struggles. In this study, the researchers examined the effectiveness of the school's reading program, project PARES. Specifically, the study describes the reading level of the pupils before and after the implementation of the program.

**METHODS**

Phil-IRI results in Filipino for School Year 2015-2016 showed that out of 184 enrolments in Grade Two, 103 were Frustration readers, 46 were Instructional, 10 were Independent and 25 were Non-Readers. Descriptive design and purposive sampling were used since only the 25 pupils (14%) out of 184 Grade II pupils who were classified as Non-Readers in Filipino based on the Phil-IRI results in Filipino School Year 2015- 2016 were considered. After the four-month implementation of the program, a post-test was conducted by the CIP team. Results were presented to the parents who served as teachers of the participants, the teachers, and the stakeholders who supported the program.

**RESULTS**

The computed t-value is 7.30 with the p-value of 0.01 at 0.05 level of significance. This means that there is enough evidence to claim that there is a significant difference between the pre-test and post-test reading performance of Grade 2 pupils. This also suggests that project PARES, the reading intervention used by the pupils, is effective. While reading is a necessity for learning, not all pupils can easily develop proficient reading skills because of the different factors. Hence, there is a great clamor for a reading program that would provide intensive and focused practice that could help the struggling/ non-readers to become average readers. Alfonso Central School has launched Project PARES (Parent-Peer Assisted Reading Enrichment Scheme), a program that used the most effective reading techniques to address the main issue in reading.

**DISCUSSIONS**

The findings of this study have important implications for future practice. This information can be used to develop the standardization of the project to boost the achievement of quality education in the school. As Torgesen and Crawford (2002) state, children with reading difficulties need more intense instruction in reading, that is, further learning opportunities as compared with peers with average reading skills.

**KEYWORDS:** reading intervention

**SUBMISSION ID: R04A-CAVITP-0581**



**Participation of Grade 8 Students of Banaba West National High School in  
Extra Curricular Activities**

Bener Delgado, Banaba West National High School

**Abstract**

**INTRODUCTION**

Extracurricular activities help students put on experience in a diversity of areas that will augment their future. Extracurricular activities not only help students skillfully equipped for life but help them become more social and responsible in life. So students go and find a new dimension in life, add more colors in life, set and achieve new goals and are successful human beings.

**METHODS**

A simple normative descriptive mode of research to secure the information needed in this study. A questionnaire constructed and validated by the author was used. A questionnaire was answered by the students who participated in extra-curricular activities most of the time.

**RESULTS**

Majority of the students engaged in sports as their extra-curricular activities. On the contrary, least of the students engaged themselves in the choir. This is maybe because only a few of them were gifted with the talent of singing. The factor that motivated most students in joining extra-curricular activities was the grades. Relationship with the teachers contributed to developing a positive climate at school.

**DISCUSSIONS**

Teachers should always motivate the students in participating in some extra-curricular activities. Parents should encourage and motivate their children to participate in extra-curricular activities since this might enhance students' talents and skills. The school should provide the necessary materials and provide programs that would enhance students' talents. The administration should support students who represent the school in some extra-curricular activities.

**KEYWORDS:** Extra-Curricular, Extra-Curricular Activities, Students' Participation

**SUBMISSION ID: R04A-BATANC-0291**



**Participation of Parents of intermediate Pupils in School Activities at Bacao Elementary School**

Ronald Ortega, Department of Education, Batangas

**Abstract**

**INTRODUCTION**

The title of the research is the Participation of Parents of Intermediate Pupils in School Activities at Bacao Elementary School. The objectives of this research are to increase family participation, this is an important goal for schools and schools must take the lead in providing families with the opportunities and support needed. To be effective in increasing pupils and school achievement, school-family involvement policies must be well designed and focused. The subject and setting of the research were the intermediate parents and pupils of Bacao Elementary School.

**METHODS**

The research was conducted in three cycles and there was one meeting in every cycle. The data were collected by doing an observation, conducting a questionnaire, and meetings. The writer used a descriptive quantitative technique to analyze the result of the participation of parents.

**RESULTS**

The situations present perfect opportunities for schools to reach out and provide avenues for parents, family members, and others to provide support. When parents and community members are engaged in the life of the school, the resources available for teaching and the learning environment expand. When teachers and principals build trust with each other and with parents they can develop a common vision for school reform and work together to implement necessary changes in the school. And, an intersecting set of relationships among adults can provide a holistic environment in which children are raised with a unified set of expectations and behaviors.

**DISCUSSIONS**

Most families and community groups do not have the needed information or training to be effective school partners. Lack of understanding of school policies and procedures fosters misperceptions and distrust. Interpreting school performance data correctly can be difficult. The school must educate not only its students and their families but the community as well. The information must be clear and easily understandable, in the languages that the community uses. It must be timely. Newsletters, handouts, e-mails, press releases, web sites, neighborhood forums, phone calls, home visits, and meetings are only of the great variety of methods that can be successfully used to get information out. Because no single means will reach everyone, multiple ways need to be used to ensure the greatest possible dissemination and participation.

**KEYWORDS:** Participation of Parents of Intermediate Pupils in School Activities at Bacao Elementary School.

**SUBMISSION ID: R04A-BATANP-1450**



**Participation to International Chemistry tournament in Russia: A Benchmark for Cavite National Science High School in Teaching Chemistry in the Spiral Progression Approach**

Eliaquim Bisa, Krystel Klarrize Malong, & Ruby Bautista, Department of Education

**Abstract**

**INTRODUCTION**

The implementation of the new K-12 Curriculum since 2012 has greatly challenged the school community. The Science curriculum in Junior High School employs the spiral progression approach. To find out its impact on Cavite National Science High School, participation in the International Chemistry Tournament (IChTo) in Moscow, Russia in 2018 was considered. The tournament involved critical thinking, creativity, technology literacy, communication, and collaboration skills. The performance of the team in the IChTo was used to evaluate the performance of Cavite National Science High in Chemistry and to address the issues besetting quality services.

**METHODS**

This study employed a descriptive method. Purposive sampling was used in the selection of participants, 2 from Grade 10 and 2 from Grade 12. The participants' proposed solutions to the given 12 open-ended problems from the organizer, prepared visual presentations and defended before judges. The Chemistry problems encompass Biology, Physics, Earth Science, and Computer Science. The technical points earned by the team from the scientific concepts and presentation skills were compared to those of other countries using One-way ANOVA.

**RESULTS**

Out of thirteen teams that competed in IChTo, the team acquired the lowest technical points. One-way ANOVA results showed that the performance of the team was significantly lower than the teams from other countries. The results implied that the school needs to work more to inculcate science concepts, develop creative ability in applying science concepts to solve real-life problems, promote collaboration among team members, and to encourage the use of technology to communicate solutions to problems.

**DISCUSSIONS**

In light of the findings, the school should review the curriculum, identify the gaps, conduct bridging, and enrich lessons to fix science concepts that are necessary to solve real-life problems. Teacher-subject mismatch should be avoided when possible. Teachers in their field of expertise can better give clear ideas, in-depth discussion, and wider applications of science concepts. The use of science laboratory resources available should be maximized. The coding education and robotics applications should be integrated into the curriculum to equip students with 21st-century skills. Importantly, teamwork among students and teachers be strengthened to optimize productivity.

**KEYWORDS:** IChTo, Chemistry, Spiral Progression, K-12 Curriculum in Science, Benchmark

**SUBMISSION ID: R04A-CAVTP-0781**



## **Participative Planning: Input to an Enhanced School Management**

Illuminada Gayeta, Department of Education, Batangas City

### **Abstract**

#### **INTRODUCTION**

The researcher intends to suggest means as to how participative planning could be utilized to ensure continuous school development. Also, the researcher also believes that a positive organizational climate could also be contributory to enhance school management. In the same manner, the researcher believes that participative planning could be utilized in improving organizational climate.

#### **METHODS**

This study made use of quantitative-qualitative methods of study. The main respondents of this study were the teachers of Batangas City District 1. Specifically, 57 teachers served as the respondents of this study. They were the ones chosen as respondents as they are the persons who can directly observe the leadership styles of their respective school heads. The questionnaire was the main tool used in gathering the needed data. The results of this study were supplemented by an interview.

#### **RESULTS**

It was found that many school heads utilize a democratic leadership style. Also, it was also revealed that some school heads use the directive style of leadership. The teachers also revealed that the use of participative planning had a positive impact on organizational climate. Furthermore, it was found that participation among the teachers could also serve as motivation them to continuously improve performance. The teachers also believed that they feel more empowered and trusted if they participate in planning. From the results, the researcher suggested a training program for school heads relevant to participatory leadership and participatory planning.

#### **DISCUSSIONS**

The results of the study indicate that participatory planning could bring out a positive impact on the organizational climate and motivation of teachers as well. This in the long run could also positively bring improvements in school management.

**KEYWORDS:** Participative Planning: Input to an Enhanced School Management

**SUBMISSION ID: R04A-BATANC-0306**



**"Partisipasyon Ko, Karangalan Ko": An Intervention to Increase the Attendance of Grade 8 Students of Agsam Integrated School in Different School Activities**

Lyziel C. Manubag, Department of Education

**Abstract**

**INTRODUCTION**

In upholding the Vision, Mission, Goals, and Objectives of the Department of Education, a set of yearly activities that aims to develop the learners has been prioritized in schools. But, to some students, understanding the essence of these school activities was not met, which may lead to low participation of the students in such programs and activities. The researcher aims to suggest some incentives to give value to students who participate in school activities, and to encourage those who do not attend.

**METHODS**

A reward system was used in this study. But first, reasons for not attending the activity have been solicited, stating out their reasons for not attending the program. An intervention was used, to recognize students who were present during the program. Thus, the identified students were given certificates, ensuring points also to their subject teachers. The awards were given every end of the month, as the school provides activity monthly.

**RESULTS**

After examining the attendance presented by the class monitor, it was found out that few students did not attend the activity, especially the boys. Some of their reasons were, (1) has no interest in the activity, and (2) some were absent that day. But, for those who were able to attend the activity, a certificate was given in response to their utmost participation in the programs and activities. After the said reward was given to those participative students, some of the Grade 8 students who were not around during the activity become motivated to attend school activities again. Those students who were not present during the program were identified and later after the next programs and activities, the attendance of the Grade 8 students increased. There was a significant difference before the reward system was applied and after it was implemented.

**DISCUSSIONS**

The intervention being used is somehow effective in motivating the students to participate actively in the programs and activities of the school. This will not only focus on the impact of the rewards itself, but rather, practice them to become more participative, and sooner or later, as they'll get used to it, they will attend more programs and activities in school regardless of the rewards at stake.

**KEYWORDS:** award, attendance

**SUBMISSION ID: R013-SURSUR-0215**



## **Improving Reading Comprehension Through the Use of Monitoring Comprehension Strategy in Grade VI Pupils**

Dina Basco, Banlic Elementary School

### **Abstract**

#### **INTRODUCTION**

The author of this action research implemented reading comprehension through the use of monitoring comprehension strategy in Grade 6 - Aguinaldo to improve their reading comprehension. The respondent is composed of 20 males and 16 females - a total of 36 pupils. The validity of the study was assessed through the use of Phil-IRI screening test, Phil-IRI pre-test and the results of the pre and posttest in every passage given by the researcher.

#### **METHODS**

This study employs the One - Group Pre-test - post-test design. In this study, a single case is observed at two-time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

#### **RESULTS**

Based on the presented results, the researchers concluded that pupils improved their reading comprehension ability through the use of monitoring comprehension strategy. The significant results between the pre-test and post-test were acceptable. The increase in their scores in the post-test is an indication of a positive impact.

#### **DISCUSSIONS**

The objective of the study is to resolve the problem of the Department of Education regarding the graduates with difficulties in reading and comprehension. In using this strategy, learners become effective readers because they are constantly monitoring their understanding, assessing their understanding and identifying when comprehension breaks down.

**KEYWORDS:** Reading comprehension, monitoring, assessment, reading strategy

**SUBMISSION ID: R013-CALAMB-0160**



## **Improving the English Reading Fluency of Grade III-Molave Pupils Through Contextualized and Localized Reading Materials**

Tessie Rangel, Department of Education

### **Abstract**

#### **INTRODUCTION**

The grade III-Molave class of San Carlos Elementary School got a (PHIL-IRI) Reading performance level of 82.40% for (NR) Nonreader level and 17.60% (F) Frustration level. This is why the researcher conducted an action research. There is a need to provide the pupils with basic reading knowledge and skills to improve reading and learning abilities. Grade 3-Molave class was the respondents, thirty-one pupils undergone the pre-test and post-test. This study utilized descriptive survey research using the PHIL-IRI reading materials/instruments. The intervention was provided through a Contextualized and Localized English Reading Material prepared by the researcher. The reading activities were conducted before the start of the afternoon session every day. It was found out that the mean during the pre-test which was equivalent to 16.42 was raised to 26.32 during the post-test. It was also proven that there was a significant difference between the pre and post-test results. There is a need to maximize and sustain the reading intervention using Contextualized and Localized English Reading Materials by utilizing it in the teaching of reading to improve reading fluency of the pupils.

#### **METHODS**

The pre-test and post-test will serve as a means to gather data. The interpretation of data will be done by the researcher after collecting the necessary information related to the conduct of this action research. Every learning environment is a goldmine of useful data. (Richard Sagor) Statistics are necessary for any form of research. The data and the use of statistics provide the tool to decide. It gives a solid foundation on which base decision, big or small. (J. Steytler). The data to be collected by the researcher have to undergo some analysis to answer the pupil respondents. The scores also need to be interpreted. To help the researcher in analyzing the data she gathered, she will make use of some statistical tools.

#### **RESULTS**

The result shows that the implementation of the reading intervention was successful. Localized and contextualized English reading materials were suitable to the need of the learners. D. Perin, (2011) states that the perceived value of contextualized teaching and learning is that this method can create a commonsense structure with which to focus instruction. The teacher's guide and learner's materials may be modified to accommodate the unique contexts of a particular locality. ( Dep Ed no.35, s.2016, SLAC)

#### **DISCUSSIONS**

One of the main features of the K-12 is the delivery of the lessons through Localization and Contextualization (Torres, 2015). It is stipulated in D.O no. 43 s. 2013, that the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. Localization and contextualization can be done in all learning areas. Localization and contextualization can maximize materials, activities, events and issues that are readily available in the local environment (Bringas, 2014).

**KEYWORDS:** Reading Fluency, Contextualized, Localized

**SUBMISSION ID: R005-TABACO-0073**



## **Improving the Reading Performace of Sabang Elementary School Grade IV Pupils Through Project EDEN**

Eden Genciana, RACE Member

### **Abstract**

#### **INTRODUCTION**

The objective of this research is to find out the reading performance of the grade IV pupils by using Project EDEN. This finds out its significance in the improvement of the reading performance of the grade IV pupils in Sabang Elementary School.

#### **METHODS**

The descriptive-comparative design was employed and samples were purposively chosen by the researcher. Results were computed using the t-test for their significance. The study was conducted to the thirty (30) grade IV pupils of Sabang Elementary School.

#### **RESULTS**

The reading performance of the grade IV pupils of Sabang Elementary School before implementing the project EDEN was poor. It can be gleaned from the result of MPS with 22.2. After the implementation of Project EDEN, the reading performance of grade IV of Sabang Elementary School was improved. The result shows that MPS 69.9 made a remarkable increased. Having computed t-value of -10.79 and the computer critical t-value of 29 it was concluded that there was a significant difference in reading performance of grade IV pupils of Sabang Elementary School before and after the implementation of Project EDEN.

#### **DISCUSSIONS**

The statistical treatment led to the result that there was a significant difference in the mean of pretest and post. This is vivid evidence that the project EDEN is an effective intervention or program that enhances the reading performance of the Grade 4 pupils. This could be used by other teachers to struggling learners at their respective levels.

**KEYWORDS:** Effectiveness, Improvement, Reading performance, Project EDEN

**SUBMISSION ID: R04A-QUEZON-0386**



**Improving the English Reading Skills of Grade 1 Pupils through "Lunch Ko, Kinabukasan Ko (Feed Me for a Future)" Program**

Guillerma O. Ballentos, Teacher

**Abstract**

**INTRODUCTION**

Nutrition is important for cognitive and brain development. Poor nutrition contributes to the inefficiency of the educational system. Children with diminished cognitive abilities and impairments naturally perform less well. The irregular attendance of hungry children is one of the key factors that children will not feel comfortable in school activities, no concentration in performing complex tasks, and even can't survive in the whole day activities. Being out of the class resulting in low performance in academics.

**METHODS**

The purposive sampling was used in the research since all pupils that need immediate attention were picked. Analysis as to who were the respondents to be selected was done based on the cause that emerged during the data triangulation. This action research used the data based on EGRA - ARATA 2nd Quarter 2017 - 2018. Other sources of data are SF 2 for attendance and Form 138 to generate viable target respondents for appropriate actions. Data to be collected was utilized to analyze for possible causes and formulate a recommendation as it will be treated during the triangulation.

**RESULTS**

Out of 28 pupils, 3 are on a non-reader level which is classified as failing pupils. 3 on frustration level, 12 on the instructional level and 10 as an independent level. In the case of the non-reader and frustration level, the students have the possibility to behave less attention in schooling. This what made the teacher prompted to study to find out the causes to formulate a possible solution. On the other hand, it shows also the reasons why pupils have a low-performance rating. Out of 6, 3 pupils were picked as the focus of the study. If these pupils were not given attention, they continue to become weak and less participative in the class activity. The table shows the reading performance of Grade 1 pupils before and after "Lunch Ko, Kinabukasan Ko" Program helped increase of pupils rating after the intervention.

**DISCUSSIONS**

The reading ability is one of the determinants of pupils' success. Pupils become a proficient reader if they have a habit of reading. It is supported that pupils have many opportunities to improve the reading level. Since reading is considered a backbone of learning, it is necessary to develop metacognition. This helps develop readers' ability to comprehend the text being read. The adverse effect of malnutrition on the cognitive functioning of children is well documented around the world. In particular, the negative effect of undernourished children.

**KEYWORDS:** improving reading skills

**SUBMISSION ID: R013-SURSUR-0073**



## **Improving the Reading Skills of BBES's Grade III Pupils in Filipino and English Through Project No for Non-Readers**

Irma Rayo & Guillerma Cuesta, Bagong Buhay Elementary School

### **Abstract**

#### **INTRODUCTION**

Reading in both Filipino and English is basically the factor affecting one's academic progress of every child. The researcher aims to develop the reading ability of Grade III pupils who belong to the non-reader group. Usually, we discover that our learners cannot read any of the alphabet letters. To lessen the problem, we created and designed methods and strategies to turn a non-reader into a reader.

#### **METHODS**

In this research, we used qualitative methods to measure how effective our designed Project NO for Non-Readers. Through the use of Phil-IRI materials, we identified learners who were in the non-reader group. Sound recognition is a primary step to solve the problem. A reading assessment is done every week. Different projects and programs in our division were adopted and applied, which were implemented to develop the students' continuous reading habits and love for reading in Filipino and English.

#### **RESULTS**

The concerned and cooperative parents and teachers fully participated in this research. Some issues and problems were encountered, such as

1. Family background
2. Willingness of enrolled learners were not visible enough.
3. Dedication and involvement among parents, teachers and learners were highly recommended.

#### **DISCUSSIONS**

During the implementation of this research, pupils were exposed to different reading approaches such as phonemes and phonetic approaches. After the data gathering, tabulation, evaluation and analysis, the researcher concluded that the continuity of using Project NO for Non-readers in every grade level improved the pupils' reading skills in Filipino and English. The pupil-participants experienced success in reading and improved their self-confidence as well.

**KEYWORDS:** Reading assessment, phonemes, tabulation, data gathering

**SUBMISSION ID: R04A-CAVITP-0642**



**Improving the Reading Skills of Slow Readers in Grade V through Project EDWARD (Exercises That Develop Word Appreciation and Recognition for Diverse Learner)**

Edward G. Nueva & Linda R. Costelo, Dr. Alfredo Pio de Roda Elementary School

**Abstract**

**INTRODUCTION**

Reading is the key to skillful learning and better living. The learners who read well develop a better understanding and effective adjustment towards life's situations. When the learners understand what they read they could identify, classify, build, organize, synthesize, make adjustments and arrived at proper decisions. Poor reading performance is one of the various problems that a teacher encountered as she teaches, therefore, it is a vital task of all concerned especially the teachers to improve the quality of instruction to help the slow readers and readers at-risks acquire the basic knowledge and skills in reading which could be utilized as avenues to undertake other subject areas prescribed in the curriculum. Project EDWARD was created to strengthen the reading ability of pupils at risk in reading using various teacher-made exercises suited to the needs of pupils

**METHODS**

Project EDWARD aimed to assess if there is a significant difference in word recognition of the 18 Grade V pupils of Dr. Alfredo Pio De Roda Elementary School who were categorized as slow readers based on the result of Phil IRI after the program implementation for the S.Y 2018-2019. The program focused on the use of teacher-made exercises to develop word recognition and appreciation among slow reader participants in the study. The words used are those who are commonly encountered by the pupils within the grade level but find difficult to read by most pupils. The list of words started from basic sight words intended for the grade level. Each set of words was accompanied by different exercises that helped the participants not only recognize the words but appreciate and use them appropriately for them to develop oral fluency and comprehension as well.

**RESULTS**

Results showed that there is a significant difference between the MPS gained in the PreTest and Post Test administered among the 18 pupil participants. A difference of 10.78 in the mean between pre and post-test revealed that the participants were able to easily recognize the words given to them.

**DISCUSSIONS**

Various teacher-made exercises contributed to the success of the project. The pupils enjoyed the activities given to them. Interviews revealed that with the support of their families and classmates, they were able to easily read the words given to them. Teachers also observed the changes in reading ability among the pupil participants. It is suggested to continue the implementation of Project EDWARD in the next school year.

**KEYWORDS:** Project

**SUBMISSION ID: R04A-CAVITP-0914/R04A-CAVITP-0928**



## **Improving Reading Skills through "Multimedia Ko. Pagbasa Mo (View Me to Read)" among Grade 2 Pupils**

Richel G. Fernandez, Teacher

### **Abstract**

#### **INTRODUCTION**

Education in modern times encounters different challenges in social, economic and cultural, education, technological development, and mass media. Education nowadays is affected by the evolvement of science and technology. The young generation is growing up surrounded by forms of development that as early as primary school. Making every child a reader, one of the techniques to improve the pupil's academic needs is by helping them to develop their English language skills using multimedia in the process of teaching and learning.

#### **METHODS**

During the oral reading pre-test in the first semester based on the Philippine Informal Reading Inventory (Phil-IRI), it was found that among the 36 Grade Two pupils in Baras Elementary School, 13 had difficulty in decoding words. The prevailing result of the presence of non-readers and the challenge to develop effective educational initiatives encourages the researcher to conduct this study. After identifying the factors that affect the reading skills of pupils, descriptive and purposive sampling was used.

#### **RESULTS**

The data collected were analyzed quantitatively according to its relevance to the study. The level of reading skills of the pupils was transcribed to descriptive equivalents. The affecting factors of the pupils that result in being non-reader caught the attention of the researcher which prompted her to research what best strategy will boost their interest in reading. After given the interventions on reading based on the post-test results of the Assessment of the Phil-IRI Oral Reading Test, a remarkable increase in reading performance among the Grade Two Pupils of Baras Elementary School is duly attributed to the effective implementation of "Improving Reading Skills through Multimedia Instruction of Grade Two Pupils.

#### **DISCUSSIONS**

Multimedia reading materials and environments offer a variety of flexible supports. Comprehension is the ultimate goal of reading, yet it is notoriously difficult to instruct. Thus, they need to read engaging material silently and aloud and with ready support for words and concepts that they do not know. Hence, school performance will also be affected. Multimedia texts with supports for vocabulary development, such as linked mini-videos demonstrating a concept or dictionaries and thesauruses with text-to-speech capabilities can help students achieve this goal and improve comprehension.

**KEYWORDS:** multimedia, reading through viewing

**SUBMISSION ID: R013-SURSUR-0075**



## **Improving Reading Speed through Repeated Reading Intervention**

Rovelyn H. Lestones, Department of Education

### **Abstract**

#### **INTRODUCTION**

Reading is one of the skills that need to be developed well. Speed of reading boosts every child's confidence in new lessons and new things. Speed reading advocates claim that it is a great success and even states that it is a demonstration of good comprehension for many purposes (Buzan 2000). This study entitled "Improving Reading Speed through Repeated Reading Intervention aims to determine the efficacy of Repeated Reading of Grade 7 slow readers students of BINGCONGAN INTEGRATED SCHOOL. There were (47) forty-seven Grade-7 students who undergone the Phil-Iri Program and there were (10) ten students that belong to Instructional Level and (5) five students that belong to Frustration level on the division of Word Recognition.

#### **METHODS**

Repeated Reading is an intervention that helps to enhance the reading speed of Grade-7 slow readers of Bingcongan Integrated School. This intervention program was done for (4) four months, starting from October 2017 to January 2018. The program was done by a series of repeated reading activity. All the four reading passages were selected from the Phil-IRI Program. Each story contained topics and themes commonly found in the literature. Also, the student had no prior exposure to these reading passages. The intervention which is the repeated reading has been applied 4 times in each passage before the criterion has met.

#### **RESULTS**

There were (10) ten students that belong to Instructional Level and (5) five students that belong to Frustration level on the division of Word Recognition before the repeated reading intervention conducted. After reviewing all of the data, the researcher determines several themes across the data. These themes are: increase in words per minute, increase in words correct per minute, increase in reading rate, and decrease in oral reading miscues, including significant miscues.

#### **DISCUSSIONS**

After the application of intervention to the identified students under the study, there is an increase in the reading speed. In the conduct of repeated reading intervention, the researcher found out that the reading speed of the identified grade 7 students has improved. There is a significant change in the reading speed of the student if the word recognition is enhanced; as the miscues decrease, the reading speed increases. Repeated reading is an effective intervention to enhance the reading speed of the slow readers and exposure to the different reading text will enhance the reading speed and also for comprehension.

**KEYWORDS:** Reading Speed, Repeated Reading

**SUBMISSION ID: R013-SURSUR-0300**



**Improving the School's Academic Performance of Students Under Drop-out, Tardiness, and Absenteeism (DOTA) through Project Collaboratively Linked and Adopt Northernians to Succeed (CLANS)**

Ma. Elena Agorita, Dionne O. Rabeje, & Annalyn T. Panimdim, Northern Canaman High School

**Abstract**

**INTRODUCTION**

The school would like to determine the level of academic performance of students at risk of dropping-out, tardiness and absenteeism 1st and 2nd quarter, the school year 2018-2019, the improvement level of academic performance after the implementation of project DOTA-CLANS and the levels of effectiveness of the innovative interventions and strategies implemented (CLANS) Collaboratively link Northernians to academic performance of students at risk of dropping-out, tardiness, and absenteeism.

**METHODS**

A descriptive-evaluative Research Method was used to describe the level of academic performance of students under DOTA and the level of academic performance after the intervention. Analysis of difference was analyzed between the academic performance of students under DOTA before the intervention and after the intervention.

**RESULTS**

The findings showed that out of one hundred thirty-one (131) students who undergone intervention, 30 students or 23 percent achieved very high academic performance (91-95), 61 students or 46 percent were under high academic performance (85-90) and 40 of them or 31 percent moderately performed academically (81-85). There was a 5 to 10 significant difference from their academic grade before and after the intervention. In terms of the effectiveness of the intervention, the data on the performance of students proved that the interventions were effective.

**DISCUSSIONS**

This could be attributed to the teacher's commitment to deliver the intervention to students at-risk of dropping out and truancy through Project CHAT ME, LINK ME, ADOPT ME, NURTURE ME and STAND BY ME. The teachers monitored students under DOTA of their performance in school, their attendance, activities, output and maintain their interest.

**KEYWORDS:** Drop-out, Tardiness, Absentism, Academic Performance, Intervention

**SUBMISSION ID: R005-CAMSUR-0136**



**Improving the Science Reading Comprehension of Grade 9 Students  
through Project TESLA (The Evaluative Student-Learner through Reading  
Activity)**

Princess Ann Sales, Recto Memorial National High School

**Abstract**

**INTRODUCTION**

Project TESLA was conducted to test its effectiveness in improving science reading comprehension of the Grade 9 students of Recto Memorial NHS. Project TESLA is a 3-stage reading strategy which was named as before reading, during reading and after reading strategies and a support intended for struggling readers in science. This action research specifically sought to answer the question: Is there a significant difference among the control and treatment groups after the implementation of the treatment?

**METHODS**

This experimental action research was participated by 80 low performing students from 4 sections as the control group and 80 low performing students from another 4 sections as the experimental group. These groups of low performing students read about force and motion. Before the reading began, the students from the experimental groups answered the anticipation paper whether they agree or disagree on each statement. During a reading, the students logged their responses in the open-ended response log paper. Post-discussion was conducted to deepen their comprehension about the selection through filling up the SAY SOMETHING STARTERS. The 10-item teacher-made test was administered to the groups after the implementation of the reading session.

**RESULTS**

Results showed that the  $f$  computed value is 5.00 and the  $f$ -critical value is 3.90. It also shows that the  $f$  computed value is greater than the  $f$ -critical value. Therefore, the null hypothesis is rejected. There is a significant difference between control and experimental groups. This means that Project TESLA is an effective reading strategy in improving the science reading comprehension of students.

**DISCUSSIONS**

In Project TESLA, students were given reading strategies such as activating prior knowledge, monitoring and deepening their reading comprehension. Activating prior knowledge was evident at the first stage of the reading session by predicting what is a fact or not. During a reading activity, students monitored their reading comprehension by writing three excerpts from the reading selection. Students were able to write what they had thought, and connected to the chosen phrases which they thought interesting, confusing, important point or wanted to know more about. Finally, deepening their comprehension was done through a post-discussion by providing them clue phrases called "say something starters" so that they can start the discussion in the class. Students from the experiment group improved their reading comprehension during the implementation of the project.

**KEYWORDS:** reading comprehension, reading strategy, science reading selection

**SUBMISSION ID: R04A-QUEZON-0088**



## **Improving the Sentence Construction Skills of Grade Three Pupils through the TIE (Teach Integrative Evaluate) Method**

Jesusana Garcia, Department of Education, Cabuyao

### **Abstract**

#### **INTRODUCTION**

Writing is one of the macro skills included in the Philippine curriculum in Filipino subject. For as early as grade three, pupils are expected not just to speak in Filipino but also to write it on its proper form and structure. One of the least learned competencies included during the previous years in the Filipino quarterly test is the inability of the Grade 3 pupils to use a specific word in a sentence. In this study, the researcher aimed to improve sentence construction skills of grade three pupils in Banay-Banay Elementary School through TIE (Teach, Integrate and Evaluate) method.

#### **METHODS**

A mixed method was used in this study in which constructivist theory such as direct teaching was applied. Forty-four pupils from 169 Grade three pupils were purposely selected as the participants of this study to which the TIE method was implemented. Pupils who failed to reach mastery level on the pretest were selected as participants. Sentence construction was discussed, then a series of worksheets were given to them. This method was conducted in four months which started in July and ended in November. Data were gathered and analyzed through interpreted results of pretest and posttest scores. The differences of the data were measured through t-test, means, and scores.

#### **RESULTS**

The researcher found out that most of the errors committed by those who failed on the pretest were proper capitalization, use of punctuation marks and spelling of words. The pretest computed mean before the TIE method was implemented is 4.27 with an MPS of 42.73%. After the implementation of the TIE method, the mean scores have increased to 7.93 which is equivalent to 79.32% MPS. This only means that the TIE method was proven effective to the participants who had a hard time constructing sentences.

#### **DISCUSSIONS**

The results reflected in this study have proved the need for Filipino teachers to identify common errors of pupils in sentence construction and provide worksheets fitted to the errors committed by the pupils. It is also important to monitor and evaluate pupils' progress in writing sentences. Interactive and innovative worksheets have a great impact on pupils' interest in learning the construction of a sentence. This study suggested the TIE method in improving sentence construction skills of Grade three.

**KEYWORDS:** sentence construction skill, writing intervention, grade three

**SUBMISSION ID: R04A-CABUYA-0015**



**Improving the Problem-Solving Skills for Word Problems through  
Mathematical Interventions for Struggling Selected Grade One Pupils of  
Guadencio B. Lontok Memorial Integrated School**

Rene de Silva

**Abstract**

**INTRODUCTION**

Solving word problems in Mathematics go hand in hand. It requires the learners to apply two skills at the same time; reading and computing. When deciding on methods or procedures to use to solve problems, the first thing you will do is look for clues, which is one of the most important skills in solving problems in mathematics.

**METHODS**

This action research used descriptive methods. The researcher had prepared test questions which were validated by the master teachers and serves as the primary tool in identifying the performance of the pupils in solving a word problem. To be able to collect data for the study, the teacher-made mathematical intervention in solving word problems used during after class hours of the respondents for the succeeding months of SY 2017 - 2018.

**RESULTS**

The scores of both the pretest and the posttest have been taken and these data were coded, tallied, and statistically treated using the MPS, mean and standard deviation. The mean and the standard deviation were used to determine the level of performance of the selected pupils. The results show that the pre-test sum up with the MPS of 64.333, Mean of 8.600 and an SD of 3.466, wherein the pupils are not yet capable to comprehend some word problems. The computed t-ratio of 1.0479 is greater than the tabular of .05. Hence the hypothesis of significant difference is accepted. There is significant difference between the pretest and posttest scores of the class groups.

**DISCUSSIONS**

Among seven sections, there are large numbers of pupils who are not yet capable to comprehend well in solving mathematical problem. The results show that there is improvement in the level of performance of the struggling grade one pupils of Gaudencio B. Lontok Memorial Integrated School with the help of piloting solving word problem techniques and activities. There is a significant difference between the performance of solving word problem assessment pre-test and posttest.

**KEYWORDS:** Interventions, struggling pupils, problem solving, significant difference

**SUBMISSION ID: R04A-LIPAC1-0062**



## **Improving the Spelling Skills of Grade VI Pupils of Look Elementay School Through Different Spelling Instructions**

Maria Carmen Borneo, Brave

### **Abstract**

#### **INTRODUCTION**

Learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. This is because part of what determines a learner's proficiency in the English Language is his/her ability to spell correctly for accurate expression. In short, spelling is an integral part of the English Language because it improves reading and writing fluency as well as vocabulary and comprehension.

This is the reason why the researcher deemed it a must to determine the spelling skills level of Grade Four pupils of Looc Elementary School. She believes that spelling is a significant part of the English language and is indispensable in understanding and using the language.

#### **METHODS**

The descriptive method of research was employed in this study. Survey research method was utilized by the researcher supported by the analysis and interpretation of the responses of the respondents. The respondents of this study were 26 males and 20 females. Pre Test was also conducted to examine the respondents' knowledge and skills on spelling, and Post-test to determine the effectiveness of different spelling instructions.

#### **RESULTS**

After utilizing different spelling instructions, the respondents obtained an average of 82% and interpreted as satisfactory during Post Test compared to the Pre-Test which had an average of 23. 83% which has an interpretation of did not meet expectation. Among the perceived causes of spelling skills are unawareness of different rules in spelling, prolonged used of gadgets, and unwillingness to read reading materials. Poor academic performance, inability to construct correct sentences with correct spelling, and inactive participation in class activities and discussions were the effect of poor spelling skill.

#### **DISCUSSIONS**

The results demonstrate the need for the teachers of Looc Elementary teachers to conduct remedial teachings of spelling activities; daily or regular practice in spelling through applying different spelling strategies and instructions. Spelling rules and patterns must be intact with pupils' mind to avoid committing more spelling errors. Love of reading must be taught to the pupils since reading does not only refresh their mind but also gives the experience of having a wide vocabulary.

**KEYWORDS:** spelling skill, spelling instructions

**SUBMISSION ID: R04A-BATANP-1396**



## **Improving Students' Competency in Operation on Integers Through the "5-10-10 Drill" Strategy**

Erist Capul, Southville IV National High School

### **Abstract**

#### **INTRODUCTION**

Mastery of the students in the operation of signed numbers is very essential to understand the topics in Mathematics 9. Several strategies are implemented by math teachers to improve the students' competency on the operation of integers. The "5 - 10 - 10 Drill" strategy was used by the researcher as the intervention in the poor performance of the students in solving problems involving integers. In this study, the researcher explores the effect of a 5 - 10 - 10 drill strategy on students' competency in the operation of integers.

#### **METHODS**

The researcher used 30-item pre-assessment and post-assessment tools which were validated and checked by the member of the Division's Learning Resource Management and Development System (LRMDS). The researcher also used flash cards for the implementation of the "5 - 10 - 10 Drill" strategy. The data were tallied, coded and tabulated to facilitate the presentation and interpretation of results using the percentage, mean, standard deviation and t-test.

#### **RESULTS**

The study found out that fifty percent (50%) of the students passed the 30-item pre-assessment in operation on integers. The students ( $N = 44$ ) got 13.75 mean on pre-assessment in operation on integers which is below the passing rate of 15 points. Seventy percent (70%) of the students ( $N = 44$ ) passed the post-assessment with mean of 18.39 which is above the passing rate of 15 points. This shows that there was an improvement on the students' performance on operation on integers after the implementation of the "5 - 10 - 10 Drill" strategy. And there was a significant statistically difference between the pre-assessment ( $M = 13.75$ ,  $SD = 6.154$ ) and post-assessment ( $M = 18.39$ ,  $SD = 6.311$ ),  $t(43) = -7.248$   $p < 0.05$ ,  $CI95 -5.926, -3.346$ . Therefore, there was a significant difference between the pre-assessment and post-assessment of the students after the implementation of the "5 - 10 - 10 Drill" strategy.

#### **DISCUSSIONS**

The results demonstrate that daily use of "5 - 10 - 10 Drill" strategy have positive influence on the students' competency in operation on integers. The use of the drill strategy enables the students to focus on the rules in operations of integers. It was also shown that student participation in mathematics class increased.

**KEYWORDS:** Drills, Integers, Math, Operations of Integers

**SUBMISSION ID:** R04A-STAROS-0015



## **Improving Students' Mastery Level in Rational Through the Shepherding Approach**

Jenjen Ceniza, Loyola National High School

### **Abstract**

#### **INTRODUCTION**

The K to 12 Education Curriculum follows a spiral progression. Subjects are taught from simple to complex as the learner moves to a higher level. In the class of 43, the researcher found out that 19 of them were not able to master the Rational Functions, because of the difficulty in the basic operations which is the most important component to solve the said competency. With these situations the researcher decided to design an intervention to fit their needs. Darling et al (2006) state that "mentoring relationships are shaped by the unique qualities each partner contributes to the dyad".

#### **METHODS**

The researcher used selective-purposive sampling. Out of 43 students in Grade 11- Jabagaton 19 of them would not master the competency and were required to participate in the study. These 19 students were found to have not mastered the competency in Rational Functions after giving the Pre-Test Assessment.

#### **RESULTS**

Out of 43 students, 12 or 27.91% were below mastery level, 7 or 16.28 of them are nearing mastery level and the rest 24 or 58.81% are in the mastery level. After the data gathered and have an initial interview the following causes of the problem were identified. 2 out of 19 respondents have financial problem, 5 are influenced by peers, 5 of them have problems in the distance of their home to school, 2 lack the interest and the remaining 5 have lack of mastery in the basic skills of operation on integers. The mastery level of the identified Grade 11- Jabagaton students in Rational Functions before and after the implementation of the "Shepherding Approach". As shown in the table before the implementation of the intervention, there were 7 students in the Nearing Mastery Level and the remaining 12 students are at the Beginning Mastery Level. As a result, 6 of the 7 students in the nearing mastery level improved to a mastery level and only one remains under nearing mastery level. On the other hand, out of the 12 students in the below mastery level, 2 improve to nearing mastery level, 8 moved to mastery level, and only 2 remained in the below mastery level.

#### **DISCUSSIONS**

The results show that students should master their basic skills during their lower years, before proceeding to the higher years to avoid the gaps in the teaching-learning process. With this gap, the teacher should understand some reasons that affect students' performance in school and that, teachers should innovate or employ varied teaching techniques which could respond to the learning needs of the learners.

**KEYWORDS:** Rational Functions, Shepherding Approach

**SUBMISSION ID: R013-SURSUR-0091**



## **Improving Students' Participation in Science 10 through "Express Idea, Expressway" Program**

Annie Rose I. Almencion, Teacher

### **Abstract**

#### **INTRODUCTION**

Learners often instinctively seem to recognize the importance of vocabulary for their learning. Wide vocabulary helps the students express their idea and establish an interactive learning process inside the classroom. Collection of words made students feel at ease in sharing their idea, understanding reading resources and do good in word spelling, thus achieved excellence in academics.

#### **METHODS**

This research is delimited on the development of student performance in expressing their ideas. The purposive sampling was used in this research - all students that need immediate attention were picked. Three (3) reliable sources of data were used to generate viable target-respondents for appropriate actions: their grades in class participation, an observation note to keep records of their responses in expressing the idea, and an interview to supply authentic reasons for their actions.

#### **RESULTS**

It revealed that 2 are on the beginning level which is classified as failing students, 5 are on the developing level, 4 of them are approaching proficiency, and 25 on the Proficient up to the advanced level. 11 Students caught the attention of the teacher to know the causes of their low performance. If not given attention, they might have experienced frustration in their studies.

#### **DISCUSSIONS**

The transition to post-primary school requires students to have a high level of vocabulary knowledge in order to communicate effectively in academic content. Although the student diversity and other factors cause varied development in vocabulary. Vocabulary develops at a slower rate for children from disadvantaged backgrounds compared to children from more advantaged areas. The result establishes the importance of student's exposure to new words. It is evident that using the "Express idea, Expressway Ko" program led them to meet passing grade in the third quarter. It is clear that the intervention program is effective and enhances the interest of the learners.

**KEYWORDS:** students participation, express idea

**SUBMISSION ID: R013-SURSUR-0063**



## **Improving Students' Performance in AP 10 Using "Activity Puzzle"**

Mildred de Leon, Department of Education, Camp Vicente Lim Integrated School

### **Abstract**

#### **INTRODUCTION**

Cognitive games are designed to help stimulate various regions of the brain. These games are used to improve reflexes, help people learn, promote critical thinking, and help people learn different patterns of association. This study developed an "ACTIVITY PUZZLE" that helps improve the students' performance in AP10. Selected forty students were the respondents of the study using simple random sampling. The "ACTIVITY PUZZLE" was developed and aligned with the given competencies for the K to 12 programs from the first grading period. The said activity is composed of a loop the word, jumbled words and crisscross puzzle that contained the topic, objective, and content. The user of the materials developed mastery of the lesson, brain reflexes, and logical thinking.

#### **METHODS**

This study used a descriptive research design which is quantitative analysis. Simple random sampling was used to determine the participants of the study. Forty students from Grade 10 of Camp Vicente Lim Integrated School and G10 AP Teachers utilized the ACTIVITY PUZZLE in teaching and learning. The study was implemented in the first grading period of the school year 2018-2019. It utilized the one group pre-test and post-test research design. The mean, MPS, and SD of the pre-test and post-test results were determined. T-test for dependent samples was also used for testing the significant difference between pre-test and post-test mean scores.

#### **RESULTS**

Results showed that there was a significant difference between pre-test and post-test. The findings of this study may allow the School Head to guide and direct the AP teachers on what to be considered as necessary elements in the improvement of teaching Araling Panlipunan.

#### **DISCUSSIONS**

The pretest of the students has a mean level of 18.48 and a mean percentage score of 36.95 %. On the other hand, the computed average mean in the posttest using the activity puzzle is 41.22 with the mean percentage score of 82.45%. This means that there was an increase of 45.5% between the pre-test and post-test in the mean percentage score of the students after the activity puzzle was utilized. The research results revealed that the mean level of the students in pretest before using an activity puzzle in teaching and learning AP10 is 18.48 and a mean percentage score of 36.95%. Meanwhile, the computed mean level of the students in the posttest after using an activity puzzle in teaching and learning AP10 is 41.22 with the mean percentage of 82.45%.

**KEYWORDS:** Araling Panlipunan, Students' Performance, Activity Puzzle

**SUBMISSION ID:** R04A-CALAMB-0217



**Improving Students' Performance in the English 4 Learning Competency  
"Use Simple and Compound Sentences Correctly to Enumerate Ideas"  
Through Peer Tutoring**

Chiara Yasmin Handugan, Department of Education

**Abstract**

**INTRODUCTION**

The English language is considered a primary asset when it comes to being competent in this ever-globalizing world. Every one of our students must be able to at least write decently for him to compete on a global scale. The issue focused on this study is the low performance of the Grade 4 students in using simple and compound sentences correctly to enumerate ideas. Peer tutoring is one of the ways to help students develop their writing skills.

**METHODS**

Purposive sampling was used targeting students who marked low scores during the previous assessment. An informal interview was made to the respondents. Before the interview, conversation to school head and adviser was observed. Students were notified about this research and the purpose was explained to them for better understanding. A post-test was conducted to the 13 identified respondents and data was gathered and analyzed quantitatively.

**RESULTS**

From the data gathered during the informal interview, there are common factors associated with struggles in learning English. Among the three factors, the lack of self-confidence is the most common one. This exhibits the fact that most students are shy or not sure about their ability to learn English as a second language. After the post-test was conducted, it is clear that there was an improvement in the achievement of the competency after the intervention. The effects of peer tutoring have improved the level of performance of the 13 identified student respondents in the said competency.

**DISCUSSIONS**

Based on the results, the students have benefited from the strategy. The competency was achieved by the students. They also showed a lot of confidence in themselves being tutored by their peers. Based on the responses, the students exhibited increased confidence in their use of English and that is always a good sign for the learners as they continue their journey throughout their schooling.

**KEYWORDS:** Peer tutoring

**SUBMISSION ID: R013-SURSUR-0084**



**Improving the Performance in Science 9 of the Students of the Malapad na Parang National High School Using Strategic Intervention Materials**

Irelyn Duenas, Department of Education, Malapad na Parang National High School

**Abstract**

**INTRODUCTION**

Science is one of the major learning areas that learners need to fulfill in their academic achievement. It leads to the transformation and progression in the lives of people in society. However, learning Science as a discipline creates adverse feedback to most secondary students. Many students perceived that learning Science is never fun and the process is tedious and burdensome; therefore, student achievement in this field is relatively low. This became a challenge to Science educators to improve the teaching-learning process and to create a positive change in the students' quest for understanding Science concepts. In this study, the researcher utilized strategic intervention material to improve the students' performance level in Science 9.

**METHODS**

The descriptive method of research was used in the study. There were eighty students from Grade 9 of Malapad na Parang National High School that served as respondents of the study for the school year 2016-2017. No sampling methods were used in the study because all Grade 9 students were present during the lesson using Strategic Intervention Material. Writing lesson plans and documentary analysis were also utilized in this study. Frequency, ranking, and percentage were used in treating and analyzing the gathered data.

**RESULTS**

Strategic Intervention Material contributed to better learning of Science concepts among students. Students perceived that teaching Science concepts using SIM made learning enjoyable, interesting and suitable to their needs. The findings revealed that the majority of the Grade 9 students have high performance based on the result of the post-test after using SIM. Students who have poor and below average performance before the use of SIM improved their performance level after the teacher reteach the lesson using SIM.

**DISCUSSIONS**

The results show that Strategic Intervention Material is an effective tool in remediating least mastered competency in Science, consequently, improving the student's performance level. The students have better retention of facts and concepts and have a positive transfer of learning. More Strategic Intervention Materials should be developed to master other least mastered competency-based skill.

**KEYWORDS:** academic performance, competencies, performance level, strategic intervention material

**SUBMISSION ID: R04A-BATANP-1419**



## **Improving the Students' Performance in Task-Component Using the PTB (Point to Box) Strategy in the ESP Subject**

Edison M. Fajarito, Teacher

### **Abstract**

#### **INTRODUCTION**

The researcher observed that students are spending most of their time sitting and just waiting for what is asked for them to accomplish. They don't understand how important participation is to their academic performance especially on the Performance Task on the k12 Curriculum. The researcher also revisited each learning module he is using and made a reflection if it is too easy or too difficult for the student to have the motivation to participate in each session. After evaluating each material and reflecting on the strategies the researcher has been applying, he decided to devise a system to motivate students in participating in class discussion and other related performance-based activities. This was referred to as the PtB(Point to Box) system. Participation this time in every discussion will have a corresponding chip that will be kept in the students' box so that they will be encouraged and determined to earn more by simply being interactive in every session may it be individual or grouped activity. The researcher will give a chip directly to the student so that they can see how they earn grade from their participation making them wanting for more.

#### **METHODS**

The only statistical tool utilized during this study was the mean. PtB system is descriptive research since it is aimed at determining if the mean of the performance task of the students were increased from the 2nd grading period to the 3rd grading period after the strategy was applied. The researcher conducted the study in Southville IV National High School using the class coming from grade 7 Abraham with 60 students for the school year 2018-2019. The researcher sought approval to the school head to conduct the study in the school and ask the parents' approval to allow their child to be part of the study.

#### **RESULTS**

The results show an increase of 11.01% from the mean computed during the second grading to the third grading period after the PtB strategy was executed. The mean increased by 9.41 coming from 85.44 computed on the 2nd grading period and 94.85 when the 3rd grading period was finished.

#### **DISCUSSIONS**

This study showed that having something to look forward to, made the students eager to participating more with every class discussion hence, making the class interactive. The researcher also observes that as each student are receiving chips/points every day the more they are likely to participate and engage in every part of it.

**KEYWORDS:** Strategy, motivation, performance, participation, interaction

**SUBMISSION ID: R04A-STAROS-0028**



## **Improving the Students' Reading Comprehension Through a Cooperative Reading Group Strategy**

Joanna Karla M. Jimenez, Ronald P. Jacinto, & Yennah Martinez

### **Abstract**

#### **INTRODUCTION**

This study was conducted to improve the reading comprehension of Grade 7 students of Sagbayan National High School for the school year 2017-2018 through the implementation of Cooperative Reading Groups (CRG) Strategy.

#### **METHODS**

The researchers used T-test design in analyzing and interpreting the data utilizing the results as to the percentage of the students who belong to the Independent level, Instructional level, and Frustration level before and after the conduct of the said strategy.

#### **RESULTS**

The reading comprehension level of Grade 7 students is frustration, wherein most of them got 5 points and below with the mean score of 2.48 during the pre-test. After conducting the said strategy, the post-test shows the result that the reading comprehension level of Grade 7 students is frustration. However, the mean score increases from 2.48 to 4.9. Indeed, the frustration level of reading comprehension of Grade 7 students decreases after employing Cooperative Reading Group Strategy.

#### **DISCUSSIONS**

The results revealed that reading comprehension through CRG strategy can improve the student's reading comprehension. Also, cooperative reading groups have some steps that could help the students to overcome their problems in comprehending the text. In conclusion, Cooperative Reading Group Strategy is effective and evident in improving Grade 7 students reading comprehension level. This is useful to the other teachers handling other subjects.

**KEYWORDS:** improve, student, reading comprehension, cooperative, group

**SUBMISSION ID: R013-SURSUR-0313**