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EDUCATION

Partners for Progress-Best Practices of a Leader and Partner School: An Input for SSP Program Development

Oliver Guevarra & Romana Glenda Lagmay, RACE

Abstract

INTRODUCTION

School-to-school partnership program offers unique insights into another way of life. By collaborating on joint projects, learners develop appreciations of cultural diversity, develop a competitive and creative mind, and other skills that lead to the mastery of concepts in each subject. Department of Education believes that high performing schools can be instruments for reform through school-to-school partnerships. This study aims to determine the best practices of a leader and partner school as an Input for school-to-school program development to help other schools to elevate their performance and reach their full potential.

METHODS

A descriptive method of research was utilized in the conduct of the study. The study involved 43 teachers, 2 school heads, 1 district supervisor, 35 students/pupils and 12 parents of Bayorbor National High School and Santol-Manggahan Elementary School. A survey questionnaire was used to determine the best practices of leader and partner school as an input of SSP Program development. Frequency, percentages, ranking, mean, weighted arithmetic mean and t-Test was used to analyzed the collected data.

RESULTS

The results showed that teachers, students/pupils, and other stakeholders have a positive attitude and perception on the implementation of the School-to-School Partnership Program. Leader School and partner school greatly exemplifies best practices on the implementation of the SSP Program. Moreover, both leader and partner school demonstrate positive results on the implementation of the SSP Program. An action plan developed is very beneficial to other schools to reach their full potentials.

DISCUSSIONS

The implementation of the SSP Program greatly improves the academic performance of learners specifically numeracy and literacy skills. Teachers were given professional and personal development training to improve teaching and learning outcomes. Schools become a child-friendly institution for learners. The leader and partner school should work hand and hand to improve other areas in the SSP program. Both leader and partner schools may share their experiences and best practices in other schools to help them improve and reach their full potentials.

KEYWORDS: School-to-school partnership program, Leader school, Partner school, Learners

Partnership Program for the Establishment and Operation of Lipa City Senior High School

Mercedes Jumarang, LCSHS

Abstract

INTRODUCTION
Lipa City Senior High School is a Stand Alone Senior High School which was started without a site of its own, building, classrooms, facilities and budget. It was an enormous challenge for the designated school head to meet the influx and needs of the enrollees, considering that it is the only public Senior High School at the heart of the city, with the biggest number of enrollees. Previous plans for buildings and sites sponsored by the local government failed and the officer in charge had to seek a wider and enhanced partnership program. This study has proven the importance of having an active linkage and wider support from various partners of Lipa City Senior High School.

METHODS
Sixteen faculty members, 12 officers of the Supreme School Government, 10 PTA and School Governing Council officers answered the interviews and surveys along with their actual observations. Checklists and accomplished Adopt a School Program reports and other school data and pertinent papers were scrutinized to determine the effects of the school's partnership program and the school head's communication skill. School data and pertinent papers were scrutinized to have an inventory of the school's benefits and outcome of the school partnership.

RESULTS
This program helped much in the acquisition of on-going construction of buildings and classrooms with facilities and a school site that can be called its own.

DISCUSSIONS
The study has supported the realization of the importance of having an active linkage with various partners, and the assurance of gaining more support, facilities, and resources from partners. Nevertheless, there is also a need for collaboration and support within the school itself for a better result. Effective communication skills also is important in the partnership program.

KEYWORDS: partnership, establishment, operation, linkage

Pasaporte: A Key to Punctuality towards Better Academic Performance of Buenavista Integrated National High School Learners

Ermida Banuelos

Abstract

INTRODUCTION
Pasaporte is focused on the punctuality of the learners in going to school every school day. Tardiness is one of the problems in school and it affects the learning and behavior of the learners. Pasaporte is a key to punctuality towards the better academic performance of the Buenavista Integrated National High School. learners.

METHODS
This action research was identified, described, categorized, observed and analyzed the punctuality of 32 Grade 12 learners from Technical Vocational Livelihood track, specialized in Shielded Metal Arc Welding of Buenavista Integrated National High School and determined that Pasaporte is a key to punctuality towards better academic performance. Pasaporte was developed to help the teachers monitor the learners their time and attendance in going to school. Hence, the researcher is the Supreme Student Government Adviser proposed and made an intervention program by using Pasaporte for each learner as a gate pass in entering the school premises. They were instructed to make their own Pasaporte. It has a theme of "Pagpasok Ko, I-Check Mo".

RESULTS
Based on the results of the rate of tardiness of the Grade 12 learners from Technical Vocational Livelihood track, specialized in Shielded Metal Arc Welding of Buenavista Integrated National High School relative to the use of Pasaporte in monitoring attendance reveals that there are eighteen male respondents acquired two tardiness with 11.11% while the fourteen female respondents got two tardiness with 14.29%. As a whole the total rate of tardiness attained is four with 12.50%, implies that using Pasaporte in school may be implemented to monitor learner's attendance.

DISCUSSIONS
The researcher recommends that Pasaporte may be implemented in the school to monitor the tardiness and attendance of each learner. The teachers and advisers consistently and meticulously checked the Pasaporte of the learners to minimize being late in school. Guidance and full supervision of the educators must be utilized.

KEYWORDS: Pasaporte, Punctuality, Tardiness, Implementation, School Action Plan

SUBMISSION ID: R04A-LAGUNA-0274

Pasikat..Pagpapaigting at Pagpapasiklab ng Kaalaman at Talento sa Wikang Filipino; Susi sa mas Matagumpay na Pag-Aaral ng Baitang 4 - Sses ng Lemery Pilot Elementary School, SY 2016-2017

Charito L. Pamilara, Department of Education

(Adviser: Charito L. Pamilara)

Abstract

INTRODUCTION
Isang mabisang sandata sa pakikipagtalastasan ang wikang sinuso simula ng tayo ay matutong magsalita. Naipararating natin ang ating saloobin sa ating kapwa at nagkakaintindihan tayo sa nais na ipahayag. Malaki ang kakulangan ng isang tao kung hindi matututong magpahayag ng damdamin gamit ang sariling wika. Ito ang naging daan upang magsagawa ng pag-aaral ang may akda sa pagpapalawak ng talasalitaan ng kanyang mga mag-aaral na kinakitaan niya ng hindi magandang resulta ng mga pagsusulit sa mga asignaturang gumagamit ng Filipino sa pag-aaral tulad ng AP at EsP. Dito nabuo ang "PASIKAT: Pagpapaigting at Pagpapasiklab ng Kaalaman at Talento sa Wikang Filipino; Susi sa Matagumpay na Pag-aaral ng SY 2016-2017." Layunin nito na mahasa at maging bihas ang mga bata sa paggamit ng sariling wika lalo na sa pakikipag-usap sa kapwa.

METHODS
Ginamit ang palarawang pamamaraan ng pananaliksik sa ginawang pag-aaral kung saan nakapaloob ang mga sumusunod na istratehiya tulad ng sarbey para sa mga mag-aaral, kinalabasan ng Unang Panahunang Pagsusulit sa AP at EsP at ang mga inihandang pagsasanay.

RESULTS
Sa isinagawang pag-aaral, nakita na mababa ang marka ng karamihan sa mga bata sa mga araling gumagamit ng Tagalog o Filipino sa pagtuturo at pagkatuto. Sa nakalap na datos mula sa "average rating" ng lahat ng asignatura (Graph Blg. 1), lumalabas na ang Filipino, AP, EPP, MAPEH at EsP ay may mababang bahagdan kumpara sa ENSCIMA. Ito ay isa sa nagging basehan ng pag-aaral ng mananaliksik.
May 25 bata ang umaasa sa pribadong turo ng mga tutor at kalimitang pinagtutuunan ng pansin ay ang ENSCIMA. Ito ang nakitang dahilan ng mabagal na pag-unawa ng mga bata sa nasabing aralin na itinuturo sa wikang Filipino. Nahirati ang mga bata na gumamit ng hiram na wika, sa pagsagot sa mga tanong, kaya kahit ang simpleng paliwanag sa madadaling tanong ay hindi nila maipahayag nang maliwanag.

DISCUSSIONS
Sa kinalabasan, nakita na ang seksyong kinabibilangan ay isa naging dahilan upang mas higit na binigyang pansin nila ang ENSCIMA kaysa sa sariling wika dahil nais nilang laging manguna sa tatlong asignaturang ito. Dahil dito, nagkaroon ng kasunduan ang mga bata, mga magulang at mga gurong kabilang sa isinagawang pag-aaral na sa mga oras lamang ng tatlong asignatura papahintulutan ang mga bata na magsalita ng Inglis. sa mga nalalabing oras sa paaralan, Filipino o Tagalog ang gagamitin nila sa pakikipag-usap kahit kanino. Lalo at higit Filipino tayo na naninirahan sa ating bansa.

KEYWORDS: pagpapaigting, pagpapayaman, kaalaman, kasanayan, pakikipagtalastasan

SUBMISSION ID: R04A-BATANP-0689

Passbook Activity: An Intervention to Increase the Performance Rate of Grade 11 Students in General Mathematics at Gen. E. Aguinaldo National High School - Bailen

Edwin De Taz, Department of Education, Gen. E. Aguinaldo National High School -Bailen

Abstract

INTRODUCTION
Learning mathematics is not that easy, especially most of the students are considering mathematics as difficult (Abdul Gafoor, K.& Kurukkan, Abidha, 2015). It is shown with the 2015 National Achievement Test results in Division of Cavite which was very low at 35.54% mastery and ranked lowest among the five learning areas being tested. Also, the majority of the 11th Graders in Gen. E. Aguinaldo National High School-Bailen who were enrolled in the General Academic Strand (GAS) showed difficulty in learning General Mathematics. In this action research study, the researcher investigated the use of passbook activity, a small group cooperative learning and whether working in small groups changed learners' achievement.

METHODS
The researcher used the identified 50 learners, 25 from 11-Luna and 25 from 11-Rizal who were performing low in the first quarter. To check the significant difference between the achievement scores before and after the implementation of the intervention program, the researcher used a T-test between two means between two dependent samples.

RESULTS
Based on the test results before and after the implementation of the passbook activity, the majority of the learners got higher test results. The learners in the second quarter after the intervention obtained a mean score of 25.33 (SD=7.38), higher than the mean before the implementation of the passbook activity which was 19.08 (SD=4.41). The result showed that there is an increase with mean score of the learners which is 6.25 (32.76%). The computed t-value 7.16 is greater than the tabular value of 1.68 at 49 degrees of freedom. Hence the hypothesis of no significant difference is rejected. So, there is a significant difference in the achievement scores of learners before and after the implementation of the passbook activity program at 0.05 level of significance.

DISCUSSIONS
The results revealed that, in general, learners had improved their performance in General Mathematics. The mean score of the learners gained a particular increase. It means that there was an improvement in the learners' academic performance which proved that Passbook Activity Intervention Program is effective. Also, there was a significant difference between the achievement scores of learners before and after the implementation of the passbook activity intervention program.

KEYWORDS: Cooperative Learning, Small Group Learning, Student Performance, Learners

Passion on Everything: Lived Experiences on Work Immersion of Humanities and Social Sciences Students

Amparo Christine Panganiban

Abstract

INTRODUCTION

To achieve greater congruence between basic education and the nation's development targets, Work Immersion, a required subject for Senior High of K to 12 Basic Education Program, has been incorporated into the curriculum (DO 30 s. 2017). This research was conducted to explore the lived experiences on Work Immersion of pioneer graduates of Senior High: Grade 12 Humanities and Social Sciences Students in Tagaytay City Science National High School, SY 2017-2018.

METHODS

One representative of each work immersion venue was invited to be interviewed for data collection, with a total of ten (10) participants sampled using random purposive sampling method.

RESULTS

Data collected from the interviews confirm the success of the Work Immersion execution, with all of the participants declaring that their experiences have met all the objectives of the subject. To this effect, participants requested longer work immersion hours.

DISCUSSIONS

It is recommended that the Department of Education shall review its guidelines for the improvement of work immersion hours. Borrowing the actual words of a student, Work Immersion helped "to put our hearts on what we are doing and to have passion on everything you're assigned to work on."

KEYWORDS: Work Immersion, Senior High, K to 12, Lived Experiences, Humanities and Social Sciences

Paternal Involvement in Early Childhood Education

Wichelle Pearl Destura, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION
This research was conducted at a local preschool located in Calamba City. It examined paternal involvement through father's participation in nine school activities for the school year 2016 - 2017.

METHODS
The study was qualitative and employed a case study approach. Respondents answered survey-questionnaires. Twelve fathers were randomly selected from each category for a focus group discussion about their fathering perspectives and paternal involvement. From the pool of 62 fathers, 24 were identified as highly-participative, 20 were mid-participative and 18 were least participative. The activities that the fathers prefer or least preferred, and the factors they perceive that influence paternal involvement were identified.

RESULTS
The results suggest that fathers prefer activities that are family-oriented instead of those that require parental participation alone. Other characteristics, even from the mother and child such as age, educational attainment, employment status, sex, and age also influence paternal participation. It was found out that younger fathers who are employed with at least a college degree were more participative. Moreover, these fathers were more likely to be participative when their children are female from age 3 to 4. The majority of the father's reasons for non- involvement were issues about work, conflict in schedule and income while their reasons for involvement were topped by love and support for their child and feeling of responsibility.

DISCUSSIONS
It is recommended for the school to have activities on the weekend, integrate fathers with lessons and curriculum topics, conduct educational seminars and engage the parents in decision-making. Future researchers can address the limitations of the study such as husband and wife relationship and mothers' perspectives in relation to paternal involvement in early childhood education. Furthermore, it is also suggested that the study be conducted with more participants and bigger schools to capture a more in-depth review of Filipino parents' responses in a local early childhood education setting.

KEYWORDS: paternal involvement, early childhood education

Patterns in Trinomial Expansion

Renato Mame, Bolbok Integrated National High School

Abstract

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INTRODUCTION

The main objective of this study is to determine the characteristics of trinomial expansion. Specifically, this study aims to answer the following: The number of terms, numerical coefficient of the nth term, sum of the numerical coefficients, sum of the exponents and the pattern of the trinomial expansion without fixed values, known as variables.

METHODS

The methodology used is basic research, and the patterns were observed before the formula was developed. Some mathematical concepts were used. The first result that was observed was the number of terms of the trinomial expansion. Several terms were developed using arithmetic sequence and combinations. The next step was the patterns of trinomial expansion, the pattern is similar in Pascal's triangle. In finding the specific term it used the repeated permutation. In finding the sum of the coefficient of the trinomial expansion the geometric sequence was used. The sum of the exponent was determined by using quadratic functions and combinations. The pattern in the trinomial expansion is similar to Pascal's triangle with the aid of triangular numbers.

RESULTS

The results were obtained using some mathematical concepts such as: arithmetic sequence, mathematical induction, combinations and ratios.

DISCUSSIONS

The results of this study will facilitate the trinomial expansion with greater ease and speed. It will also help both the teachers and learners in facilitating learning.

KEYWORDS: polynomial, mathematical induction and combinations

SUBMISSION ID: R04A-LIPAC1-0215

Pedagogical (2C-2I-1R) Approaches in Teaching Mathematics: Basis for a Proposed Professional Development Program

Armaine Exconde, Department of Education Lipa, Inosloban-Integrated National High School

Abstract

INTRODUCTION
This study dealt with the effectiveness of the utilization of selected pedagogical approaches in teaching. This would further prove that the teachers are working hand in hand for them to continuously deliver good instruction that would encourage learners to create new and better ideas. This study aimed to determine whether 2C- 2I -1R approaches helped achieved the learning of Mathematics in the Schools Division of Lipa City during the school year 2017-2018. It also tried to develop a proposed professional development program to improve the achievement level of students in Mathematics.

METHODS
The study focused on the assessment of teachers and students on the attainment of learning objectives in mathematics when the 2C-2I-1R approaches are implemented. The research design used in this study was the descriptive quantitative method of research. The populations of the study were the Mathematics teachers and Grade 10 students of the fifteen (15) secondary schools of the Division of Lipa City. The respondents include 104 teachers and 366 students. The sample size was determined using Slovin's Formula with a 5% margin of error. The different statistical treatments used in this study were Weighted Mean and T-Test.

RESULTS
The research revealed that both the teacher and the student respondents believe that the learning objectives are met frequently and to a high extent in learning Mathematics. The study also proved that the teachers' and the students' assessment on the attainment of the learning objectives using pedagogical approaches in learning Mathematics have high significant difference in terms of constructivist approach, with significant difference in terms of inquiry-based approach, integrative approach, and reflective approach and no significant difference in terms of collaborative approach.

DISCUSSIONS
Effective utilization of 2C-2I-1R approaches may be strengthened to direct students toward an effective and collaborative learning environment, the school heads may have provision to monitor and evaluate periodically the teachers' performance of instructional function in relation to the students' achievement in Mathematics, teachers could be provided with a series of training that could be a venue for them to fully understand the 2C- 2I- 1R pedagogical approaches in teaching Mathematics, and the proposed professional development program to further improve the achievement level of students in Mathematics may be considered for implementation.

KEYWORDS: pedagogical approaches, constructivism, collaborative, integrative, inquiry-based, reflective

**Pedagogical Content Knowledge of Mathematics Mentors: Basis for
Professional Development Program**

Theresa Exconde, Schools Division of Lipa City

Abstract

INTRODUCTION
There are many challenges that mathematics teachers face today. Top of these is the amount and depth of mathematics content that teachers ought to know. At the heart of effective content teaching is the teachers' pedagogical content knowledge. This study aimed to evaluate the pedagogical content knowledge of mathematics teachers and its relationship to students' achievement level and to develop a Professional Development Program that may further enhance their content knowledge and pedagogical(PCK) skills in teaching Mathematics.

METHODS
The study entailed mixed method data analysis with phase one being quantitative and the other is qualitative. The quantitative method was used to measure the level of students' performance and the rating for mathematics teachers. Quantitative and qualitative data processing was done to arrive at precise analysis and interpretation of results.

RESULTS
In terms of Learning Competencies, the result revealed that there was no significant difference in the responses of math teachers and administrators. On the other hand, PCK in terms of Content yielded a result that there was no significant difference in the responses of teachers and administrators. In terms of Teaching Approaches, there was a significant difference between the rating of teachers and administrators. Furthermore, there was a significant relationship between the PCK of Mathematics teachers and students achievement level. PCK has a vital contribution to quality teaching which means the higher teacher's pedagogical content knowledge; the higher student achievement level is expected.

DISCUSSIONS
Teachers should identify the least mastered skills of students. They should also provide necessary intervention to address the gap in basic knowledge of students that hinders their understanding of the lesson. In addition, constant practice of basic knowledge through drills to help students master the competencies. School heads and other instructional leaders should provide technical assistance to teachers to improve their teaching performance and teaching practices. Intensive instructional supervision may give school heads the idea of the kind of assistance needed by teachers. Assessment of teachers PCK can be done to identify the need-based priority area and include those needs in the next Professional Development Program for teachers. Professional Development Program for Teachers should be done regularly to achieve the desired level of competency or mastery on the PCK.

KEYWORDS: pedagogical content knowledge, learning competencies, teaching approaches, pedagogical knowledge, content knowledge

Pedagogical Shift in Mathematics Learning through the Development of Enjoyable Supplementary Activities Blueprint in Problem Solving

Juanita Pamplona

Abstract

INTRODUCTION

The pedagogical shift means a change in perspective of a particular concept. In the academe, a paradigm shift means a revision of a particular strategy or practice to enhance the quality of learning. In today's time caused by the change in the curriculum, there is a need to modify the programs provided by the school. In the field of Mathematics, there are two aspects of the learners' development curricular and co-curricular activities. The common co-curricular activities are intended to showcase the knowledge and skills of learners who are proficient in Mathematics. Struggling learners in Mathematics are not given any chance to join contests or competitions in Mathematics.

METHODS

This study uses a descriptive qualitative research design which relies on a variety of understandings and corresponding types of validity in the process of describing, interpreting, and explaining phenomena of interest.

RESULTS

Table 1. The highest rating given by the respondents is problem-solving is a task which I need to accomplish with a percentage of 41.49 and a verbal interpretation of strongly disagree while the least rated component is problem-solving is a challenging activity with a percentage of 7.12 and a verbal interpretation of strongly agree.

Table 2. The highest rating given by the respondents is an interpretation of the computation result with a percentage of 42.72and a verbal interpretation of strongly disagree while these components also yielded the least rated component with a percentage of 3.10 and a verbal interpretation of strongly agree.

Table 3. The highest rating given by the respondents is interpreting the result of the computation with a percentage of 41.49 and a verbal interpretation of strongly agree while the least rated component is determining the formula with a percentage of 10.22 and a verbal interpretation of disagree. The highest rating under this factor is the target to provide extra activities to every learner to enhance skills in Math with a percentage of 38.70 and a verbal interpretation of strongly disagree. The least rated component is are expected to develop competitiveness among learners with a percentage of 12.38 and a verbal interpretation of agree.

DISCUSSIONS

The output of this research is not a worksheet but a blueprint of activities wherein the researchers use a plan or proposed guideline when they develop activities specifically to develop the problem solving skills of pupils.

KEYWORDS: blueprint, problem solving

SUBMISSION ID: R04A-TANAUA-0138

PEER ASSESSMENT: An Intervention Strategy in Enhancing Academic Performance of Selected Grade 6 Pupils of Southville IV Elementary School S.Y. 2018-2019

Cecilie Villarubin, Southville IV Elementary School Division of Santa Rosa City

Abstract

INTRODUCTION
In Southville IV Elementary School, teachers seldom include learners on the assessment process. With that, the researcher was encouraged to study the effectiveness of utilization of peer assessment and to gain deeper insight on how this study can bring assistance to teachers by providing techniques and solutions which can aid them in implementing peer assessment most effectively.

METHODS
This employed the experimental method of research that made use of the teacher-made tests and questionnaires and results underwent quantitative interpretation. The respondents of the study consisted of fifty randomly selected Grade 6 students from Southville IV Elementary School during the school year 2018-2019. The five teachers, who were the secondary respondents of the study, were the ones who randomly selected ten pupils each from their class.

RESULTS
In the first assessment test, the twenty-five pupils in Group A wherein peer assessment strategy was applied obtained 16.32 mean score, 81.8% performance level and 84% of them passed the test. Meanwhile, the other twenty-five pupils in Group B wherein the peer assessment strategy was not applied got 13.92 mean score, 69.6% performance level and 48% of the group passed. In the second assessment test, it was ascertained that Group A gained 17.12 mean score, 85.6% performance level and 96% of them passed the test. On the other hand, Group B got 14.64 mean score, 73.2% performance level and 60% of the group passed.

DISCUSSIONS
It is concluded that the peer assessment strategy enhanced the academic performance of the Grade 6 pupils as shown by the performance of Group A in the first and second assessment test. Pupils found that their attainment increased across a range of subject areas. Regarding the teachers' response, they still encounter some problems during the implementation of peer assessment strategy. Hence, the researcher developed a primer consisting techniques that may help in implementing peer assessment most effectively.

KEYWORDS: Peer Assessment, Academic Performance

Peer Assisted Instruction (PAI): An Innovation

Silahis G. Ramirez, Dumabel Integrated School

Abstract

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INTRODUCTION

Teaching is usually done by lectures and exposition by the teachers to convey, explain and interpret the lesson. However, exposition by the teacher fosters blind acceptance of information presented. Emphasis is centered on the information and not on the learner and how he will use the information. Peer-Assisted Instruction (PAI) can be of great help to ensure understanding of the lesson because the learners are more open to ask questions to their peers.

METHODS

Two heterogeneous sections were used in trying out this innovation, the control group, and the experimental group. The control group was taught using the traditional exposition method while the experimental group was paired. Pairings were determined regarding the average final grades of the students. The top ranking student was paired to the lowest ranked, ranked second with the second to the lowest rank, and so on. During drills and exercises, the paired students assisted each other. Summative and formative tests to both groups but each of the students took it independently to determine the level of mastery in each of the lessons. In the end, a post-test covering all the topics of a chapter was administered as it was done in the pretest. The result was statistically treated using the t-test to determine the effectiveness of the innovation.

RESULTS

Results showed that the index of mastery of the experimental group, who were taught employing the PAI is significantly higher than the index of mastery of the students who were taught without using the strategy. The computed t-value was found out to be higher compared to the tabular value at a 5% level of significance.

DISCUSSIONS

The results of the t-test mean that the use of innovation is effective in increasing students' performance. With their peers, the development of skills, knowledge, and concepts was facilitated because they were not ashamed in asking questions and discussing with one another. It provided them instructional avenues to learn cooperatively as partners to develop self-esteem, confidence, rapport, friendship, and trust.

KEYWORDS: Peer Assisted Instruction, Performance, Self-Esteem

SUBMISSION ID: R002-QUIRIN-0134

Peer Assisted Learning Strategy in Geometry: its Effects on the Achievement and Self-Esteem of Grade 8 Learners

Marjorie Lumbayo, Carmen National High School

Abstract

INTRODUCTION
The study focused on peer-assisted learning as a strategy in the instruction which will lead to improving student's interest in learning geometry. The researcher considered that learners would be able to understand geometry concepts together with peers and develop their communication skills and further boost their self-esteem in mingling with their co-learners; while it would also increase the learners' academic achievement.

METHODS
A quasi-experimental, non-equivalence static group comparison pretest-posttest design and Posttest only was used in the study. Two intact classes from Grade 8 learners were the participants in the study. A panel of experts assessed and evaluated the developed lessons in Geometry, as well as the 30-item achievement test, modified 36-item self-esteem scale and prompts for experiences in Geometry. The results of the evaluation were considered in the revision and improvement of the instruments used. The 30-item mathematics academic achievement test and self-esteem scale in geometry was employed as data gathering tools. The data that were treated with the mean, standard deviation, Analysis of Covariance (ANCOVA) and t-test for independent samples.

RESULTS
Findings reveal that the academic achievement of Grade 8 Learners has a significant difference in the academic achievement between learners taught with PALS and without PALS. The group using the Peer Assisted Learning Strategy performed better than those without PALS. Furthermore, the self - esteem of learners towards geometry is not affected whether taught with PALS or without PALS, both groups have Moderate Self - Esteem in learning geometry. Moreover, learners were generally enjoying while learning when taught with PALS. Learners preferred to be provided with learning activities on PALS as they cooperatively and collaboratively working with peers.

DISCUSSIONS
Peer Assisted Learning Strategy can improve the academic achievement learners and it can help develop proficiency in knowledge and skills in Geometry. Learners' self-esteem is not influenced by how they are taught with PALS. Moreover, Math teachers are expected to utilize PALS to help develop and improve the learner's academic achievement in the geometry of which the institution shall lead through seminar-workshops and pieces of training to also improve professional skills.

KEYWORDS: peer assisted learning strategy, geometry, strategy, achievement, self - esteem

SUBMISSION ID: R010-CAGDOC-0001

Peer Influence on Study Habits of Grade 11 Students

Recel B. Singasing, MNHS
(Adviser: Edelita V. Abegania)

Abstract

INTRODUCTION
The purpose of this study was to find out the influences of peers on study habits of the Grade 11 Senior High School students.

METHODS
The qualitative-exploratory design was used to find information about the different influences of peers on the study habits of students. It was used to explore the underlying reasons, opinions, and motivation and uncover trends in thought and opinions and dig deeper into the topic or problem. Thirty-four Grade 11 Senior High School students of Magsaysay National High School responded to a set of researcher-made open-ended questions through semi-structured interviews. Focus group discussion with ten members was also conducted to further validate answers. All gathered information were thematically analyzed.

RESULTS
The findings of the study showed that peers can influence study habits either in becoming responsible or irresponsible students. The influences of peers concerning study habits of students included the advantages of having peers as follows: inspiration in studying, helpers in doing projects, assignment and good influence to become a good student. In contrast, the disadvantages of being engaged with peer relations involved distractions in studying and other bad influences which included having fun during class hours. Collected pieces of advice in attaining good study habits drawn from the respondents included involvement to peer groups that can help them to become progressive students. Also, cautions and other considerations in choosing friends especially inside the classroom and campus are needed.

DISCUSSIONS
The results demonstrate the need for students to be aware of the positive and negative effects in engaging with peer groups. In honing desirable study habits, students must observe the attitudes or characters of whom he or she is socializing with. Possessing the power to handle his or her doings and thoughts about the things which could not be done inside the school premises is a top consideration.

KEYWORDS: peer influence, study habits

SUBMISSION ID: R002-QUIRIN-0078

Peer Influence on Teacher Performance in Selected Elementary Schoolsof San Juan West District, Batangas Province

Lorelie De Guzman, Teacher

Abstract

INTRODUCTION

Students should be the center of all the efforts of the school. Without them, there is no real education. In the school environment, the teachers are also considered social individuals. They are socializing with other students and having peers is one of their ways of socialization. A peer group is a circle of people probably of the same age, sex, beliefs, and aspirations in life. The members of a peer group may influence each other, it may be on the way they think and behave in the environment.

METHODS

The Descriptive method was used in the study to determine the peer influence on teacher performance in selected public elementary schools of San Juan West District Batangas Province. For this purpose, the researcher used the descriptive method of research. The descriptive method was utilized in this study since it involved collecting and interpreting data to gather information needed to serve its purpose.

RESULTS

The majority of the respondents are female and are 30 -39 years old with 10-14 years of service. There is no significant relationship between the respondent's profile and the responses in the level of the influence of peers in their teaching performance. Teachers should choose the right kind of peers in the school environment to be able to have a positive influence on their academic performance. They should resist the negative activities that their peers are doing.

DISCUSSIONS

After the data were tabulated, statistically treated, analyzed and interpreted this study revealed the following findings. This study revealed the profile of teachers from selected public elementary schools of San Juan West District, Batangas Province in terms of age, sex and length of service. Most of the respondents are 30-39 years old. It obtained a frequency of 64 which is 53.33% of the total population of the respondents. Next to it are those of age ranging from 40 to 49 which obtained 38 and is 31.67% of the total population of the respondents. Lastly,18 respondents or 15% are with age ranging from 20 to 29. None of the respondents falls at age 50 and above.

Most of the respondents are female. It obtained a frequency of 75 and is 62.50% of the total population of the respondents. Most of the respondents are in the service for almost 10-14 years, they are 43 which comprises the 35.83% of the total population of the respondents. Next to it are those with five to nine years of service, they are 31 which comprises the 25.33 of the total population of the respondents.

KEYWORDS: influence, environment and peers

SUBMISSION ID: R04A-BATANP-1712

Peer Instruction in Mathematics on Pupil's Outcomes: Inputs for Development of a Computer-Based Class-Wide Peer Tutoring

Floriefe M. Piamonte, Kristel Ann C. Balazon, & Ma. Ana Garnet B. Litan,
Sto. Tomas South District

Abstract

INTRODUCTION
Peer tutoring is an instructional strategy that consists of pairing students together to learn or practice an academic task. This study focuses on the pairs of students that can be of the same or differing ability and/or age range.

METHODS
This study used a descriptive type of research. The set of questionnaires was used as the main instrument in gathering data. The study employed the frequency and percentage, weighted mean, and z-test formula. The respondents of the study included 10 teachers and 150 grade 5 pupils at San Pedro Elementary School. The respondents were chosen as they had been exposed to peer tutoring.

RESULTS
As a result of this study, the hypothesis was rejected and concluded that there was a significant difference in the academic performance of the pupils before and after the use of peer tutoring since the computed t-value of 3.12 was greater than the tabular t-value of 1.645.

DISCUSSIONS
Peer tutoring is one of the well-studied strategies in Mathematics Instruction. The successful introduction of peer tutoring in class requires detailed planning, careful monitoring and continuous provision of support to the young tutors. Design activities that will allow peer tutors to support their tutees. It is very crucial not to leave the young peer tutors completely on their own to deal with their teammates. Try to involve pupils in open activities utilizing the school resources such as books and tools, laboratory equipment and ICT infrastructure. The teacher needs to read the lectures on computers in each group. As much as possible in front of the class, the teacher needs to have her computer that is networked connected to all the computer in the class.

KEYWORDS: Peer Tutoring and Descriptive

**Peer Learning Strategy and Students' Performance in Grade 7 Science:
Direction toward Cognitive Perspective of Science Education**

Waren Mendoza, Dagatan National High School, Department of Education
Quezon

Abstract

INTRODUCTION
The teaching-learning process is the heart of education. It is the most powerful instrument that brings about desired changes in the students. This is the reason why most educators develop and innovate tools and strategies for effective teaching so that students' would be able to uplift their performance even though they are diverse. With this, the study about the utilization of "Peer Learning Strategy" in teaching Science 7 was implemented to improve students' performance.

METHODS
The descriptive-comparative research design was utilized using pre-test and posttest as instruments in gathering the relevant data. Four heterogeneous groups of Grade 7 students were used, two sections were assigned as the experimental group who were exposed to peer learning strategy and two sections served as the control group who were subjected to conventional learning strategy. Student- facilitators in the experimental group were selected in accordance with their class standing in the previous grading period and their capabilities to teach the lessons that were assigned to them.

RESULTS
The pre-test scores of the two groups of respondents had almost the same level of prior knowledge and proficiency skill in science and technology at the start of the study. The posttest scores of the experimental group revealed that there was a higher score for the experimental group as compared to the control group. Also, since the posttest scores were higher than pre-test scores, high mean gain scores were also observed and noted. With this, it can be said that the students who were exposed to peer learning strategy performed better than those who were subjected to traditional learning strategies in their grade 7 science. The test of difference revealed as well that there is no significant difference in the pretest and posttest scores obtained by the students suggesting not to sustained the null hypothesis used in the study.

DISCUSSIONS
The study revealed that peer learning strategy can enhance students' performance in Science 7. This is because learning using this strategy became more participative and collaborative. It is being said that learning with interaction will make students more likely to become interested in learning and therefore increase students' participation and performance. With the projected result, the study may be one of the ways to make teaching and learning process more interesting and dynamic thus producing a more advantageous learning outcome.

KEYWORDS: Peer Learning, Conventional Learning, Students' Performance, Cognitive Perspective, Science Education

SUBMISSION ID: R04A-QUEZON-0023

Peer Learning Strategy in Teaching Percentage among Grade Five Pupils in Marilag Elementary School

Michelle Lasin, SDO Batangas Marilag Elementary School

Abstract

INTRODUCTION

A very effective means of spreading the knowledge of Mathematics among children is through peer-learning strategy. Once a child has learned a concept from the teacher, the latter should ask the learners to explain the same to fellow students. Moreover, in the process, all the children will be able to express their doubts on the topic and clarify them through discussions in a group. Students are exposed to diverse perspectives and increase their understanding of mathematical concepts. It helps in preparing students for the "teamwork" nature of real social and employment situations.

METHODS

The descriptive method of research through the lesson plan was used in the study. There were 48 Grade 5 students who became the respondents of the study. The statistical tools applied were frequency, percentage, and ranking. No sampling method was conducted since the sample size of the respondents was small.

RESULTS

Based on the findings, peer learning strategy in teaching percentage creates an opportunity for lower functioning students to assume an integral role in a valued activity. The lesson in Mathematics in which peer learning strategy applied was about percentage. The majority of the pupils have high performance in the lesson about the percentage. The proposed materials to supplement the use of peer learning strategy in teaching percentage were charts, graphs, and video clips. Teaching percentage in Grade V students using peer learning strategy has been proven to be a successful venture when it comes to improving students' academic and social cognitive skills.

DISCUSSIONS

The results demonstrate the need for students to engage in peer learning. It enables them to skills in how to teach and give critical feedback. The students learn how to engage in learning that is not strictly teacher-led and can engage more in the dialogue and topic questions to help with clarification. Peer learning can help to promote children's natural abilities in context with their learning. If kids are good at a particular subject, and enthusiastic about it, be able to teach others about that subject. Rather than an extreme focus on individual success, the emphasis becomes on how the child interacts with and relates to others. These social abilities are arguably just as important as academic abilities in the critical learning stages of life.

KEYWORDS: base, non-routine problem, peer-to-peer learning strategy, percentage, rate, routine problems

SUBMISSION ID: R04A-BATANP-0735

Peer Program for Pupils (3Ps) : An Intervention to Address the Needs of SPED Receiving Teachers

Aprilyn Tombado

Abstract

INTRODUCTION
Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents, and community. It becomes possible when Learners with Special Educational Needs (LSENs) are admitted inside regular classrooms. This strategy is used to increase the participation rate of learners as stated in Department of Education Order No. 72 s. 2009. However, according to the regular teachers or Special Education (SPED) Receiving Teachers, this inclusion faces many challenges such as lack of proper training, lack of materials and support from parents and stakeholders. In this study, the Peer Program for Pupils (3Ps) was used to address the needs of SPED Receiving Teachers. This involved a series of training, workshops, and conferences for the SPED Receiving Teachers.

METHODS
This study utilized the qualitative and quantitative methods of research. In determining the challenges encountered by the SPED Receiving Teachers qualitative method was used while the quantitative method was used in determining how can 3Ps intervention address the needs of SPED Receiving Teachers.

RESULTS
The initial findings in this study revealed that SPED Receiving Teachers found many problems in handling LSENs such as lack of proper training regarding accommodation, curriculum modification, delivery of instructions and behavior management. When 3P's have been implemented by giving the teachers the necessary training and suggested different strategies in accommodating and managing LSENs in the regular classroom, the point of view of the teachers turned out positively. The problems and issues they raised before the 3P's intervention were answered during the SLAC session.

DISCUSSIONS
The researcher recommends having proper endorsement from the SPED Teachers to the SPED Receiving Teachers upon admission of the LSENs in the regular class. The receiving teachers must have prior knowledge about the child under inclusion. The school administrator must ensure that the policies and guidelines are strictly followed and implemented in school. He/She should monitor the services rendered by SPED Receiving Teachers and SPED teachers, other school personnel and parents and commend their support and dedication. The school must establish linkages with stakeholders like government and non-government agencies for additional resources and support for the implementation of the program. Moreover, continuous studies may be conducted to further improve this program.

KEYWORDS: Inclusive Education, inclusion, Special Education, regular teachers, receiving teachers

Peer Reading: A Reading Intervention to Improve the Reading Comprehension in English of Grade III Pupils in Aguado Elementary School Annex S.Y. 2018-2019

Lorna Peniosan & Mariela S. Pascual

Abstract

INTRODUCTION

Reading is one of the primary skills needed to be able to learn. It is a skill that promotes life-long learning and individual advancement for reading to be successful. For a Reading to be successful, a teacher must have overall responsibility for coordinating the program, and this will need some time allocation. This can be a Learning Support/ Resource Teacher or can be another member of the school who can give some time and energy to the project. For this reason, the researchers intend to measure the reading comprehension skill level of the grade III pupils of Aguado Elementary School Annex and to provide Peer-Reading intervention program to improve their reading comprehension in English. The researchers also want to assist the Grade III pupils in preparation for the next grade level.

METHODS

Reading assessment was conducted to measure the reading comprehension of 161 Grade Three pupils. The initial assessment shows that out of 161 pupils, 86 pupils were rated as fast reader in sentences with comprehension level while the rest fall in the moderate and slow reader categories. The Reading Partner or Peer Reading strategy was applied as an intervention to increase the number of fast readers among the Grade Three pupils

RESULTS

After 2 months the researchers found out that Peer-Reading is effective because from 86 pupils during the pre-test increased to 126 and 14 pupils fell under moderate to comprehend and 15 pupils fell under slow to comprehend and 6 pupils were not able to comprehend.

DISCUSSIONS

Peer reading is an effective form of literacy intervention for students in many educational settings. It is not only easily established, but is cost effective. For many participants, not only are there impressive gains in literacy skills, there are also other gains, such as improved self-esteem, attendance and social skills. Dearden (1998) argues that if peer learning is of such value to both parties involved, then there needs to be a way of ensuring it happens. It is hoped that this Rough Guide will encourage teachers to accept the challenge and implement such a program in their own advisory class.

KEYWORDS: Peer Reading, Reading comprehension, Reading assessment, Reading Intervention, Literacy, Fast Reader, Moderate Reader, Slow Reader, Intervention program, Effective Reading

SUBMISSION ID: R04A-CAVITP-0751

Peer Reading: A Reading Intervention to Improve the Reading Comprehension in English of Grade III Pupils in Aguado Elementary School Annex S.Y. 2018-2019

Lorna W. Peniosan & Mariela S. Pascual, Department of Education Cavite Province Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION
Reading is one of the primary skills needed to be able to learn. It is a skill that promotes life-long learning and individual advancement for reading to be successful. For a Reading to be successful, a teacher must have overall responsibility for coordinating the program, and this will need some time allocation. This can be a Learning Support/ Resource Teacher or can be another member of the school who can give some time and energy to the project. For this reason, the researchers intend to measure the reading comprehension skill level of the grade III pupils of Aguado Elementary School Annex and to provide Peer-Reading intervention program to improve their reading comprehension in English. The researchers also want to assist the Grade III pupils in preparation for the next grade level.

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KEYWORDS: Peer Reading, Reading comprehension, Reading assessment, Reading Intervention, Literacy, Fast Reader, Moderate Reader, Slow Reader, Intervention program, Effective Reading

SUBMISSION ID: R04A-CAVITP-1569

Peer Teaching through Learning Partners to Improve the Ability in Solving Mathematical Word Problems of Grade 7 Aristotle Students of Agsam Integrated School

ofelia Guinitaran, Department of Education

Abstract

INTRODUCTION
When it comes to solving math word problems, most of the students struggle with this. It seemed that students were not interested. Mathematics teachers tried using different techniques and strategies to enhance their ability to solve word problems, however, as for students, it appeared that if they understand how to do something, they weren't willing to share the wealth. And for many, getting any type of answer was a success. Because of these, the researcher thought to use an intervention strategy to enhance their ability in solving word problems.

METHODS
An observation method was used in this study. Grade 7-Aristotle students were given a pretest and they were then randomly divided into controlled and uncontrolled groups. The controlled group was subdivided into pairs composing a student-tutor and student-tutee. During the research period, both groups were given the same mathematical word problem solving and their scores of all daily work were collected. After the study, they were then given a post-test. Two generate whether the said strategy is effective or not, two sources of data were collected: the average of the pre-test and post-test. Quantitative analysis was used in the collection of data.

RESULTS
The two groups of the study gave different responses based on the pre and post-test. It was found out that there was a significant difference between the average scores in the pre-test and the post-test, and thus, there is an improvement in the students' ability to solve mathematical word problems. They were able to test each other whether they understand the problem or not. Pairs are obliged to search for information that answers their queries about a certain problem. Students were able to discuss, interview, critique or question each other concerning an assigned task. Students feel more comfortable and open when interacting with their peers. They reinforce learning by instructing others and share similar discourse that allows them for greater understanding.

DISCUSSIONS
This study is highly recommended to be used by mathematics teachers to help improve the students' ability to solve mathematical word problem-solving. Not only in solving mathematical problems, but peer teaching through learning partners is also applicable to other subjects since this study develops more supportive relationships among students, communication skills and self-esteem, and higher achievement and greater productivity in terms of enhanced learning outcomes.

Peer Tutoring Approach in Teaching Addition with Regrouping: A Case Study of Five Grade III Pupils of Talisay Elementary School

Janet Diaz, Talisay Elementary School

Abstract

INTRODUCTION
Peer tutoring is a learning strategy that helps improve academic engagement and participation among students in the learning process. Teachers have witnessed some effects of this strategy in the academic performance of pupils, most specifically, in Mathematics. This endeavor results in the conduct of this study to be able to understand and evaluate the use of peer tutoring approach in teaching addition to regrouping among pupils. Also, this can help improve the performance of the pupils.

METHODS
The research design used in this study is qualitative. Purposive sampling was utilized to represent the sampling of the study. Five (5) Grade III pupils of Talisay Elementary School were the participants of this research study. The researcher administered two sets of similar 20-item tests about the addition of numbers with regrouping to Grade III pupils. The researcher also utilized a semi-structured interview and observation to gather data among the participants.

RESULTS
The data revealed that there is a higher achievement of participants in adding numbers with regrouping when peer tutoring was utilized. Findings also showed that peer tutoring is a helpful strategy that allows pupils to work collaboratively in pairs in solving Mathematical activities; thus, developing mastery and skills in adding numbers with regrouping. The participants also agreed that peer tutoring is enjoyable and interesting, promotes cooperation and strengthens a sense of responsibility.

DISCUSSIONS
The results showed that the use of peer tutoring has some effects on pupils' performance. Findings showed that peer tutoring is an effective teaching strategy in teaching addition to regrouping as it improves pupils' academic achievement, increases participation, and improves the relationship with peers. Moreover, the research is instrumental for teachers, especially those who are teaching Mathematics, to unleash the potential of their learners by using peer tutoring in teaching.

KEYWORDS: peer tutoring, case study, teaching, approach

Peer Tutoring in Teaching Grade 10 Mathematics

Jessalyn Navia, Department of Education Tabaco City

Abstract

INTRODUCTION

Mathematics is a core subject in the curriculum. Although most students find it difficult, they need to learn it. Peer tutoring is a strategy done in the form of cooperative learning and its integration in the teaching-learning process is found to be effective in increasing the students' academic performance. This study aimed to determine the effect of using peer tutoring in the performance in Mathematics specifically in Geometry along the three levels of assessment namely knowing, applying and reasoning of the Grade 10 learners of San Miguel National High School, Tabaco City Division, Region V (Bicol) for the School Year 2015-2016.

METHODS

An experimental method of research applying random sampling was used. Of the four sections in Grade 10, 60 students were randomly selected as subjects, 30 for the experimental group and 30 for the control group. Fifteen peer tutors were selected based on their skills, attitudes, and performance during the first quarter. The peer tutoring session was done every Friday during the time allotted for Independent Cooperative Learning (ICL) from August to November 2015. A 50- item pre-test and post-test covering the topics for the second quarter was utilized and Z -Test was used to determine the performance level of the two groups before and after peer tutoring was done.

RESULTS

The results of the pre-test revealed that the performance level of the experimental and control group fell either on average mastery or low mastery. The overall z computed value is 1.374, which means that there is no significant difference in the performance level of the two groups. Whereas, the results of the post-test reflected that there is an increase in the performance level of the experimental and control group which fell either on moving towards mastery or average mastery. The overall z computed value is 10.581, which shows a significant difference in the performance level in the post-test of the two groups.

DISCUSSIONS

The performance level of the students in Mathematics along with knowing, applying and reasoning can be improved through varied interventions used by teachers. Thus, peer tutoring is recommended to be used in the teaching-learning process for a more interesting and to improved performance of the students. This study can also be conducted in other learning areas and grade levels. It is also helpful in doing research studies regarding different strategies to facilitate the teaching learning process.

SUBMISSION ID: R005-TABACO-0035

Peer Tutoring: An Intervention to Overcome Reading Difficulties among Grade Six Pupils

Amparo Beato, Department of Education

Abstract

INTRODUCTION

This action research was funded by the Department of Education through the Basic Education Research Fund. Pupils' performance in English is continually deteriorating specifically in reading. Results of the Phil-IRI test show that 29 out of 92 pupils fell under the frustration level. San Ramon Elementary School is very much concern about improving the reading performance of the pupils particularly in Grade six. This is why the researcher adopted the Peer Tutoring intervention to address the reading difficulties of the 29 grade six pupils. This action research sought to know the effects of the Peer Tutoring Program on the reading performance of pupils during the pre and post-test.

METHODS

This study utilized the descriptive survey research using the PHIL-IRI passages as the instrument. The intervention provided activities that developed the reading abilities of pupils who fell under frustration level.

RESULTS

The researcher found out that during the pre-assessment the respondents committed 1146 reading errors Out of these errors 131 or 11.43 percent was "Omission"; 564 or 49.22 under "Mispronunciation"; 112 or 9.77 under "Substitution"; 108 or 9.42 percent under "Insertion"; and 231 or 20.16 percent under "Repetition". Meanwhile, during the post-assessment, the respondents committed 169 reading errors. Thirty- four (34) or 20.12 percent under "Omission"; fifty (50) or 29.59 percent under "Mispronunciation"; two (2) or 1.18 percent under "Substitution"; eleven (11) or 6.51 percent under "Insertion"; and seventy-two (72) or 42.60 percent under "Repetition". This means that the post-assessment result was higher than the pre-assessment result. This implies that the use of Peer Tutoring was effective in overcoming the reading difficulties of the grade six pupils in San Ramon Elementary School.

DISCUSSIONS

The researcher concluded that the best strategy used to help overcome the reading difficulties of grade six pupils was the attitude of the teacher, the peer tutors their patience, persistence, dedication, and sincerity in using the strategies and appropriate practices she had planned to employ in the peer tutoring activity. The very simple attendance check and award system for both tutors and tutees religiously done helped a lot in sending the message to pupils that their presence is important and that their teacher-researcher cared for them. In view of the findings and conclusions of the study the following recommendations are given: Peer tutoring program should be sustained in San Ramon Elementary School; Varied activities be given during peer tutoring activities to provide adequate chance for every pupil to improve their reading level and; Peer tutoring program should be extended to those pupils who need it.

KEYWORDS: Peer Tutoring: An Intervention to Overcome Reading Difficulties

SUBMISSION ID: R005-TABACO-0015

Peers Assessments Along Professional Efficacy: Bases to Enhance Teaching-Learning Processes

Ma. Michelle Pineda

Abstract

INTRODUCTION
The study focused on teachers' peer assessments on two measures: adequacy of instructional strategies and guidance concerns. The researcher explored and assessed the peer assessments of teachers and correlated them with profile variables.

METHODS
The descriptive method was employed with a checklist to gather data. Interviews and observations were utilized to confirm and validate the findings. Statistical treatment of data was confined to the frequency count, percentage distribution, analysis of variance employing Duncan's Multiple Range Test, and the Pearson r.

RESULTS
Based on the findings of the study, the following were drawn. The majority of the teachers assess their peers as having adequate and effective strategies. The majority of the teachers assess their peers' guidance concerns as extensive to very extensive. Teachers across age, gender, civil status, educational attainment, number of children, and number of years teaching do not differ in their peer assessments along with adequacy and extensiveness of strategies employed by their fellow teachers. No significant relationship exists between teachers' peer assessments along with adequacy and extensiveness of strategies employed by their fellow teachers and their colleague.

DISCUSSIONS
This study focused on peer assessments along with professional efficacy, bases to enhance teaching-learning processes. The finding led the researchers to lift the role and status of the teacher from passive to active teacher and assessor and involve teachers in critical reflection.

KEYWORDS: peer assessment, adequacy, assess, efficacy, guidance and extensiveness of strategies

**People`S Perception on the Sensory Properties and General
Acceptability of Ashitaba Icecream**

Sheena Claire Dela Pena, Dr. Alfredo Pio De Roda Elementary School

Abstract

INTRODUCTION
Eating ice cream has already been part of our lives since childhood because of its delicious taste. But because some people cannot afford to buy ice cream, they fail to enjoy eating it. Some children are lucky to taste ice cream but they are not aware of the ingredients that can harm their health. Since many ice creams are not healthy at all because of their chemical ingredients, the study is formulated to improve modern ice cream by putting nutritious ingredients that are healthy for the body. The study was conducted to determine people's perception of the sensory properties and general acceptability of Ashitaba ice cream. This was conducted in Barangay Calumpang Cerca located in Indang, Cavite where there are many Ashitaba plant. It was designed to determine the best proportion of ashitaba extract to use in the preparation of ashitaba ice cream. The study was also conducted to determine the general acceptability of Ashitaba-flavored ice cream in terms of taste, aroma, and texture using three proportion of ashitaba extract.

METHODS
An experimental method of research was utilized. The following treatments were used in the study: Treatment 1- 3 ml ashitaba extract, Treatment 2- 6 ml ashitaba extract and Treatment 3- 9 ml ashitaba extract. The parameters evaluated are taste, aroma, texture and general acceptability. Score sheets using a four-point scale were given to the respondents to determine the level of acceptability. Computation of the mean score was the statistical treatment employed to determine the general rating on sensory properties and the general acceptability of the product.

RESULTS
There was no difference in the level of acceptability among the four groups of respondents. However, Treatment 1, using 3 ml of ashitaba extract was found acceptable in terms of taste, aroma, and texture.

DISCUSSIONS
The use of ashitaba extract was acceptable in the production of ice cream. There is a good possibility of eating ashitaba ice cream because it was accepted by a wide group of respondents. Further research is encouraged to test the effectivity of ashitaba ice cream using other variables and to enhance the commercial value of the product.

KEYWORDS: ashitaba ice cream

**Perceive Effect of using Technology in learning among Grade 10
students of San Pablo City National High School SY: 2018-2019**

Alliah Jean Rosete, Jhowee Aira Perado, & Joseph Dave Garduce,San Pablo
City National High School

(Adviser: Luningning Adarna)

Abstract

INTRODUCTION
Learning has an engagement with technology, in which tools such as computers and mobile phones function as agents for the new learning environment. Today's students have tremendous opportunities to learn and to connect which has worried parents and educational authorities about their academic performance. This study was conceptualized to find out the perceived effect of using technology in learning that was solidly supported by theory and evidence.

METHODS
The survey method was used to solicit data and information. A descriptive method was used. The researchers focused on the effect of using technology specifically messenger or group chat in learning with the selected Grade 10 students. Random sampling was also used to choose ninety (90) respondents to a set of multiple questionnaires. A data was collected and it was analyzed through quantitative design in the use of technology and the internet.

RESULTS
The findings imply that the students who participated in the research study agreed that the use of technology is effective in learning. The variables such as gender, home-related factors, and the teacher's competence are not significantly related to the perceived effects of technology. Contrarily, the students' level of performance is significantly related. Based on the correlation analysis, there is a significant effect in using technology in learning among Grade 10 students in San Pablo City National High School.

DISCUSSIONS
The result reveals the teachers are encouraged to establish contacts with students by integration technology in his/her learning style in a way that they can easily share their ideas and learn specific skills. However, some students can't afford to have internet access at home. It can indicate that the null hypothesis is partially accepted.

KEYWORDS: perceive, effectiveness, technology

SUBMISSION ID: R04A-SANPAB-0054

Perceived Academic Stress of Senior High School Students in Ciudad Nuevo de Naic National High School: A Basis for Stress Management Action Plan

Julie Reyes & Lorna Moncada, Naic NHS

Abstract

INTRODUCTION
As part of the K to 12 Curriculum, Senior High School students are required to undergo academic and technical subjects to be equipped with the necessary knowledge and skills related to their post-secondary goal. In anticipation, as perceived in the classroom setting, may immense adjustment and result to academic stress with the greatest sources resulting from taking and studying for exams, peer/teacher factor, a large amount of content to master in semesterly period and the like. The objective of this study is to find out the profile and number of students who are experiencing academic stress and provide solutions to help them combat those stressors. This study was conducted among the first batch of SHS students as they are perceived to go through various kinds of academic stress due to big and new transition from junior high school to senior high school.

METHODS
The descriptive research used a survey questionnaire adopted from The Students-Life Stress Inventory (SSI) by Gadzella (1991) to gather demographic information and elicited views on perceived academic stress to the participants comprising of all Grade 11 GAS students.

RESULTS
The result shows the SHS students perceived stress level, that, out of a total of 56 respondents, 20 (36%) were males of which 1 (2%) had a low stress level, 15 (26%) had moderate stress level and 4 (7%) had high stress level. Out of a total of 36 (64%) were females out of which 3 (6%) had low stress level, 25 (45%) had moderate stress level and 8 (14%) had high stress level. With regards to students' age, those with ages ranging from 16-18, 4 (7%) had low stress level, 33 (58%) had moderate stress level and 11 (20%) had high stress level. The respondents with 19 and above years, 0 (0%) had low stress level, 7 (13%) had moderate stress level and 1 (2%) had a high stress level.

DISCUSSIONS
The research concluded that none of the students were marked as highly stressed, however, the majority of them marked as moderately stress. Therefore, the study revealed that since there is a tendency that academic stress may increase later in their SHS academic year due to more complex requirements like work immersion, research papers, and academic subjects, stress should be address in such ways that students could minimize it in order to focus more on their studies and help them manage stress to avoid negative effects on their academic performance and social behavior and adapt in the changing setting of life as a student and prepare them in their post-secondary goal.

KEYWORDS: academic stress, Senior High School

**Perceived Classroom Assessment Skills of Teachers: its Implication on
Professional Development on Classroom Assessment**

Lily Rose Rafaila, South Cotabato Researchers

Abstract

INTRODUCTION

Classroom assessment provides teachers with information which is very crucial in classroom instruction and in determining learners' progress in every competency that they need to master. This study aimed at investigating teachers' perceived classroom assessment skills. Several trainings have been conducted in Department of Education but most of the trainings were focused on curriculum implementation, teaching strategies, content, and pedagogies. Less emphasis was given on the assessment specifically the one that focuses on types of assessment alone. Moreover, with the new IPCRF that is aligned with the PPST-RPMS, classroom assessment and reporting are one of the key results areas, thus teachers need to retool themselves with the skills on assessment.

METHODS

A survey design was adapted to gather descriptive and comparative data to describe the characteristics of several groups of teachers. The study mainly depended on descriptive inquiry to elicit data related to teachers' classroom assessment practice. Participants of the study were 77 elementary and secondary public school teachers of Norala. A 20-item Perceived Classroom Assessment Skills Questionnaire adapted from the study of Alkharusi (2011) was used in the study.

RESULTS

Female teachers scored a higher average level of practice on all forms of assessment compared to male teachers. There is a significant difference between male and female and when grouped according to the subject taught on level of practice for any forms of classroom assessment. TVE has the lower obtained average level of practice while elementary teachers scored a higher average level of practice compared to a secondary teacher in all forms of assessments. Teachers with 10 years or more in the service have a higher average level of practice of classroom assessment compared to those who are 3 years and below. Furthermore, those who have attended In-Service training on classroom assessment scored significantly higher than those who have not attended.

DISCUSSIONS

The results suggest that male teachers need attention to continuous professional development in classroom assessment. This can be done even during SLAC or LPP. TVE Teachers need rigid training on classroom assessment than other subject teachers. In general, in-service training is needed by the teachers on classroom assessment. The priority of the training includes Assessment of learning and Assessment for Learning.

KEYWORDS: CLASSROOM ASSESSMENT SKILLS, PROFESSIONAL DEVELOPMENT

SUBMISSION ID: R012-SOUCOT-0018

Perceived Effects of Cheating in the Behavior and Performance of Grade Five Pupils in Padre Garcia Central School

Melanie Cosuco, Department of Education Padre Garcia

Abstract

INTRODUCTION
The purpose of this research is to test the integrity of Padre Garcia Central School (PGCS) Grade Five pupils. This research also aims to present and interpret the perception of these pupils on cheating. It is important to know the perception of the pupils on cheating because most of the pupils cheat. This serves as an evaluation of their deed. The first thing to recognize about cheating is that the majority of the pupils believe that teaching is bad, yet there are still many who practice it.

METHODS
This descriptive study uses a survey method to obtain the needed data and to determine the perception of Grade Five pupils with regards to the cheating problem. This is to get the general perception of the mentioned group. Grade Five pupils were asked to fill in a survey questionnaire to determine the factors and reason behind cheating. Also, an interview was done to pupils to know how they define cheating in their own words and how they perceive the activity as a beneficial of misery to them as pupils. 194 students were given survey questionnaires and were ask different types of questions.

RESULTS
The researcher found out that all Grade Five pupils of PGCS engaged in cheating depending on the manner and frequency of the action. Though respondents find cheating as teamwork, stress-free and no sweat way of attaining higher grades majority of them said it can destroy one's self and it is against the law.

DISCUSSIONS
From the total number of respondents, only a few were caught cheating although everybody admitted that in some ways they were involved in cheating too. According to the data gathered by the researcher, most of the respondents' reasons for cheating are they want to pass, get good grades, and uncertainty of answers. With the given results of the study, proper action can be taken to minimize cheating in any form and establish values to the pupils.

KEYWORDS: cheating, kodigo, perception

Perceived Effects of Integrating Information and Technology in Science Teaching as Correlates to the Performance of Grade 10 Students in Kaylaway National High School, Nasugbu, Batangas

Mary Jane Caubalejo

Abstract

INTRODUCTION

The perceived effects of integrating Information and Communication Technology in teaching Science played a big role in changing the education environment in so many schools that have implemented it. However, not every school or classroom has had the opportunity of using technology in their classrooms or education system. Some of the benefits of using technology in education include; easy access to academic information, ability to learn easily which results from the use of visual learning in classrooms which is facilitated by technological tools.

METHODS

The method used in the study was a descriptive-quantitative method of research. The major aim of utilizing this method was to describe the competence of teachers in the integration of information and technology in teaching Science. The study identified the integration of information and technology in Science teaching as correlates to the performance of students. The descriptive information was obtained through the use of devices or descriptive survey instruments in conducting measurements from selected participants.

RESULTS

The following findings were derived from the said research: the level performance of the respondents based on the periodic test score was nearing mastery. Most of the time the teacher often used cooperative learning method in teaching Science as perceived by the students. The students agreed that there is an effect of integrating Information and Communication Technology in the Science performance of the students both in Science instruction and learning of students. There is a significant relationship between the responses of the respondents regarding the perceived effects of integrating Information and Technology in the Science teaching and performance of the students. There is a significant relationship between Science instruction and the learning of students. Information and Communication Technology Model was designed by the researcher to utilize the use of Information and Communication Technology in teaching Science.

DISCUSSIONS

The results demonstrate the need to integrate Information and Communication Technology in teaching Science lessons to improve the students' performance in Science. Teachers should utilize different strategies particularly the experimentation in teaching Science to enhance the scientific ability of the students. The implementation of the Information and Communication Technology Model is highly recommended.

KEYWORDS: students' performance, information and communication technology, enhancement

Perceived Effects of Single Parenting in the School Performance of Grade Six Pupils in Lian Central School: Basis for a Proposed Action Plan

Anlyn Pega, Department of Education, Lian Central School

Abstract

INTRODUCTION

There are various types of disruptions that influence pupils' performance in school thus; development of different intervention plans becomes imperative. The majority of these plans focus on enhancing the learning deficits of common learners. This study focused on identifying the barriers to the school performance of pupils from single-parent homes and how to take necessary actions to break these barriers for effective learning to happen. It dealt with the necessity for teachers to partake a certain role to remediate pupils from single-parent homes experiencing academic difficulties.

METHODS

This study made use of the descriptive method to determine the perception of the selected thirty-five (35) grade six pupils living with a solo parent on the effects of single parenting with regards to their school performance, participation in school activities as well as their socialization and school discipline. Frequency and percentage were utilized for the profile of the respondents while weighted mean and ranking were used to determine the perceived effects of single parenting in the school performance of the selected respondents.

RESULTS

Most of the respondents moderately agreed on the impact of single parenting as to achievement, participation in school activities and school discipline. As to achievement, some children were moderately affected by their family status which led them to poor school performance. In terms of participation in school activities, pupils still managed to join school activities. The result signified that these pupils were still supported by their parents financially and morally. As per school discipline, it revealed that pupils need attention and affection which first come from a home to detach themselves from delinquent acts.

DISCUSSIONS

The results demonstrate that teachers need an effective action plan for pupils from single-parent homes to bridge the gap in their school performance. Although the study showed minimal impacts of single parenting among pupils, schools must continue its program for children from single-parent homes or may adopt programs that will help these children overcome their problems and improve their school performance.

KEYWORDS: Keywords: perceived, performance, single parenting

Perceived Effects of Social Media on the Behaviour of Grade 8 Students

Dixson B. Gumapac, Ivy Bragais, & Mary-Ann B. Cabotaje, Looc Integrated
School

Abstract

INTRODUCTION

Social media nowadays have a great impact on the students' behavior as they use them as a means of communication in gathering data and information. This study aims to examine the influence of social media, especially Facebook, on students' behavior. Whether there is a positive relationship between attitudes of the learners, social participation and social media related behaviors will also be examined concerning Facebook usage.

METHODS

A validated set of questionnaires with two categories was prepared by the authors to evaluate the behavior and its effect on the academic performance of Grade 8 students of Looc Integrated School. To achieve this, the descriptive survey research design was adopted. The simple random sampling technique was used to select 180 students. A four-point Likert Type Rating Scale Questionnaire was used to collect data from the respondents where reliability and validity were calculated for the whole scale.

RESULTS

The majority of the respondents have smartphones. Out of 180 respondents, 142 (79%) students have a Facebook account and active users. The most used Operating System was Android (47%), followed by iOS (38%) and windows (8%). The rest answered none stating that they have no smartphones. The authors argued often used of Facebook might due to respondents' lifestyle. It has been observed that these days, students are so attached to social media that they are almost 24 hours online. Even in classrooms, it was observed that some students had been busy with their Smartphones-Facebooking, while lectures were ongoing. They sneaked time, chatting irrelevant issues and meeting new friends online hence, the students' eagerness learning and other academic performances had been descending due to addiction in social media.

DISCUSSIONS

The perceived effect of this study shows that Students' addictiveness to the social network has a significant influence on their behavior. Social media have become a major part of the students' lives today. As a result of the findings of this study, though Social media have negative effects on students' behavior such as lack of privacy, distraction on academic works and lack of time management. On the other hand, they can also be benefited when they used Social Networking Sites (SNS) properly. For instance, students can create an online group to plan a project, have group discussions about class materials and updating one another in all subject matters which can also help their classmates who have been absent for many reasons.

SUBMISSION ID: R04A-CALAMB-0370

**Perceived Extent of Teacher's Responsiveness on Pupils Absenteeism
in Grade Five Learners of Jacobo Zobel Elementary School in
Calatagan, Batangas**

Ma. Cristina Dela Rosa, Department of Education Batangas

Abstract

INTRODUCTION
Student absenteeism is a perennial problem for all teachers. Every curriculum year, it is one of the problems that they have to contend to. It is not only the teachers who are concerned with this problem but the school administrators as well. School attendance plays a vital role in the learning progress of each learner. Children who are usually present during the learning process are more advantage both socially and academically than those who are frequently absent. They miss out on critical stages of social interaction and development with their peers while limiting their academic progress at the same time. The learning process requires the presence and readiness of each learner for the new knowledge and skills each day has to offer. Absenteeism can be defined as persistent, habitual, and unexplained absence from school (Sheldon, 2007). Sheldon noted that chronic absenteeism occurs when a student is absent without reason 20% or more of school time; "•this nominal figure is consistently identified regardless of the specific circumstances of the absenteeism.

METHODS
Quantitative research will be used in this study. This study will use stratified sampling. They will conduct an interview and give questionnaires to the respondents to be validated and evaluated. This research explains phenomena by collecting numerical data that are analyzed using mathematically based methods. Researchers will give the questionnaires to the respondents of the study. The collected data will be analyzed, validated and evaluated as findings which will become the basis of the researchers for their conclusions and recommendations. A reliable statistical tool will employ to determine the correlation of teachers' responsiveness on pupils' absenteeism among grade five of Jacobo Zobel Elementary School in Calatagan, Batangas.

RESULTS
This research shows that poverty is the main cause of absenteeism and illness ranked the least. It interprets that the psychological indicator has the most effect of absenteeism and the least is an emotional indicator. Monitoring and checking of pupils' attendance are the most effective interventions to prevent absenteeism.

DISCUSSIONS
Through evident findings, there is a significant correlation between the teachers' responsiveness on pupils' absenteeism of grade five learners of Jacobo Zobel Elementary School. Teachers need to monitor pupil's attendance, conduct home visitation, and conduct a seminar about the causes and effects of absenteeism.

KEYWORDS: absenteeism, perennial, quantitative, psychological, emotional, interventions, responsiveness

Perceived Factors Affecting Academic Performance in Mathematics at Inicbulan National High School

Cristy De Castro, Department of Education

Abstract

INTRODUCTION

Mathematics is one of the indispensable tools to the student's development of academic, intellectual, technical and manipulative skills. It occupies a central part of the school curriculum. Poor scholastic performances should be seen as "symptoms" reflecting a larger underlying problem in the student performance. In every educational program, the study of mathematics helps to broaden and hone individuals, intellectual capability for effective participation in everyday living. This study looked into the student's study habits, attitudes toward Mathematics, knowledge about the topic, family support and teachers' attitudes and methodologies.

METHODS

The descriptive method of research was used in presenting the study. The instrument used in gathering data is a questionnaire that are questions inquiring personal information, question item elicited information on study habits, students attitudes about Mathematics, knowledge about the topic, family support, and attitudes of the teacher toward the students. Also presented are the average grade obtained by the students during the sixth grade. Weighted mean was used to determine the perceived factor that affects the performance of the students in mathematics, the following scale, and verbal descriptions were used.

RESULTS

The academic performance of the students in Mathematics is quite low based on their grades. Most of the students have a grade of 75-78. Attitudes of the students toward Mathematics and poor study habits affect performance. They do not read materials related to their lessons. Students believe that Mathematics is difficult and only brilliant students can understand it. Knowledge about the subject, poor foundation and study habits also affect the performance of the students. Students do not know how to apply the process involved, understand the mathematical term or phrases, and make the mathematical equation.

DISCUSSIONS

The results demonstrate the need for encouragement to develop self - confidence and good study habit. Working cooperatively with other students will help improve learning. Recognize every student's concerning the topic and background of the study. Future researchers who will conduct studies that are similar or related to the present study may use the findings of this study as reference and basis for more improve studies.

KEYWORDS: commitment, acknowledgement, assessment innovations

SUBMISSION ID: R04A-BATANP-1924

Perceived Level of Implementation of the Wins Program in Talisay District, Division of Batangas

Jelyn Braza, Department of Education

Abstract

INTRODUCTION
Sanitation has been a concern in most elementary schools in the Philippines. Often, this issue has been neglected by most schools heads because of the pressing concern on the budget. It depicts the concept of accepting the fact that sanitation matters for quality education. There are policies on water, sanitation, and hygiene. The importance of these policies in almost all states holds the belief that all school districts aimed at providing an excellent learning environment and must have sufficient facilities that would cater the basic needs of students in school like water, sanitation and hygiene for the learning program to be performed effectively and for the services provided by the school to operate efficiently.

METHODS
This study made use of the descriptive method of research. It describes a certain present condition. The method is reasonably suitable for this study since this research aims to describe the present condition schools on the extent of implementation of the comprehensive WASH in Schools (WinS) Program in public elementary schools. In terms of gathering the necessary data, the researcher made use of the quantitative approach. A survey instrument was utilized in gathering the data.

RESULTS
Based on the findings, the researcher made recommendations on how to enhance the implementation of the WinS program in the Talisay District. This intends to further mobilize support from teachers, schoolchildren, families, and other local stakeholders to achieve and sustain a healthy school environment. The result showed that at the local level, schools in Talisay District supports the Department of Education policy on the implementation of the WinS program at a high level. Moreover, the performance on the roles and responsibilities of the school children and teachers in the implementation of the WinS program at a high level and school children's family and school heads were at a very high level.

DISCUSSIONS
This study aimed to determine the perceived level of implementation of the essential steps in managing Water, Sanitation and Hygiene standards in Schools - WASH in Schools (WinS) program; the level of performance on the roles and responsibilities in WinS of the schoolchildren, schoolchildren's families, teachers and school heads in Talisay District, Division of Batangas during the school year 2017-2018. The respondents were the school heads, master teachers, and classroom teachers from public elementary schools in Talisay District, Division of Batangas.

KEYWORDS: Education

SUBMISSION ID: R04A-BATANP-1563

Perceived Misbehavior During Classes of Pupils in the Primary Grades at Bigain Elementary School

Lorena Mandocdoc

Abstract

INTRODUCTION
Misbehavior is an act of doing wrong things that are not suited in a certain situation, especially during classes. This is a problem affecting schools across the nation and around the world. Pupils conduct problems in the classroom not only interfere with teaching and learning but are also thought to be a leading contributor to teacher's stress. It affects the teaching-learning process which leads to poor academic achievement of pupils. There are many factors to be considered why pupils misbehave during classes and the researchers find ways and means on how to cope up with this problem.

METHODS
The survey method and retrospective interview were used by the researchers as data gathering procedures. Checklist, questionnaire, focus group discussion and retrospective interview guide were used to attain the objectives of the study. A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the perceived misbehavior of pupils. A retrospective interview followed after accomplishing the survey questionnaire to validate and confirm the responses given by the research participants. Finding pertinent to teachers' perceptions of pupils' problem behavior inside the classroom was reported in this paper.

RESULTS
The survey method and retrospective interview were used by the researchers as data gathering procedures. Checklist, questionnaire, focus group discussion and retrospective interview guide were used to attain the objectives of the study. A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the perceived misbehavior of pupils. A retrospective interview followed after accomplishing the survey questionnaire to validate and confirm the responses given by the research participants. Finding pertinent to teachers' perceptions of pupils' problem behavior inside the classroom was reported in this paper.

DISCUSSIONS
Among various classroom problem behaviors reported, comparatively more teachers pointed out that "inattentiveness" is the most unacceptable problem behavior. As revealed in the interviews, such behavior indicated that students lacked proper attitudes and values in interpersonal relationships as well as in their morality. "Moving around the room" rank second because these behaviors disrupted the classroom order which required teachers to spend time in managing classroom discipline and thus would adversely affect teaching.

Perceived Performance among School Heads of Cortes District, Cortes, Surigao Del Sur

Carlos T. Panio, Department of Education

Abstract

INTRODUCTION
In trying to understand how a school faces challenges in leading and managing the school and how teachers understand the School Heads' nature of work, the researcher is prompted to undertake this research. Based on consolidated reports of Quarterly School Monitoring and Evaluation Adjustment (SMEA), none among the school heads were able to achieve the required 70% instructional supervision.

METHODS
Two hundred eight teachers and nineteen school heads of Cortes Districts were tapped as respondents of this study. This study used a descriptive-survey method of research. Frequency, mean, percentage, chi-square and IRT or Item Response Theory were used to treat the data.

RESULTS
Among the least KRAs indicator, KRA 1 Leadership and Governance, KRA 2 Instructional Supervision were less regard KRA's as others were labeled outstanding. School Heads had less priority on KRA 1& 2 with reasons that they had lots of things to do. School heads had higher perceptions of their performance while teachers perceived that school heads had not met the standards required of them. Training is needed to enhance school heads' performance in KRA 1 and 2.

DISCUSSIONS
There was a significant relationship between the school heads' profile and their school performance because by using the chi-square test viewed in tables 7, 8, and 9, the value of asymptotic significance equal to 0.000. On the other hand, there was a significant difference in the school heads' performance as perceived by teachers and school heads themselves.

KEYWORDS: Perceived Performance, School Heads, School Monitoring and Evaluation Adjustment

Perceived Problems of Teachers in Constructing Sentences among Grade Four Pupils in Julian A. Pastor Memorial Elementary School

Leonora Alcantara & Rowena Bagon, JAPMES

Abstract

INTRODUCTION
The ability of the pupils to comprehend and construct written English sentences, listen and understand English expressions, and participate in meaningful conversations is the primary focus of the Department of Education in attaining literacy and academic/skill enhancement. Some difficulties in performing these skills are witnessed in Grade Four pupils of Julian A. Pastor Memorial Elementary School (JAPMES). In this study, those difficulties are explored and analyzed to improve the pupils' learning experience.

METHODS
The researcher collected and summarized the data using Likert Scale integrated on a questionnaire distributed to the respondents who were members of the faculty of JAPMES who have had working experience with the children in terms of handling their communication classes over the years. The questionnaire focuses on different causes of difficulties such as Attention span, spatial and sequential ordering, memory retention, language barriers, high order cognitive and grapho-motor problems.

RESULTS
The respondents perceived substantial problems in constructing sentences among Grade Four pupils of JAPMES. The study shows that pupils are observed to have a short attention span, poor language translations, memory retention problems, difficulty in organizing ideas, word association difficulty and improper technique in pencil gripping which inhibits or stops their ability in constructing sentences efficiently. The following intervention techniques are marked as most effective: 1) copying exercises 2) pupil crafted stories out of pictures 3) peer to peer tutoring and mentoring 4) ensuring a comfortable and conducive classroom atmosphere, appropriate lighting, proper ventilation, comfortable school furniture.

DISCUSSIONS
The ability to construct sentences is one of the most difficult skills to master when one is learning a second language. Pupils however often disregard the rules to be mastered and encounter difficulties in constructing sentences. Based on the results, it is concluded that the Grade Four pupils of JAPMES demonstrate the need for proper intervention techniques and encouragement to improve their overall performance. Teachers need to take action by the set of rules and standards regarding writing activities.

KEYWORDS: PERCEIVED PROBLEMS, CONSTRUCTING

Perceived Readiness and Epistemological Beliefs and attitudes on Inclusive Education of Teachers of San Juan East Central School: Basis for an Intervention Program

Blesie Fallurin, SJEDTPA

Abstract

INTRODUCTION
Inclusion has become a vital piece of the reform initiative to improve the delivery of services to students with disabilities by focusing on the placement of these students in the general education setting. Creating a climate and designing instruction that supports learning for all students in the general education classroom is a major function of the teacher. Kennedy, Banks & Grandin (2011) suggested some effective practices for CSN including differentiated instruction through accommodations, modifications and individualized adaptations focusing on their strengths and opportunities for achieving their maximum potential.

METHODS
The study utilized the descriptive method of research through the survey technique deemed appropriate to the problem which was designed to find out the readiness, epistemological beliefs, and attitudes on inclusive education. The respondents of the study were 40 regular education teachers in San Juan East Central School. The questionnaire was the major instrument used in gathering data which was divided into three sections namely demographics, readiness, and attitudes towards inclusion. Data were gathered through conducting the survey using the questionnaire prepared by the researcher. Weighted mean was computed to describe the perceptions of the respondents.

RESULTS
Majority of the respondents are holders of bachelor's degree and have been in the teaching profession for more than 10 years. The respondents claimed that they are ready for inclusion in terms of knowledge, and training. There was no significant difference in their beliefs about the inclusion of children with special needs and there was also no significant difference in their attitudes about the inclusion of children with special needs. However, there was a significant positive correlation between readiness and belief and attitudes. This connoted that as the perceived readiness of respondents increases, their attitude and beliefs likewise increase. Based on the preceding findings, an intervention program was drafted for possible adoption by San Juan East Central School.

DISCUSSIONS
The administrators may use the results of this research for decision making and policy making. The teachers may need to be more reflective of their role as facilitators of learning. The future researchers may look into other aspects of inclusion like the role of principals, perception of parents, and acceptance of regular students toward children with special needs.

**Perceived Sense of Efficacy and Efficacy for Standards-Based
Instructions of MAPEH Teachers of Tanauan City South District: Basis
for an Enhancement Program**

Rafael Lito Castillo, Department of Education City Schools Division of
Tanauan

Abstract

INTRODUCTION
One of the basic concepts of Social Learning Theory, "self-efficacy" is defined as "one's" ability to succeed in specific situations". Self-efficacy is a concept that has been studied for a long period with many different disciplines, varying from medicine to economy and from military to education. Although there is a growing body of research around the construct of teacher efficacy in general education settings, only limited research can be found in physical education. Teachers who hold high levels of high teacher self - efficacy are suggested to be more skillful in using teaching strategies more effectively, in ensuring that the student will remain engaged, and in implementing classroom management skills.

METHODS
The study utilized the descriptive method of research through the survey technique, chosen on the appropriate problem. The questionnaires were the major instruments used in gathering data. Data were gathered through surveying selected respondents using the questionnaire by the researcher. Weighted mean was computed to determine the sense of efficacy and efficacy for standards-based instructions of MAPEH teachers of Tanauan City South District. Test of correlations like square and Pearson r was used to test the level of association between and among variables.

RESULTS
Based on the findings, the following conclusions were derived. All of the respondents are in the adult stage with the majority as 26 to 33 years old, female, single, have attained a bachelor's degree, and have 1 to 3 years of teaching experience. The teacher respondents have a high level of sense of efficacy and a high level of efficacy for standards-based instruction. There is no significant relationship between profile variables and respondents level of self-efficacy. There is a significant relationship between educational attainment and level of efficacy for standards-based instruction. There is a significant relationship between self-efficacy and efficacy for standards-based instruction.

DISCUSSIONS
Based on the conclusions, the following was recommended: for the Department of Education and Curriculum Developers to consider the findings of this study in planning for the improvement of the delivery of the MAPEH curriculum. School Administrators must share the findings of this study to their teachers for them to be aware of the areas to improve on and areas to capitalize on. MAPEH teachers must be made aware and be inspired to find ways to improve the implementation of the MAPEH curriculum especially on the area of Standards-Based Instruction and Self Efficacy. Future researchers should conduct further study and evaluation of the findings of this study in the future to further study and evaluation of the findings of this study in the future to further assess the efficacy of Standards-based instruction on the eyes of the student.

SUBMISSION ID: R04A-TANAUA-0150

Perceived Sense of Efficacy and Efficacy for Standards-Based Instruction of Grade Nine MAPEH Teachers of Sta. Anastacia - San Rafael National High School

Jaypee Mangabat

Abstract

INTRODUCTION
One of the basic concepts of Social Learning Theory, "self-efficacy" is defined as "one's belief in one's ability to succeed in specific situations. Just as the self-efficacy, conceptually understood as a person's judgment regarding her/his skills to achieve a specific thing. It is a factor effective in performance and making duty decisions, so is it important in setting motivation. Teachers who hold high levels of high teacher self-efficacy are suggested to be more skillful in using teaching strategies more effectively, in ensuring that students will remain engaged, and in implementing classroom management skills. This study aimed to determine the level of sense of efficacy and level of efficacy for standards' based instruction of grade nine MAPEH teachers of Sta. Anastacia - San Rafael National High School.

METHODS
The study utilized the descriptive method of research through the survey technique, chosen on the appropriateness of the problem. The respondents of the study are the three grade nine MAPEH teachers of Sta. Anastacia - San Rafael National High School. The questionnaires were the major instruments used in gathering data. This study adopted two validated questionnaires for the generation of the data needed for statistical analysis. Data were gathered through surveying selected respondents using the two questionnaires, Teachers' Sense of Efficacy Scale (TSES) and Teachers' Efficacy for Standards' Based Instruction Scale (TESBIS) which is prepared by the researcher. Weighted mean was computed to determine the sense of efficacy and efficacy for standards-based instructions of grade nine MAPEH teachers of Sta. Anastacia - San Rafael National High School. Tests of correlation like Chi-square and Pearson r were used to test the level of association between and among variables.

RESULTS
The teacher respondents have a high level of sense of efficacy and a high level of efficacy for standards-based instruction.

DISCUSSIONS
Based on the preceding findings, an enhancement program to improve the self-efficacy and efficacy for standards-based instruction for Physical Education teachers were drafted and proposed for adoption of the school. The proposed enhancement program should focus on two areas: implementing a well-designed curriculum and providing teachers with appropriate training and supervision.

KEYWORDS: MAPEH, self-efficacy. Standard Based Instruction.

Perceived Training Needs of Teachers on the Utilization of Pedagogical Approaches

Monena Garingo, Polomolok National High School

Abstract

INTRODUCTION

The action research on the perceived training needs of teachers on the utilization of pedagogical approaches was conducted to determine the need for teachers of Polomolok National High School (PNHS) for a training program. This study was anchored on the finding of the study conducted by the school's assistant principal which revealed that sixty percent (60%) of the teachers in the school employed lecture approach in the delivery of the learning instructions. This assessed the extent of competence and perceived training needs of teachers on the utilization of the pedagogical approaches as a basis for developing a training program. Eventually, this aimed to improve the teaching quality of teachers through the use of pedagogies as well as the learning outcomes of the learners.

METHODS

Conducted during the first quarter of the school year 2017-2018, this study used a mixed methodology - quantitative and qualitative methods where a survey questionnaire was used by the twenty-five (25) teacher respondents (25 % of the 100-teacher population), who were randomly-selected through draw lots. To analyze the data, frequency count, weighted mean and percentile and Pearson's correlation were the statistical computations employed.

RESULTS

Based on the data, it was found out that, there is a need for a training program to be conducted for the PNHS teachers on the utilization of the K-12-prescribed approaches, specifically, constructivism, inquiry-based, collaborative, reflective and integrative. Hence, during the first three days of this year's Midyear Performance Review and Evaluation (MPRE), the needed training was conducted.

DISCUSSIONS

The results show that teachers of Polomolok National High School need a training program on the utilization of pedagogical approaches. This is to increase the performance level of the learners of the said school.

KEYWORDS: competence, training needs, pedagogical approaches

SUBMISSION ID: R012-SOUCOT-0039

Perceived Writing Difficulties of Grade 8 Students in Cluster 5 Public Secondary Schools Division of Laguna S.Y.2016-2017: Basis for a Proposed Writing Manual

Dina Austria, Jullyne Balahadia, & Ruby Mole, Department of Education

Abstract

INTRODUCTION
Writing is a fundamental skill that facilitates communication among individuals. As children proceed with informal education, writing is employed as a form of communication that demonstrates knowledge and creativity, High school students learn basic writing skills in a teacher-centered lesson. This study focused on perceived writing difficulties of Grade 8 students in Cluster V Public Secondary Schools, Division of Laguna as Basis for a Proposed Writing Manual.

METHODS
The descriptive method of research was used in the study. The respondents of the study consisted of 30 English teachers who were selected through systematic random sampling technique. A self-made questionnaire-checklist was used in determining the perceptions of the respondents on the writing-related activities where the students participate, the writing difficulties of students, as well as the instructional tools they used.

RESULTS
English teachers used a variety of activities related to writing. Majority of them used spelling contest, journal writing, and reflective writing (80.00%), followed by story writing, essay writing contest, writing a reaction paper (76.67%), summary writing (73.33%), diary writing, campus journalism, letter writing contest (56.67%), writing a poem (46.67%), slogan making contest (43.33%), and the least was scriptwriting (26.67%).

DISCUSSIONS
In focus and detail, the overall weighted mean obtained was 3.08 belonging to a good level. Most of the students could generally write a clear and well-focused topic in composition, an organization, was 2.83 belonging to a good level, generally write a well- structured composition displaying a beginning, a body, and a conclusion, in word choice, was 2.62 belonging to a good level. The students could use words that can communicate, in grammar, which was 2.63 belonging to a good level. The students knew when to use the nouns and pronouns in a sentence. And in spelling, it was 3.14 belonging to a good level. The students were not confused with the use of words starting to the letter p and f. Majority of them used writing to explain (90.00%), This was followed by displaying classroom management like daily messages (86.67%), concept mapping (66.67%), video streaming (63.33%), graphic organizer (56.67%), photo essay (46.67%), mind mapping (26.67%), writing online (16.67%), and least was digital tool and blogging (10.00%) to help improve students in learning writing skills.

KEYWORDS: Writing Difficulties , focus and details, word choice, organization, grammar and spelling

**Perception in Mathematics: it's Relation to Academic Performance of
Grade 8 Students of WTNHS**

Cynthia Marqueses

Abstract

INTRODUCTION

Mathematics plays a fundamental role in the scientific and technological progress of any nation, and as such, mathematics is taught at all levels of education. Students' perception and attitude towards mathematics play a crucial role in the teaching and learning processes of mathematics. It affects students' achievement in mathematics. The teaching method, the support of the structure of the school, the family and students' attitudes towards school affect the attitudes towards mathematics. The researcher concluded that perception towards mathematics predicts the students' attitude in mathematics.

METHODS

The self-administered survey questionnaire and informal interview will be the methods to be used in gathering data of this study. A self-constructed semi-structured interview guide will be used for each interview. In the interview guide, questions and prompts used to explore the interviewees' perceptions towards Mathematics subject and how those perceptions affect their academic achievements.

RESULTS

The respondents' differences considering gender, age and math performance were analyzed. The result showed that younger students present higher motivational scores when compared with their older colleagues. Gender differences are recurrent in math studies in particular. Math is often considered to be a domain in which boys are higher achievers, both in terms of attitudes and self-concept. Contrary to this, findings show that math school achievement and age do not differ significantly between boys and girls. The same pattern is presented with achievement since students with low marks present lower scores in all dimensions when compared to medium and good achievers, and good achievers have the highest scores.

DISCUSSIONS

From the data collected, it is shown that 63% of the Grade 8 students' responded that they will pass the subject but no lesson learned from it. Students who displayed school behavior associated with low interest (coming late to school, skipping classes, coming unprepared without books and homework) had a more negative attitude toward mathematics. In connection to this, since the students are not interested in the subject they become dependent on their leaders and classmates with 46%. While students' interest has been affected by their perception in mathematics with the percentage rate of 43%. And with that, most of the respondents receive low grades in a 37% percent rate of the responses of the respondents and sometimes failing grades.

KEYWORDS: perception, attitude

**Perception of Learners on School Educational Leadership and
Management: Basis for Staff Development Program**

Lourdes De Jesus, Department of Education

Abstract

INTRODUCTION
In the field of K-12 education administration, it is particularly important for school administrators to do something to develop teachers, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. The purpose of this study is to determine the perception of the learners about the school in terms of the educational leadership and management, teaching and learning and school climate. The school principal's roles and responsibilities in teacher professional development have impact on the nature of principals' work, the growth and development of teachers, and on the school and its environment.

METHODS
This study used the descriptive method of research to determine the extent of learners' perception about the school in terms of educational leadership and management, learning and teaching and school climate as bases for staff development is needed at school to enhance learning among pupils.

RESULTS
Among the indicators, in table 2 the perception of the respondents on the educational leadership and management of the school principal visits our class regularly ranked first with a weighted mean of 3.425. In table 3, the respondent's perception of the school in terms of teaching and learning indicates that indicator I am allowed to participate in activities organized by the school ranked first with a weighted mean of 3.625. Data in table 4 is about the result of pupil-respondents' perception of the school in terms of school climate. Among the ten indicators, the school addresses the needs of gifted and talented pupils, learners with special education needs and learners from diverse and/or cultural backgrounds got the highest mean, 3.700.

DISCUSSIONS
The result of the study finds out that the school head conducts instructional supervision and visits the classrooms regularly but the pupils are not oriented on the roles and duties of the principal. The school conducts activities that give equal opportunities for every learner to participate. In the classroom, however, learners have limited participation in the lesson. Though diverse learners are catered by the school, appropriate measures to address disciplinary problems are not practiced. School head and teachers need to undergo further development programs.

KEYWORDS: STAFF DEVELOPMENT

SUBMISSION ID: R04A-LIPAC1-0017

Perception of an Innovation Demonstration School in Rajamangala University of Technology, Thanyaburi - Innovation Demonstration School

Janet Jay Amboy, Department of Education Imus City (GJCSHS)

Abstract

INTRODUCTION
Education is the foundation of our economy. What and how we learn in school determines who we become as individuals and our success throughout our lives. It informs how we solve problems, how we work with others, and how we look at the world around us. In today's innovation economy, education becomes even more important for developing the next generation of innovators and creative thinkers. However, there is a significant gap between the potential of modern education and what many students are learning. The adoption and exploration of innovative ideas in education are often slow. Instead, many educators still cling to old and increasingly ineffective methods of teaching. But as the great poet William Butler Yeats once said: "Education should not be the filling of a pail, but the lighting of a fire." Using innovative teaching methods to better serve students and to teach them about the benefits of innovative thinking, does so much more than just "fill the pail." It ignites a passion for learning and provides students with the tools they need to succeed in the innovation economy. Thus, there is a need to discover new ways to enhance the teaching and learning process.

METHODS
This study was guided by the phenomenological research method. Data were collected from face-to-face interviews and focus group discussions with the three (3) school administrators and ten (10) teachers who are currently teaching in Rajamangala University of Technology, Thanyaburi-IDS.

RESULTS
The results of this study show that the main objective of an innovation demonstration school is to enable the students to apply classroom knowledge in their daily lives in the future. Moreover, they provide a forum to raise the level of thinking skills and critical thinking of the learners, even at a young age, through the production of subject related innovative outputs. It was also realized from this study that learning will not primarily take place in classrooms because the school emphasizes learning in laboratories, activities room, and places outside the classrooms.

DISCUSSIONS
The main advantage of an innovation demonstration school is that it teaches the students to learn by inquiry, experimentation, and evaluation. This leads to the development of a healthy degree of curiosity and more open expression of ideas and solutions to problems that may not only benefit the learner but the school and the community as well.

KEYWORDS: Demonstration School, Innovation Demonstration School, STEAM Model

Perception of G10 Students in Cavite National High School in Taking Plumbing Course

Mejilla, Ashley

(Adviser: Jellina Rosga)

Abstract

INTRODUCTION
The Technology Vocational Track of the Cavite National High School Senior High school Department is thinking of offering "plumbing" as a strand next school year. In this regard, a study on the PERCEPTION OF G10 STUDENTS IN CAVITE NATIONAL HIGH SCHOOL IN TAKING PLUMBING - talk about what plumbing is all about and the career of plumbing (perceived benefits) the data was gathered through random distribution of survey different statistical tools (Standard deviation, Mean, questionnaire wherein out of 70 respondents only 28 were retrieved. The data were then analyzed using percentage distribution, Lickert scale) and was computed using Excel 2010.

METHODS
The research is a mixed method of quantitative and qualitative. The study will be using a questionnaire that was validated. The questionnaire was administered to G10 junior high school students of Cavite National High School with TLE (TECHNICAL AND LIVELIHOOD EDUCATION) subjects like technical Drafting and Electrical Installation Management. The data gathering was done at Cavite National High School last November 2018. The reason why a student chooses plumbing is that plumbing is a stable job, plumbing is in demand locally and abroad, and plumbing has an attractive salary in other countries.

RESULTS
Results revealed that there is a significant difference between the average monthly household income and sex. Most of the respondents are male. The range number of male participants is 77.98 % are male. 77.98 % of males are unemployed. The lowest class which earns none to 5,000 pesos a month has 10 (22.22) females. Lastly, people under secondary education with 35 (77.98) males have the highest number of students who want to take plumbing in senior high. The result from this study can serve as a basis to also determine the perception of G10 students that want to take plumbing courses at senior high.

DISCUSSIONS
Plumbing is very important in our life based on my own opinion because people need water to survive, right now were on the age of technology and Plumber's works in all types of buildings, houses, restaurants, airports, schools, factories, and hospital, etc.

KEYWORDS: Plumbing course, Technical - vocation livelihood, perception

SUBMISSION ID: R04A-CAVITC-0015

**Perception of Grade 4 Students in Pingkian Elementary School towards
the Integration of Technology in Mathematics**

James Vee Ebreo, Department of Education Batangas Province

Abstract

INTRODUCTION
Dealing with different mathematical problems and the situation is one of the fears of the learners. They become stagnant when it comes to developing themselves and discovering their capacity and capability in solving and understanding mathematical difficulties. With this matter, I explored the perception of the learners in the integration of technology in the teaching and learning process.

METHODS
A descriptive method was used by the researcher. Using this method it essentially describes the characteristics of population or phenomenon being studied. The Grade 4 learners with a total number of 41 from Pingkian Elementary School were undergoing a survey about the integration of technology in mathematics. They are all given a sheet of paper where they can choose their answers. After the survey, all papers are collected and tabulated to get the frequencies, averages, and other statistical calculations.

RESULTS
Out of 41 learners who participated in the study, 63.4% of them are struggling in mathematics subjects. Which clearly shows that half of a class was dealing with different difficulties in the subject. 70.7% of the respondents agree that the integration of technology has great help for them to understand the lesson in math. 53.7 % of the respondents highly believe that with the use of technology they get involve and engage themselves in the teaching and learning process.

DISCUSSIONS
The outcomes of this study prove that teacher needs to utilize the usage of technology like television, computer, laptop, etc., in more creative and meaningful ways to boost the willingness of the learner to include themselves in the discussion which leads them to understand mathematical problems.

KEYWORDS: mathematics, perception, technology, integration

SUBMISSION ID: R04A-BATANP-0157

Perception of Grade 7 Students on Special Program on foreign Language: Input to an Action Plan

Caroline Ronquillo, Bilaran National High School

Abstract

INTRODUCTION

This research aimed to identify students' perception of the Special Program on Foreign Language so that teachers will be aware of how the students perceive the program of studying another language specifically Chinese Mandarin.

METHODS

The descriptive method of research was utilized in this study. The respondents of this study are the thirty-five (35) Grade 7 students Section Confucius of Bilaran National High School of the school year 2018-2019, who incidentally are the first batch to undergo this program. A questionnaire was devised that focused on the students' reasons for studying SPFL, attitude, SPFL teachers and lessons. Responses were studied as students were grouped according to age, gender and school last attended. And when grouped accordingly it was discovered that regardless of age, gender and school last attended there is no significant difference noted on the students' reason for studying SPFL, their attitude and perception of SPFL teachers and lessons.

RESULTS

This study revealed the students' belief that learning Chinese Mandarin is not an easy task yet studying it will help them communicate with Chinese people in the Philippines or a foreign land. With the many commodities made in China, students are motivated to know more about Chinese culture.

DISCUSSIONS

There is also an enthusiasm to know more about Chinese culture. In which they expect the activities in SPFL will be a chance to display their artistic skills but they also know that learning Chinese Mandarin is not easy. With the results gathered, an Action Plan was developed for a more enjoyable yet language proficiency-based teaching and learning environment.

KEYWORDS: Special Program on Foreign Language, Chinese Mandarin, Chinese culture

Perception of Grade Eleven Learners of Integrated School of Lawa on Wearing School Uniform

Maria Fe Cay, Integrated School of Lawa

Abstract

INTRODUCTION
As clothing served as a mean of expression, learners were hard-pressed to wear uniforms at school. Learners refuse to wear a uniform or improvise their uniforms just to be able to express themselves regardless of the policy about wearing it. Considering the dilemma and frustration teachers encounter in monitoring and calling the attention of learners wearing civilian clothes during school days, the researcher wanted to know the perception of Grade Eleven learners of Integrated School of Lawa in terms of wearing school uniform.

METHODS
Qualitative research particularly the grounded theory design was utilized in this research study which explored the common experiences of Grade Eleven learners wearing a school uniform. The total participants of the study were 33 out of 51 grade eleven senior high school learners of the Integrated School of Lawa during the school year 2017-2018. It comprises of 13 learners from HUMSS, 11 learners from Technical Vocational Livelihood (TVL), AND 9 learners from General Academic Strand (GAS).

RESULTS
Based on the findings, the participants prefer wearing school uniforms than civilian clothes with the following reasons: convenience, comfort, unity, focus, and safety. By wearing school uniform learners can focus on their learnings than with their clothes, bullying and being singled-out can also be avoided if one wears the same as others. The participants agreed that wearing a school uniform is more beneficial than wearing civilian clothes.

DISCUSSIONS
Wearing school uniforms should be maintained for the safety of all students of the Integrated School of Lawa. Teachers should not surrender to reminding the learners about the benefits of wearing school uniforms.

KEYWORDS: school uniform, expression, clothing, monitoring, civilian clothes

SUBMISSION ID: R04A-CALAMB-0084

Perception of Grade Five Pupils in Pingkian Elementary School on the Advantage of Homework towards Academic Performance and Family Relationship

Bryan Consigo, Department of Education, Pingkian Elementary School

Abstract

INTRODUCTION
Homework is an additional intervention by the teacher for continues learning at home. Some learners disregard the importance of doing homework which can help them to improve their learning. In connection with this matter, I assessed the perception of the learners in the advantage of homework towards academic performance and family relationships.

METHODS
 This study utilized the descriptive survey method. It is used to gather data, related to the up-to-date situation of the phenomena to describe "what exists" concerning variables or conditions in a situation. The data in this study were limited only to the responses of forty- two (42) grade five pupils and nine (9) teachers of Pingkian Elementary School. The researcher used the questionnaire as their primary tool in gathering sufficient data. After the given time, the answered questionnaires were retrieved and the data gathered by the researchers were tallied and tabulated to get the frequencies, averages, and other statistical calculations.

RESULTS
Beyond 42 learners who participated in the study, in terms of academic performance, 88.09% believe that homework helps them to remember the information taught in the class, in terms of family relationship 85.71% of the respondents believe that homework help them to develop communication with their family and then for the reason being incomplete on the given homework 83.33% of the respondents said that they forget that they have homework.

DISCUSSIONS
Some strategies are being proposed to further maximize the benefits of giving homework. These strategies call for the teacher's creativity and thorough involvement in the giving and the assessment of the pupils' homework.

KEYWORDS: Perception, Homework, Descriptive

Perception of Improving English Language Proficiency through Video Presentation among the Selected Students of Aplaya National High School - Annex

Paulo Mangubos, Aplaya NHS-ANNEX

Abstract

INTRODUCTION

English is considered as an international language. It is not only used as an official language in many nations but also influence on many different cultures in a large number of countries; it is the central language of communication in the worldwide (Susanna, 2011). Since English is a second language in the Philippines, it is extensively used in primary up to the tertiary level in our education system. To compete with others in a professional setting, students will not only need good academic results, but also the ability to communicate in the English language. This study aimed to investigate the perception of the selected students of Aplaya NHS - Annex in improving English language proficiency through video presentations.

METHODS

The researcher conducted a survey which is under descriptive research design. In the survey technique, the gathering of facts will be required that need precise interpretation. The randomly selected respondents through draw lots were given a survey form which they answered some questions about the given factors that affect their English language proficiency skills. The answers in the questionnaire determined how the given factors affect the perception of the students in improving their English language proficiency through a video presentation.

RESULTS

The weighted mean for the utilization of video presentation in English lessons for Grade 7 is 3.68 or often; for Grade 8 is 3.832 or often; Grade 9 is 4.024 or often; and Grade 10 is 3.432 or often. The weighted mean for the students' comprehension about the lesson through video presentation for Grade 7 is 3.68 or often; Grade 8 is 3.592 or often; for Grade 9 is 3.824 or often; for Grade 10 is 3.6 or often. For the teacher's role in using video clips in English lessons for Grade 7 is 3.824 or often; for the Grade 8 is 3.704 or often; Grade 9 is 4.016 or often; and Grade 10 is 3.832 or often. For the teacher's role in motivating the students to use the English language for Grade 7 is 3.536 or often; Grade 8 is 4.144 or often; for Grade 9 is 4.16 or often; for Grade 10 is 3.904 or often. The weighted mean for reinforcement at home for Grade 7 is 3.096 or sometimes; for Grade 8 is 3.008 or sometimes; Grade 9 is 3.328 or sometimes; and Grade 10 is 2.784 or often.

DISCUSSIONS

The null hypothesis is accepted which means there is no significant difference in the perception of the students in improving their English language proficiency through video presentation when they were grouped according to their grade level.

KEYWORDS: English Language Proficiency; Video Presentation; Video Clips

SUBMISSION ID: R04A-STAROS-0084

Perception of Julian A. Pastor Memorial Elementary School Teachers in Teaching MAPEH Subject

Maricar L. Nario & Norina M. Maderazo, JAPMES

Abstract

INTRODUCTION
Teaching MAPEH is one of the responses to encourage the holistic development of pupils. It enriches students' cultural knowledge while learning Music and Arts and at the same time improves motor skills and teaches students to be healthy and smart. This study seeks to answer the perception of JAPMES teachers on teaching MAPEH with factors relative to objectives and contents, management, supervision, knowledge, and skills.

METHODS
The target subject for the study is 15 MAPEH teachers of Julian A. Pastor Memorial Elementary School. A descriptive research method was employed with constructed questionnaire as a data gathering instrument. Relevant data gathered were analyzed using frequency count, weighted mean and ranking.

RESULTS
Teaching MAPEH helps the teachers in providing a relaxed, fun and enjoyable environment in school. The acquired necessary skills are considered important to be a more effective educator. This in spite of factors that hinder their effectiveness such as obsolete teaching materials and technology and inadequate funding.

DISCUSSIONS
Music, Art, Physical Education and Health should provide an outlet for relaxation. Administrators, teachers, and stakeholders should work together to provide the necessary learning materials for pupils to enjoy learning more about music, arts physical education and health and achieve the envisioned goals of the K-12 Curriculum. Similar studies may be conducted considering other MAPEH classes to verify the results of this study and enrich the proposed measures.

KEYWORDS: Perception, obsolete

Perception of Senior High School Students on the Advantages and Disadvantages of online Business

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(Adviser: Larra Marie Bernardo)

Abstract

INTRODUCTION
As the generation reached the twenty-first century, innovation increases day-by-day. Furthermore, global marketing is upgrading simultaneously. In this study, we aimed to assess the business strategies used in online businesses, determine the difference between online business and traditional business and the advantages and disadvantages of online business.

METHODS
A descriptive method was used as the research design. Using the validated survey questionnaire, we conducted multiple surveys to different Grade 12 students under Academic Track at Kapayapaan Integrated School. 81 students from different strands responded to the survey questionnaire. A presentation and tabulation of data were also formed using the quantitative analysis.

RESULTS
Findings disclosed that most business strategies used in online business are the ones that use social media. In terms of differences, results showed that the leading advantage is that online businesses can reach a wider range of audiences/shoppers than traditional businesses. On the contrary, an online business can cause issues to the customers in terms of the trust that was the leading disadvantage of online business.

DISCUSSIONS
The results showed the awareness of online consumers/shoppers in dealing with online businesses. Findings will help the consumers/shoppers for them to become cautious of what they are buying online. The application of self-reflection and self-awareness are constant factors in dealing with an online business.

KEYWORDS: online business, perception, self-awareness, trust

SUBMISSION ID: R04A-CALAMB-0102

Perception of Step Students on the Quarterly Scheme Rotation of Science Teachers in Lucsuhin National High School

Jonathan Noche, Lucsuhin National High School

Abstract

INTRODUCTION

The shifting of the education system from old basic education to K-12 curriculum is a challenging reform to every teacher especially those who are involved in science education. The BEC science subjects like Earth Science, Biology, Chemistry, and Physics are all incorporated in each grade level under the new curriculum, which is very different from the old curriculum with only one science subject for a specific year level. Lucsuhin National High School designed a Quarterly Scheme Rotation of Science Teachers to address this difficulty. The study attempted to determine how the STEP students perceived the scheme rotation in terms of their attitude towards learning, towards science as a subject and towards teachers.

METHODS

The study made use of the descriptive method of research. A researcher-made questionnaire was used as the main data-gathering instrument. The respondents of the study were 72 STEP students determined using Slovin's formula at a ten percent margin of error. To systematically select the respondents of the study the researcher employed the fishbowl technique. The research-instrument made used a Likert scale to determine the respondent's perception of the Quarterly Scheme Rotation of science teachers. Points were assigned for quantitative analysis and equivalent verbal interpretation was determined. The weighted mean was obtained by weighted points by the number of responses.

RESULTS

The majority of STEP students involved in the research were female, ages range from 12-14 and from grade seven to grade eight. Moreover, respondents have a high perception of the Quarterly Scheme Rotation of science teachers. The responses of the respondents differ significantly in gender and their responses in terms of age, and grade level showed no significant difference. A proposed action plan was designed to enhance science teaching and the scheme rotation.

DISCUSSIONS

The results suggest that the Quarterly Scheme Rotation has positive effects on students as they demonstrated high perceptions towards this and it may serve as a framework in coping with the spiral approach of the k-12 curriculum thus, strengthening student's proficiency and academic performance in science.

KEYWORDS: Quarterly Scheme Rotation, Perception, Spiral approach, Proficiency

SUBMISSION ID: R04A-BATANP-1689

Perception of Students on School Policies and its Effect on Student's Discipline

Ken Maurice Asensi, Balete Integrated School

(Adviser: Annabel Aguado)

Abstract

INTRODUCTION
A school policy promotes a safe and supportive school community through student self-discipline. Each school is a unique, diverse and dynamic social community, with particular characteristics that need to be reflected in local school policy. This fact is true to the research locale where the study was conducted. This study is an exploration of students' perception of a very recently designed and implemented school policy locally known as Balete Integrated School Student Handbook. The purpose of this study is to explore students' experiences on the implementation of the handbook and their perceptions on the school policies as reflected in the handbook.

METHODS
The researcher utilized a qualitative-phenomenological method which aimed to describe the participants' perception and experiences in the implementation of the new school policy and its implication of those experiences to their lives as students, particularly to their discipline. Participants were Grade-11 students belonging to STEM class who experienced being a leader that promote and follow school policies. Gathering of data was done through a semi-structured, face-to-face interview.

RESULTS
Based on the responses given by the participants, students recognize only a few areas from the number of rules and regulations. Some of which pertain to policy on school I.D, uniform and proper haircut, bullying, and waste disposal. The result also revealed that although many students follow the school policies, they also experience having hard times following some policies with identified reasons for disobedience with alarming natures such as the absence of respect to school and a having a belief of not being able to express their true identity if they follow those school policies. Nonetheless, students participants said that school policies help them improve their discipline, to be a better person and mold someone to be good enough. Thus, they are all getting advantages in following those school policies implemented in their school.

DISCUSSIONS
Results revealed that students have different perceptions concerning school policies. Through this study, teachers and parents may understand the reasons why students' perception varies and how it affects students' discipline. This exploratory study may serve as a basis for improving the perception of students to existing school policy in the research locale. This study, however, was conducted to a small number of students and thus recommend to include more students for a possible extension of the study.

KEYWORDS: School Policies, Student's Discipline, Perception, Student's Attitude, School

SUBMISSION ID: R04A-BATANC-0258

Perception of the Pupils of a Special Science Elementary School to the Cognitive Assistance of Audio-Visual Presentations

Lea Bacani, Tanauan North Central School

Abstract

INTRODUCTION

Special Science Elementary School (SSES) is a project of the Department of Education designed to provide enriched curriculum for Mathematics and Science where gifted and talented learners are provided a venue and exposure to develop their aptitude and skills. The pupils enrolled in SSES faces a new learning scenario in which technology came in different forms in the teaching-learning process as to advanced scientific instruments, knowledge-transfer media and visual guides in learning. Thus, the study assessed the perception of the pupils towards cognitive assistance of audio-visual presentations and their performance in each subject.

METHODS

The study used the whole population of the pupils enrolled at SSES. A self-constructed questionnaire was used to measure the perception of the pupils towards the audio-visual presentations. A descriptive design was used in the said study. Frequency and percentage were used to determine the distribution of the respondents' preview on social media and assessment on the perception of the respondents towards the audio-visual presentations.

RESULTS

The researcher found out that most of the pupils from grades four to six could access social media like Facebook but it can be noted that they used this frequently as an educational tool. Most of the primary pupils assessed that English, Filipino, Math, and Science are the most preferential subjects in power points while most of the intermediate pupils Science, English, and Filipino are the most preferential subjects to their individual needs in visualizing the lesson for their cognition. A comparison between whiteboard and PowerPoint presentation was also done. Grades 5 and 6 suggested that whiteboard is more preferential than a PowerPoint presentation. The use of videos was also assessed on what component makes a video interesting. More popular answers are the colors of the videos, the images seen on the videos and the music integrated on the videos. Grades 1-3 recommended Arts as the subject most suitable for video presentations, while Grade 4-6 recommended Science as the most suitable.

DISCUSSIONS

With the results aforementioned, the study generated data on the basic perception of the pupils in the use of technology inside the classroom. These data can be utilized in designing lessons and classroom activities which will increase the learning of the pupils with the different lessons on each subject.

KEYWORDS: Cognitive assistance, audio-visual presentations, power point, videos

SUBMISSION ID: R04A-TANAUA-0112

Perception of the Selected Students of Balayan National High School on the Utilization of the Content of Module-Based Instruction in T.L.E

Brian Paolo Cruz

Abstract

INTRODUCTION

The study determined the perception of the selected Grade 8 students of Balayan National High School on the utilization of the content of module-based instruction in T.L.E in terms of preliminaries, pre-assessment, lesson proper, students' activity, post-assessment, and application. The study used a quantitative type of research method with the questionnaire as the main tool for gathering data. Through the statistical analysis, the findings of the study revealed that majority of the respondents were female and they came from the basic education curriculum. Furthermore, the study found out that the respondents have a positive perception of the utilization of the content of the module-based instruction in T.L.E. This study also showed that the respondents' profile has no significant relationship on their perception of the utilization of the content of the module. Thus, the researchers recommended that the module should: define terms to support and widen the knowledge of the learners; have an easier pre-test to motivate the learners; adhere to student-centered approach; and should have an easier application for the learners' better performance.

METHODS

The researchers use the Descriptive-Quantitative Method for this study. Adanza, Bermudo & Razonabe, (2009) stated that Descriptive research seeks "what is" of the data and not "why is it so". Only one can portray what is developing inferences and prevailing, but can't explain the "why" of the robust of the variables or else there is no point of research since he knows the answer. The Descriptive Method used to determine the Perception of Selected students on the Utilization of the Content of Module-Based Instruction in T.L.E

RESULTS

The findings of this study imply thus, the module in Technology Livelihood Education or T.L.E exploratory course is highly beneficial for the achievement of the objectives for the said set of the learners.

DISCUSSIONS

The main objective of this study is to know the perception of selected students of Balayan National High School on using Modular instruction of TLE, whether it is utilized properly and used properly.

KEYWORDS: Module-Based Instruction, Assessment

SUBMISSION ID: R04A-BATANP-0695

Perception on Disaster Risk Reduction Management (DRRM) of Cortes, Surigao Del Sur

Jessie Cecelia A. Urbiztondo, Department of Education

Abstract

INTRODUCTION
Disasters brought by natural hazards are an issue of great concern in the whole world due to social, environmental and economic impacts. With global warming, environmental degradation, increasing population density and poverty conditions, the occurrences of disasters are expected to rise. This study determined the perception of disaster risk reduction management (DRRM) of Cortes, Surigao del Sur as evaluated by three (3) select secondary schools in Cortes II District, Cortes, Surigao del Sur during the Academic Year 2017 - 2018.

METHODS
The study utilized the descriptive method of research employing a quantitative approach. Standardized survey instrument from the concept of Disaster Risk Reduction Management (DRRM) Manual of the Department of Education (Department of Education) was used in the study. Purposive sampling was used in choosing the school heads and teacher respondents of the study while the sample size for learners was guided by 50% of the total population. Descriptive statistics used were the weighted mean, while inferential statistics employed Pearson correlation r for a variance set at 0.05 level of significance.

RESULTS
The perception of disaster risk reduction management (DRRM) for prevention and mitigation, disaster preparedness and risk reduction, emergency response, rehabilitation, and recovery are effective awareness through education and information. Finally, the areas of concern on the results of the findings and conclusions revealed that perception on disaster risk reduction management (DDRM) is effective and it seemed to be achieved based on the response of the respondents. Moreover, an improvement in the organization of the disaster management group or committee and lack of disaster coordinating council at the school level needs to be addressed. Further, the study recommended conducting enhancement training, seminars, and drills about disaster risk reduction to better improve the current perception of disaster risk reduction management (DDRM).

DISCUSSIONS
The perception of disaster risk reduction management (DDRM) is effective. Moreover, an improvement in the organization of the disaster management group or committee and lack of disaster coordinating council at the school level needs to be addressed. Further, the study recommended conducting enhancement training, seminars, and drills about disaster risk reduction to better improve the current perception of disaster risk reduction management (DDRM).

KEYWORDS: DRRM Perception, DRR Management, Disaster Management

SUBMISSION ID: R013-SURSUR-0139

Perception on Mathematical Abilities and Academic Self-Esteem of Humss Students

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(Adviser: Larra Marie Bernardo)

Abstract

INTRODUCTION
Mathematics is the science that deals with the logic of shape, quantity, and arrangement; the discipline of mathematics to social science presents many challenges to dissimilar learners. Mainly focusing on Humanities and Social Sciences students, our research sought how the perception of an individual in his/her mathematical abilities affects one's academic self-esteem.

METHODS
A phenomenological study was used as the research design. Using the validated interview guide questions, we conducted an in-depth one on one interview along with a survey questionnaire. This is used as a primary source of data. There were ten Grade 11 HUMSS student-participants selected through the purposive or judgmental sampling technique. The answer from the respondents was collected to transcribed and analyzed.

RESULTS
It is more on a positive impact that the respondents had experienced regarding the stereotype. Even though some of the responses display offended, the majority of them still counted the stereotype as a fallacy. Daily, they were even proud of lacking excellence in math because they have self-appreciation and they believe in their different skills. The data were gathered through direct interviews. We come up with themes because of multiple responses. These are (1) sublimation, (2) rationalization, (3) reaction formation, (4) existentialism and (5) self- appreciation. We derived some of the themes based on different defense mechanisms under the psychoanalytic theory of Sigmund Freud. All of the participants willfully participated during the interview.

DISCUSSIONS
In spite most of them had struggles in choosing HUMSS because of different social influences around them, they still chose the path that they wanted to and follow their dreams in life. Among the themes we established concerning the response of the participants in the study, "Public Awareness" is revealed to be the most effective way for the students to be familiar with the effects of the perception on Mathematical abilities of HUMSS students' to their academic self-esteem. Department of Education may consider this research in their studies for development and learning innovation strategies.

KEYWORDS: perception, mathematical abilities, academic self-esteem, social influences

Perception on the Effectiveness of Guavamansi Soap

Amelia Buban, Angelita Vergara, Aurea Barrion, & Queen Indira Molinyawe,
Department of Education Tanauan City

Abstract

INTRODUCTION

Soap is now a necessity. Consumers are aware of the efficacy of antibacterial soap in addressing skin problems. The study focused on evaluating the capacity of Guavamansi from the decoction of guava (Psidium guajava L.) leaves and calamansi (Citrofortunella microcarpa) juice as antibacterial soap. The soap was an innovation made by Grade 10 students as part of the Science Department's goal supporting the school's program promoting eco-friendly practices. Consequently, the study was conducted to determine how effective against bacteria is Guavamansi and determine the perception of consumers on the capacity of the soap as an antiseptic.

METHODS

A survey was used to gather the perception of consumers on the effectiveness of Guavamansi. The respondents comprised 75% of the individuals who bought the product. Thirty respondents were asked to rate the soap on its capacity to heal wounds, the ability to get rid of body odor, and efficacy to remove skin itchiness. Other considerations include the texture appearance packaging and its aroma. The responses were tallied and evaluated through qualitative analysis considering the responses.

RESULTS

The results showed that about 83% strongly agree that the soap is very good in healing wounds and skin cuts and 17% rated it as well. Ninety-three percent testified that the soap is very good in eliminating skin itchiness and 7% give a rating of good. Ninety-seven percent said that the soap is very good in eliminating body odor. On its aroma97% consider it very good and favor the use of lavender scent while 3% rated it as well. The overall appearance of the soap is affected by the coloring material used in how it is cut and packaged. Sixty-seven percent of the respondents rated the appearance as very good 27% regarded it as good and 6% considered it as fair. The texture of the soap is due to the glycerin component that helps moisturize skin. Eighty-seven percent rated the texture as very good while 13% believed it has a good texture. The high acceptance of local consumers is evident in the result of the survey.

DISCUSSIONS

The study revealed that about 90% of the respondents rated the product as very much effective in healing wounds remove skin itchiness and body odor. Their personal experiences further support recent studies on the effectiveness of guava extract to kill bacteria. Although the packaging and appearance of the soap revealed a lower rating than the other parameters but these are secondary to quality and could be improved to increase its marketability.

KEYWORDS: antibacterial, consumer perception, effectiveness

SUBMISSION ID: R04A-TANAUA-0034

Perceptions and Challenges of Teachers asResearchers: Basis for Intensifying School-Based Action Research

Edchel Jamio, Department of Education

Abstract

INTRODUCTION
Department of Education issued an order for the adoption of the Basic Research Agenda which promotes the conduct of educational research to identify concerns and problems in the department, and to recommend solutions based on the results and findings made. However, in our school, there were only three teachers engaged in doing research. This study determined the perceptions and challenges of Marbel 5 Central Elementary School Teachers as Researchers as the basis for intensifying school-based action research.

METHODS
This study utilized the quantitative-descriptive design to determine the perceptions and challenges of 32 teachers of Marbel 5 Central Elementary School in doing action research through questionnaire which was patterned from the study of B.M. Ulla, K.B.Barrera and M.M.Acompanado (2017) entitled, "Philippine Classroom Teachers as Researchers: Teachers' Perceptions, Motivations and Challenges". The data gathered were tabulated using frequency count and percentage.

RESULTS
The results revealed that 100% of the respondents perceived that doing research has a positive impact on the pupils' learning, and 97% believed that doing research is valuable for the teaching and learning for both teachers and pupils; positive impacts on their teaching; engages them into more systematic examination of instruction or teaching practice; and enables them to examine and explore classroom and school problems and their solutions. However, 88% of the respondents agreed that heavy teaching load affects their practice of research, 75% admitted that it is time-consuming, and 19% accepted that they have low proficiency in English that hinder them to do research.

DISCUSSIONS
The results showed that research can help them acquire new knowledge in teaching and has a positive impact on the learnings of their pupils but some factors hindered them in conducting research such as heavy teaching load, time-consuming and low proficiency in English. These results served as the guide in formulating activities and strategies for teachers to intensify the school-based action research and gradually, embrace the culture of research.

KEYWORDS: teaching research, research culture, research teachers

SUBMISSION ID: R012-KORONA-0019

Perceptions of Calamba Bayside Integrated School to Values formation Program

Gemima Perales, Department of Education

(Adviser: Vicky Dawang)

Abstract

INTRODUCTION

Values are used to characterize cultural groups, societies, and individuals, to trace change over time, and to explain the motivational bases of attitudes and behavior. The values of children are developed throughout the years in their own household as well as in the schools. Kuhn (2018) stated that education's primary goal is to gain knowledge and moral values.

METHODS

The researcher used simple random sampling to get the respondents for this kind of narrative qualitative research. She got 14 respondents after the sampling technique that she had used. She used the process of one-on-one in-depth interviews to gather all the necessary information and data for this research.

RESULTS

Calamba Bayside Integrated School should continue to offer the Values Formation Program because it helps to improve the behaviors and attitudes of pupils.

DISCUSSIONS

The in-depth interviews reveal that there is an improvement in the values, behavior, and personality of the students that attended this program.

KEYWORDS: values, understanding, orientations, benefits

SUBMISSION ID: R04A-CALAMB-0307

Perceptions of Grade 11 Students of Bucal National High School Regarding Traditional and 21st Century Learning Methods

Norman Duarte, DAMES Cavite

Abstract

INTRODUCTION
This study was done to investigate the perceptions of the Grade 11 students of Bucal National High School (BNHS) regarding the traditional and 21st century learning methods. Traditional learning method in this study is the learning process using chalk and board to discuss lessons. 21st century learning method refers to the use of technology in teaching.

METHODS
The researcher had 50 respondents from the two strands that are offered in BNHS - 25 males and 25 females with ages 16 to 18 years old. The study used a qualitative approach. A conceptual model following the Input-Process-Output process was also used to conduct the research. Furthermore, the results from the researcher's questionnaires were interpreted using pie chart and bar graphs.

RESULTS
From the results, the researcher was able to prove that there is a significant difference in the perceptions of students regarding the learning methods that are used in the classroom. The said study also revealed that technology does matter in helping the students learn their lessons in the present curriculum, where it is used in most of the activities in school.

DISCUSSIONS
To conclude, the researcher was also able to determine that there are balances that need to be done while using the traditional and 21st-century learning methods and that both of the said learning methods need to be suited to every student's need to ensure that there is effective learning in the classroom.

KEYWORDS: perceptions, effective learning, traditional learning method, 21st century learning method

SUBMISSION ID: R04A-CAVITP-0085

Perceptions of Grade 11 Students of Saguday National High School on Teachers' Strategies in Disciplining Students

Karen P. Guinumtad, Saguday National High School

(Adviser: Nolie R. Medina Jr.)

Abstract

INTRODUCTION

Teachers play a vital role in shaping the lives of the students. They are to mold the behavior of every student for them to be responsible, productive, empowered, and successful individuals. The researcher aimed to determine the satisfaction of students to the strategies of teachers in disciplining students.

METHODS

The descriptive quantitative research design was used. Using Slovin's formula and convenience sampling technique, 140 Grade 11 students served as the respondents. To determine the perceived leadership strategies mostly exercised by the teachers in enhancing the discipline of the students, frequency and percent were used. To determine the satisfaction level of the respondents to the leadership of the teachers, mean was also computed.

RESULTS

The perceived leadership strategies that the teachers mostly exercise or employ in enhancing the discipline of the students is giving of consequences wherein 67% of the respondents answered 'yes' while checking of attendance got the lowest answer of 'yes' which is 56%. The students were satisfied with the leadership of the teachers with the overall mean of 2.31, wherein, positive approach to the students' behavior got the highest mean of 2.42 which described as 'very satisfied', while the strategy which has the lowest mean is the giving of consequences with the mean of 2.17 described as 'satisfied'.

DISCUSSIONS

The results demonstrate the need for the school administrators and personnel to guide teachers in problem-solving using positive discipline. Teachers are to provide opportunities to fix students' mistakes in a way that helps them to learn. Students are to avoid making excessive and disruptive noise, with or without the teacher. Parents are to attend forums or meetings in the school to update themselves about their children's performance in the school.

KEYWORDS: leadership strategy, discipline, behavior

SUBMISSION ID: R002-QUIRIN-0051

**Perceptions of Grade 12 Students in Dagatan National High School:
Basis for Framework in Choosing Curriculum Exit**

Melchora E. Manalo & Remigia Grace S. Parza, Dagatan National High School

Abstract

INTRODUCTION

With the new education system, various opportunities after Senior High School open. Students' journey will not end after completing the K to 12 curriculum, but it will be pursued by taking the path they prefer. Grade 12 students are always doubtful in choosing their curriculum exit after they graduate in Senior High School. In this study, students will know their preference after knowing the modified framework that will help them choose the right curriculum exit.

METHODS

Descriptive method was used. Self-structured questionnaire was answered by the Grade 12 students in order to know their perceptions in choosing curriculum exit. Slovin's formula and stratified random sampling was used to get the sample of respondents from Grade 12 students. Aside from that, a fishbowl technique was also used where all students had the chance to be chosen as respondent.

RESULTS

Students have different perceptions about curriculum exits such as the right choice of curriculum exit could improve the standard of living; personal liking of an individual towards a particular subject contributes to his career selection decision; higher education needs a lot of money; curriculum exit is still confusing; middle-level skills should be practiced by Tech-Voc students; entrepreneurship is for ABM students; students are not well-informed; higher education is for Academic students only. employment is for Technical Vocational students only, and curriculum exit should be strand-based. It was also found out that there are different bases in choosing curriculum exits which are considered by the students like skills, values, aptitude, interests, disabilities, personality, peers' influence, family responsibilities, financial difficulties or status, and advice from the guidance counselor or family.

DISCUSSIONS

This study was recommended and presented to the school administrator and implemented as a basis in choosing students' curriculum exit such as employment, entrepreneurship, Higher Education, and middle-level skills development that can be chosen by students after finishing studies in high school. A modified framework was made to help the students choose the right course study. This had been achieved after the Grade 12 advisers surveyed their students.

KEYWORDS: perceptions, framework, curriculum exit

Perceptions of Junior High School Students towards the Academic Strand ABM

Christine Joy Nava, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

The objective of this study is to determine the perception and attitude of students towards ABM as an academic track. Specifically, this study aims to answer the following questions; 1.) What do students know about ABM? 2.) How do students perceive ABM as an academic track? The respondents are limited to 5 selected grade 10 students of General Mariano Alvarez Technical High School of the school year 2017-2018 from higher, lower and middle sections.

METHODS

In this study, phenomenology research focused on giving the right perspective towards the incoming ABM students by exploring and assessing their concepts through their perception.

RESULTS

This study finds out that 1.) Entrepreneur subject serves as their training ground for the ABM strand. 2.) Their desire of living a better life mainly affects theirs in choosing the ABM strand. Their perception is that choosing the ABM strand will bring them a better future.

DISCUSSIONS

Being equipped and ready before entering a certain strand or course is essential. Students must be aware of the difficulties and struggles that an ABM student might encounter. Through this study, the students might have an idea of a life of an ABM student and the expectations that they expected of which they can use to anticipate and be ready for the said track.

KEYWORDS: Perception, Attitudes, Business

Perceptions of Mother tongue-Based Multillingual Education to the Hollistic Development of Primary Pupils

Ligaya Fuego, Siranglupa ES

Abstract

INTRODUCTION
Children around the world are learning language primarily at home and that language differs from the dominant language used in the broader social world. These children arrive at school with precious resources: their mother tongue as their first language or LI. Mother tongue has been proved to play crucial role in the early learning of pupils as proven by the various findings (Deped order no. 74 .S.2009) on the contrary, after three years of implementation of the use of Mother tongue-based multilingual education in the Division of Calamba City , Grade 3 performance is still way below to the target of 75% MPS based on the National Achievement Test 3 (NAT 3) and Language Assessment for Primary Grades (LAPG).

METHODS
This study made use of a mixed method. The researcher had considered 51 public elementary schools in the division of Calamba City. Random sampling was employed for the respondents of the study. The researcher conducted a Focused Group Discussion (FGD) to ten selected ten (10) selected teachers, teaching MTB in primary level and school heads, the interview dwell on the challenges of teachers experience in the teaching mother tongue.

RESULTS
The school heads and teachers strongly agreed that MTB-MLE s instructional material development influences the effective and efficient delivery of instruction total weighted mean of 4.15 and 4.21, respectively. On Perceptions on Pupil's holistic development the total weighted mean of teachers and school heads were 3.80 and 4.06 respectively and the overall weighted mean yields 3.93 which means they moderately agreed. On pupils' physical development the combined weighted of 4.06 reveals that both groups of respondents moderately agreed that MTB-MLE instruction affects the pupils' physical development. On pupils' emotional development the combined weighted mean of 3.79 reveals that both groups of respondents moderately agreed that MTB- MLE instructions affect the emotional development of the pupils.

DISCUSSIONS
The quantitative findings of the study establish a strong significant relationship between the MTB-MLE influence on the effective and efficient delivery of instructions and the pupils' holistic development. This was validated by qualitative findings which evidenced the challenges that evolve on using the MTB-MLE instruction like the language used in classroom, learners response, earning materials, its effects in early grades, the importance of its uses, teacher supports, contestations on its uses, and available resources.

KEYWORDS: MTB-MLE, pupils holistic development, spiritual development, social development, physical development

SUBMISSION ID: R04A-CALAMB-0257

Perceptions of Regular Teachers towards Inclusive Education at Lobo Elementary School: Basis for action Plan

Rosel Carmona

Abstract

INTRODUCTION

The right of every child to have access to quality education was given due recognition in the Philippine Constitution Article XIV, Section 1, Batas Pambansa 232 of 1982, and Magna Carta for Disabled Persons (RA 7277) provided a significant basis for full implementation of inclusive education. However, Lobo ES encounter some issues regarding this matter, hence, this paper aims to determine the perceptions of regular teachers towards inclusive education.

METHODS

A descriptive method was utilized in this study to present systematic information used to assess conditions being investigated. Twenty-five (25) regular teachers were given a self-rated questionnaire. Data were analyzed using descriptive statistics in the form of frequency and percentage based on five categories which strongly disagree, disagree, uncertain, agree and strongly agree. Findings were synthesized according to the aspects of regular teachers' perceptions and knowledge towards inclusive education, collaboration with special education teachers, and strategies for improved inclusive practices and an action plan that would help improve the implementation of inclusive education was proposed.

RESULTS

Findings revealed that only a few had training in special education. It was also found out that they feel that pupils with special needs would be isolated in the regular classroom and will experience difficulty in learning academically. The respondents also believe in the strong collaboration between regular and special education teachers but still, there were reservations from the regular teachers if inclusive education will truly be effective. Moreover, results showed that regular teachers lack exposure and skills to deal with pupils with special educational needs.

DISCUSSIONS

Results of the study revealed that teachers may form positive perceptions towards inclusive education and understand the concepts and context of inclusive education but they were not yet ready to embrace inclusive practices. In this regard, the proposed plan of action should be employed to continually enhance and implement inclusive education practices.

KEYWORDS: perceptions, inclusive education, special needs, inclusion, regular teachers,

SUBMISSION ID: R04A-BATANP-0016

Perceptions of Senior High School Students about Accountancy, Business and Management

Kazelle Jimenez, GMATHS

(Adviser: Reney Boy Formilles)

115

Abstract

INTRODUCTION
The Accountancy, Business, and Management (ABM) strand includes basic concepts of different kinds of management systems such as financial and business that includes corporate operations. This study aimed to know the perceptions of senior high school students about the ABM strand and understand why they have those perceptions.

METHODS
Quota-sampling method was used in gathering representative data from a group. Respondents were composed of grade 11 students, one from each strand except ABM. Researchers asked open-ended questions to the respondents through interviews. The interview was divided into two parts: Profiling and Perceptions and was classified as informal.

RESULTS
Students perceived the ABM strand will lead to certain occupations under the accounting and management field. Their ideas about the strand are mainly from other people and just their mere observation. Student's interest and passion are essential in choosing the strand which will lead him to a successful venture.

DISCUSSIONS
This study suggests that students should be meticulous in choosing their strands. Parents are highly suggested to be knowledgeable about this topic to guide their children on what strand to pursue according to their skills, interest, and passion.

KEYWORDS: Perception, Business, Management, skills

SUBMISSION ID: R04A-CAVITP-0625

Perceptions of Senior High School Students of Renato Edano Vicencio National High School towards Technical-Vocational Livelihood Track

Jerome Rodil, TRAQ

Abstract

INTRODUCTION
The additional two years in Basic Education dubbed as the Senior High School brought immense changes in the landscape of our educational system. Senior High School program paved way for the offering of various career tracks namely Academic, Arts and Design, Sports and Technical Vocational Livelihood (TVL). Since Renato Edano Vicencio National High School cannot offer Academic, Arts and Design, and Sports Tracks due to limited resources, students were left with only one option and that is to take the TVL track. Hence, this study was designed to determine the perceptions of Senior High School students for taking the TVL Track.

METHODS
The study used the quantitative approach employing the descriptive method of research. A total of 65 TVL students of Renato Edano Vicencio National High School enrolled during the first semester of School Year 2017-2018 participated in the study. Respondents were chosen using the purposive sampling technique since the study focused only on the perception of the Senior High School towards the TVL track. A validated researcher-made questionnaire was the main tool used in gathering data. Percentage and Weighted Mean were the statistical measures employed in the study.

RESULTS
The study revealed that respondents strongly agreed that TVL track offers many opportunities to Senior High School graduates after it obtained a weighted average mean of 3.48. On the other hand, a weighted average mean of 3.55 showed that respondents strongly agreed that TVL graduates who got a National Certificate have the biggest chance of getting employed. Respondents further agreed that TVL exposes students to real-life tasks and further enhances their skills and competencies in terms of baking, dressmaking, fishery, agriculture, electronics, and trade. Moreover, respondents agreed that in terms of work demand, practicality and financial aspect choosing TVL is a great career track with a weighted average mean of 3.49. Finally, respondents indicated that the TVL track is a good choice for students who possess hard skills (3.25 WAM).

DISCUSSIONS
Findings imply that respondents have positive viewpoints towards Technical Vocational Livelihood Track. Respondents' understanding of the fact that taking TVL Track will provide them with diverse employment outlooks affirms the goal of the Department of Education of equipping its graduates with job-ready skills and competencies for them to be able to join the workforce in the local and international arena.

KEYWORDS: Technical Vocational Livelihood Track, Senior High School, perception

SUBMISSION ID: R04A-QUEZON-0208

Perceptions of Students and Teachers on the Mobile Phone Usage in the Classroom

Randy Baja & Severa Pagcaliwagan, BSU/STC

Abstract

INTRODUCTION
Today, mobile phone is widely used as a medium of communication among teachers and students.

METHODS
The questionnaires were used. It was adapted from Wafa'N. Muhanna, Awaif M.Abu-Al-Sha'r, Al-al-Bayt University,

RESULTS
Students and teachers perceptions fall into the category of Agree. However, teachers from BSU and AMAIUB have Uncertain verbal interpretation. No significant difference between the two groups.

DISCUSSIONS
The researchers administered it on September,2016.

KEYWORDS: Mobile phone, Perception, Students, Teachers, AMAIUB, BSU

Perceptions on Indigenous Games of Students of Sta. Catalina National High School

Maricel Maranan, Sta. Catalina NHS

Abstract

INTRODUCTION
Indigenous games widely known as "Laro ng Lahi" are Hispanic in origin. It is not only played by youngsters but also by anybody who loves childish humor. While these games are recreational, they are also used to test an individual or group's strength, endurance, and dexterity. Awareness and knowledge of these "Mga Laro ng Lahi" help every Filipino develop a sense of nationalism and the recognition of national identity as a Philippine culture. The advent of modern technology such as the internet, social network, gadgets and the like have taken the youth's attention and interest. The rise of technology has changed the lifestyle of Filipinos. These factors might affect the awareness of the youth of today on Philippine games.

METHODS
This employed the descriptive research survey design in presenting the results and answering the objectives of the research. Gathered relevant data in 200 randomly sampled G8 Students with 100 Males & 100 Females. Frequency and ranking are descriptive statistical tools used to characterize the number of responses and its position within the distribution of data collected and discussed. This was used to obtain the data on the profile of the respondents. Weighted mean was used to describe the perceptions of the respondents. To examine the relationship between and among the variables, Pearson Chi-Square will be used for the variable that is categorical.

RESULTS
The perceptions on indigenous games of the respondents in terms of motivation show high regard while in terms of attitudes connotes that the respondents have high regard with indigenous games on the other hand perception in terms of expectation have suggested that the respondents have low regard with it on that aspect. Perceptions between sexes do not differ much. Findings show that there is no significant difference in the respondents' attitude towards PE when respondents are grouped according to gender.

DISCUSSIONS
Most of the respondents agree that they think that indigenous games give them lots of benefits. They agree that they wish to have more opportunities to play & learn more indigenous games. The indicator that got the lowest mean value is the one that says they prefer playing indigenous games over online games. An enhancement program was drafted for the PE Department of SCNHS based on the preceding findings. This is with the end goal of enhancing both the attitudes towards PE and appreciation indigenous games by Grade 8 students of SCNHS.

KEYWORDS: indigenous games, physical education, physical activity

Perceptions on Instructional Supervision and Personal and Professional Profile of Teachers in Kaytitinga National High School

Marielenn Hernando

Abstract

INTRODUCTION

One of the most significant efforts in organizing the education process is to develop and uphold the quality of education. To monitor the quality, the national authorities highly depend on the school's instructional supervision. With this concern, it is important to provide assistance and supervision for teachers to increase their competencies. However, for about ten years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors since some teachers may view instructional supervision as a positive force for program improvement, while others may consider it as a threat against them. For that reason, the researcher focused on the perceptions of teachers on instructional supervision concerning their personal and professional profile.

METHODS

The descriptive research design was employed in this study. The respondents were thirty-nine (39) teachers from Kaytitinga National High School. An adapted and modified survey questionnaire (from Benjamin Kutsyuruba, 2003) was used to determine the personal (age and gender) and professional (years of teaching experience and highest educational attainment) profile of respondents as well as to elicit their perceptions on instructional supervision.

RESULTS

Based on the findings, there is no significant relationship between the perceptions of instructional supervision when grouped according to the gender and highest educational attainment of the respondents. On the other hand, it was also found out that there is a significant difference between the perceptions of instructional supervision when grouped according to the age and years of teaching experience of the respondents. Moreover, most of the respondents perceived that instructional supervision is in need and can be beneficial for them like in the promotion of their professional growth and the collaboration between teachers and supervisors.

DISCUSSIONS

The results revealed that adequate supervision which targets the needs of the teachers should be focused on and must be following their developmental stages. Furthermore, teachers should be involved in the planning of the supervisory process before supervision since instructional supervision should promote trust and collaboration among the teacher and supervisor. The results of this study may be used as a basis for a Continuing Improvement Plan (CIP) to effectively achieve a collaborative teacher-supervisor relationship and quality of instruction in an institution.

KEYWORDS: perception, instructional supervision, personal profile, professional profile

SUBMISSION ID: R04A-CAVITP-0822

Perceptions on Nuclear Energy of Grade 9 Students of Congressional Integrated High School

Marc Vener Del Carmen, Congressional Integrated High School

Abstract

INTRODUCTION

The purpose of this study is to describe Grade 9 students' perceptions on nuclear energy and the effects of integrating binding energy and nuclear energy in the last part of Module 1: Electronic Structure of Matter in quarter 2, Chemistry of Grade 9 Science.

METHODS

This study followed a descriptive pre-test post-test research design. A descriptive method was used to describe students' mental images of nuclear energy before and after the intervention. Quantitative data was gathered through pre-test and post-test to describe the changes in students' knowledge of nuclear energy and other related concepts.

RESULTS

It was found out through illustrations that the most frequent perception of nuclear energy is an atomic bomb, with 22 illustrations (58%) includes or solely presents a bomb.

DISCUSSIONS

A month after the two-day intervention of basic nuclear science in classroom discussion, the most frequent depictions are 19 illustrations of power plant (42%) and association to bomb is reduced to 11 illustrations (29%).

KEYWORDS: Nuclear Energy, Alternative Energy Sources, Grade 9 Science, Perceptions

SUBMISSION ID: R04A-DASMAR-0025

Perceptions on the Enhanced Basic Education Act of the Grade Six Pupils' Parents and Teachersin the District of Gen. E. Aguinaldo: Basis for a Follow-up Orientation Plan

Karen Baje, Department of Education

Abstract

INTRODUCTION
Filipinos are known to be competitive in the international community. While this may be true, our current education system hinders us from becoming more competitive among other countries. That is why, our government led by the Philippine President, together with the Department of Education implement the K-12 Program. But the advent of the K-12 Basic Education program brings questions to the minds of many people. That is why this study aimed to determine the perceptions of the parents and teachers of the Grade Six pupils in the District of Gen. E. Aguinaldo, Cavite.

METHODS
This is a descriptive-survey method with the use of questionnaires aimed to determine the source of information, perceptions and problems relative to Enhanced Basic Education Act (K-12) Program involving the 245 grade six pupils' parents and 20 grade six teachers in the District of Gen. E. Aguinaldo for the school year 2015-2016 and finally propose a follow-up orientation plan on the program.

RESULTS
Based on the findings, the majority of the parents get their information about the K-12 program from the teachers and administrators, the same is true for the grade six teachers. For the parents and teachers, this K-12 program is highly acceptable. There are no significant differences between the parents and teachers' perceptions about the K-12 program. Both parents and teachers consider the K-12 program as a moderately serious problem, and there are no significant differences between their extent of perceived problems about this new curriculum.

DISCUSSIONS
It can be concluded based on the survey results involving the parents and teachers, that this Enhanced Basic Education Act of K-12 Program, is highly acceptable for them: although they have some problems with the implementation of this new curriculum. Parents perceive that they have to shell out more money for the education of their children and that this will hinder their children from working early so that they can help their families. Thus, a follow-up orientation program has been proposed for implementation to further clarify issues and ease probable problems about the K-12 program.

KEYWORDS: parents, perceptions, K-12 program

SUBMISSION ID: R04A-CAVITP-0379

Perceptions towards Accountancy: Barebones for a Communication Strategy

Charmain Valero, Natalia Velasquez Ramos Memorial Integrated School

Abstract

INTRODUCTION

The researcher intended to know how Grade 10 students perceive Accountancy as a course. The results of the study can be the bases in initiating a communication strategy, as part of career guidance for incoming Senior High School students. These can also help address possible misconceptions about the course. These activities will not only increase the number of enrollees for Accounting, Business, and Management (ABM) strand but more importantly, help the students decide what tracksuit them best.

METHODS

This is a quantitative study with 147 grade 10 students. A research-made questionnaire was used to gather data. The researcher sought for the profile of the respondents in terms of age, sex, family income and grades, and the perceptions of the respondents of Accountancy as a program. A communication strategy to address the possible misconceptions about the Accountancy program, how to help incoming SHS students choose their strand, and promote the ABM strand was also determined.

RESULTS

Most of the respondents are 14-16 years old females, with 5001-10000 family income, and have 79-85 grades. The majority of them perceive that Accountancy is about business, Mathematics, and money. They disagree that only those intelligent students can take the Accountancy course.

DISCUSSIONS

A communication campaign is proposed to be done in conjunction with the career guidance activities initiated by the junior and senior high school faculty members, and the guidance office of the school. This is to further inform the students about the various skills required, the opportunities, and trends in the field of ABM. This also intends to help students to have a clear view of what Accountancy, Business and Management strand is about.

KEYWORDS: Perception, Accountancy, Course, Barebones, Communication, Communication strategy

SUBMISSION ID: R04A-BATANC-0237

Perceptual Strength vis a vis and Mathematics Performance of Grade 8 Students in Trece Martires City National High School - Conchu Annex, School Year 2017 - 2018

Hazel Anne Abarentos, TMCNHS - Conchu Annex

Abstract

INTRODUCTION

The perceptual abilities of students should influence the assessment and the teaching of students. On the other hand, the level of mathematical thinking and problem solving needed in the workplace has increased dramatically. Students have different abilities, needs, and interests. In this study, the researcher aimed to find out if there is a relationship between the respondents' Perceptual Strength and Mathematics Performance.

METHODS

The descriptive method of research was utilized. The researcher administrated a set of questionnaires for the demographic profile of the respondents and the index of Learning Style (ILS). The ILS has four dimensions that include; active and reflective, concrete and intuitive, visual and verbal, and sequential and global. The achievement level was based on the respondents' final grade in Mathematics.

RESULTS

This study focused on the relationship that exists s between the perceptual abilities and the Mathematics performance of the respondents. The results revealed that most students tend to balance learning styles among active, concrete, visual, sequential and global. On the other hand, there is a significant difference between the learning style of visual, verbal, sequential and global based on gender. Also, there exists a significant relationship between the active and reflective learning style and mathematics achievement.

DISCUSSIONS

The result of this study implies that there should be acceptance and awareness of perceptual abilities and their role in the teaching-learning process. It reveals that Mathematics performance is exceedingly correlated with the perceptual strengths such as the latter play a momentous role in shaping the students' classroom achievement.

KEYWORDS: Perceptual Strength, Active, Reflective, Concrete, Intuitive, Visual, Verbal, Sequential, Global

**Perceptual Strengths of the Mathematics Performance of Grade Iv
Pupils in Banlic Elementary School**

Emily Mustacho & Rochelle Larua, Banlic Elementary School

Abstract

INTRODUCTION
Learning styles are seen as characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. The concept of learning styles has been applied to a wide variety of student attributes and differences (Felder and Brent, 2005). Learning style refers to an individual's habitual and preferred way of absorbing, processing and retaining new information and skills. The researcher conducted the study to find out how demographic profile of the pupils affect their academic performance in Mathematics.

METHODS
The study used the descriptive comparative method as the research design. According to Patidar (2013), descriptive comparative design involves comparing and contrasting two or more variables, often at a single point of time. This design is used to compare two distinct groups on the basis of selected attributes such as knowledge, level, perceptions, and attitudes; physical or psychological symptoms and so on.

RESULTS
The researchers described the profile of the respondents in terms of sex, birth order, parent's educational attainment, and monthly family income. The researchers also classified the pupil respondents according to the perceptual learning styles. It also assessed the significant relationship between the perceptual strengths and the mathematics performance and lastly, they gathered the findings of the study that were helpful in the improvement of the performance of the pupils in Mathematics. As to comparative analysis, the researchers found that there was a significant relationship between the Perceptual Strengths and the Mathematics Performance.

DISCUSSIONS
Based on the findings of the study the following are recommended; teachers can use technologies so they can catch the attention of the pupils since they are fond of using it. Visual presentation such as pictures, videos, and other materials that will surely catch the attention of the pupils and another way of fun teaching. Reading intervention can help the students to enhance and develop their skills in Mathematics. Future researchers may have a parallel study about the perceptual strength of the Mathematical performance of Grade IV pupils in Banlic Elementary School.

KEYWORDS: Perceptual, Performance, Styles, Cognitive, Affective, Psychological, Comparative, Variables, Descriptive

SUBMISSION ID: R04A-CALAMB-0297

Performance and Commitment of Stakeholders in the Implementation of Physical Education Program in Lipa City National High School: Sy 2018-2019

Mercedita Mendoza, Department of Education Lipa City

Abstract

INTRODUCTION
In the Philippines, physical education has always been considered a significant component of the curriculum. It involves the students' thinking, feeling, and movement; hence, it becomes an integral part of their total educational experience. The primary concern of physical education lies in physical fitness, health and vigor of the individual, the development of other critically related areas such as mental, social and emotional attributes go into its program vis a vis, the games, sports, gymnastics, dances, rhythmic activities, and other exercises.

METHODS
The research methodology used in this study was the descriptive survey process. This method is designed for gathering data and information about existing conditions which be the bases for evaluation.

RESULTS
The result could be interpreted that the teachers and school heads are highly supportive of the drive of the government to focus not only on the mind but rather on the physical development of the youth. The manifested commitment of the sets of respondents varies with the functions they exercise in the job. The teachers' commitment to the job is manifested with specific consideration to planning, punctuality, attendance, and in the evaluation of pupils.

DISCUSSIONS
Several specific problems/variables have been posited like the age, educational attainment, the field of interest in PE and seminar/trainings attended by the respondents. The teachers' implementation of teaching methods, evaluation techniques, equipment used, qualifications were also postulated along with the significant difference between the perceptions of the school head based on factors mentioned.

KEYWORDS: PERFORMANCE AND COMMITMENT OD STAKEHOLDERS IN THE IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAM

Performance and Competencies in Mathematics among Grade Four Pupils in the District of Gen. E. Aguinaldo

Marilyn Lengson, Mylene Malimban, & Vevian Creus, Department of Education Cavite

Abstract

INTRODUCTION
This research aimed to determine the strengths and weaknesses in Mathematics of grade four pupils in the ten public schools in the Municipality of Gen. E. Aguinaldo during the school year 2017-2018. There were a total of 190 pupil-respondents. Additionally, this study identified the performance and competencies of the grade four pupils in Mathematics. The researchers investigated the difficulties encountered by the pupils in the said Mathematical skills to be able to formulate actions and/or interventions to help pupils gain confidence, and master the skill of solving word problems in Mathematics.

METHODS
The researchers employed stratified and systematic random sampling methods. The study made use of a descriptive method research design. This method of research was utilized with the diagnostic test for the pupils as the core data gathering instrument. Observation and interviews were also used to verify the accuracy of the data. The data gathered from the pupils were treated statistically using the percentage and mean. The researchers identified the strengths and weaknesses of the pupils based on the results of the diagnostic test.

RESULTS
The mathematical performance of the grade four pupils was below average in the areas of numbers and number sense, geometry, algebra and patterns, measurements and statistics and probability. The pupils encountered weaknesses in the areas of numbers and number sense, geometry, algebra and patterns, measurements and statistics and probability. The pupils lack mastery in basic mathematical concepts which revealed their lack of competence in Mathematics. The said areas should be given more attention by teachers. An action plan consisting of additional programs/activities /exercises was deemed necessary to improve the performance of grade four pupils in Mathematics.

DISCUSSIONS
The teacher should employ innovative approaches on how to develop the lessons and include activities considered enjoyable that will surely encourage the pupils to learn Mathematics. The school should conduct teacher training for new methods and approaches in teaching mathematical skills. The teacher must involve the parents in various academic activities to help the pupils with homework to further enhance mathematical skills. Furthermore, the result of this study served as a source of information to school heads, teachers, and parents in performing their duties geared towards the improvement of Mathematics.

KEYWORDS: Education, Performance in Mathematics, Action Plan in Mathematics, Descriptive Design

**Performance Based Instruction and its Perception Relation to the
Academic Performance in TLE of Grade 9 students at Boot National
High School: Basis for an Action Plan**

Ria Rosales, Department of Education Tanauan City

Abstract

INTRODUCTION

The main objective of the study is to develop an action plan regarding the extent of use and perceived effects on the performance-based instruction in TLE and its association with academic performance.

METHODS

The study utilized the descriptive method of research and the respondents of the study are 54 students from Boot National High School. The instrument used was a survey questionnaire. Data were gathered through asking permission first from the authorities to conduct the study. Weighted mean was computed to determine the extent of use of performance-based instruction in TLE.

RESULTS

Findings revealed that based on the perceptions of the TLE students, presenting activities in a manner that is understandable to students is fully implemented. While for the evaluation of the lesson, using rubrics to assess student's performance and recording the individual or group responses in determining the student's mastery is fully realized. Moreover, the most perceived effect of this performance-based instruction is learning something that changed the way students have understood the technology. On the other hand, providing time for group processing and adapting the concept of the lesson to a new problem is not fully executed. Students have agreed to the least extent that inclusion of various viewpoints such as political, religious, racial/ethnic, gender affects the use of performance-based instruction. Presenting activities in a manner that is understandable to students, and providing additional instruction to some students have a relevant association with the Presentation of the lesson. In contrast, gender and economic status are not significant predictors of the Presentation of the lesson.

DISCUSSIONS

Based on the findings, the following conclusions were derived. It is very important that students can easily understand the activities and the traditional way of recording is still fully effective and realized. And learning something that changed the way students have understood technology is associated with their academic performance. But to have an action plan, those with lowest means have to be addressed to develop necessary steps to be done in the TLE class.

KEYWORDS: Academic Performance, Performance-Based Instruction, Technology and Livelihood Education or (TLE)

SUBMISSION ID: R04A-TANAUA-0032

Performance Efficiency of the Internal Stakeholders in the Implementation of the School-Based Management (SBM) in the Division of Iriga City

Cindy Delgado, San Agustin Elementary School, Iriga City

Abstract

INTRODUCTION

The teachers, parents, and pupils as internal stakeholders in School-based Management (SBM) have greater control over the education process by giving them responsibility for decisions about budget, personnel, and the curriculum. The researcher, as an internal stakeholder, felt the need to diagnose the problems and challenges being confronted in the implementation of SBM. It is necessary to determine what the internal stakeholders need to have to be able to perform more efficiently, and what intervention scheme can be developed to enhance the effective implementation of SBM.

METHODS

The descriptive-evaluative survey method was employed with a questionnaire as the primary data gathering instrument. The following statistical tools were used: Frequency Count, Percentage Technique, Weighted Mean, Five-Point Rating Scale, and Kruskal Wallis H-Test.

RESULTS

The highest rating was garnered by the accountability of performance and on school policies and regulations with an average weighted mean of 4.31, followed by a learning process with 4.20, all described as "Very High." On the other hand, rated as "high" with an average weighted mean of 4.05 was on serving on school council and organizations. The overall assessment was 4.22 described as "Very High," 4.41 of which came from the group of teachers, 4.12 came from the group of teachers, while 4.13 from the group of pupils.

DISCUSSIONS

The data proved the fact that by putting power in the hands of the end users of the service (education), SBM eventually leads to better school management that is more cognizant of and responsive to the needs of those end users, thus creating a better and more conducive learning environment for the students. A sound training program for internal stakeholders is critical to ensure higher performance efficiency because many of them are likely to lack the skills necessary to carry out their new responsibilities. School heads should create greater "overlap" among the school, home, and community through the implementation of activities across six types of involvement: parenting, communication. Policies must explicitly stress local responsibilities and authority, but must do so by placing it in the context of external relationships that will be necessary for ongoing development and review The action plan should be adopted to achieve a higher performance efficiency of all internal stakeholders which will lead to more collegial relations and an overall effective implementation of school-based management.

KEYWORDS: PERFORMANCE EFFICIENCY, INTERNAL STAKEHOLDERS, SCHOOL-BASED MANAGEMENT (SBM), IMPLEMENTATION

SUBMISSION ID: R005-IRIGAC-0003

Performance in Learning Different Layers of the Earth through Multi Media Instruction among Grade Six Pupils in Mapulo Elementary School

Cresenciana A. Perez & Elsa A. Manalo, Department of Education

(Adviser: ofelia P. Driz)

Abstract

INTRODUCTION

In an increasingly complex world, it is critical that all students have extensive practice in what it means to think like a scientist. The skills essential in science education are "not only needed by scientists, but by every citizen in order to become a scientifically literate person able to function in a society where science has a major role and impact on daily life Students need a firm grasp of science in order to fully comprehend their world and make informed decisions.

METHODS

Several methods of design were used. The descriptive method of research was used to determine the effectiveness of multimedia in teaching lessons in different layers of the earth, the researcher based activities on the syllabus and prepared lesson plans and videos for target topics. This study involved collecting data through written and practical test. The researcher directly gave the test to the respondents for the assessment and evaluation of performance. The pupils are also provided with rubrics that will serve as a guide in the interpretation of test gain scores.

RESULTS

Multimedia offers the opportunity to combine instruments and modes to radically enhance the effectiveness of learning resource development efforts. Educational publishers frequently "bundle" CD-ROMs with textbooks, providing additional resources, updates, and other information. Interactive simulations are often "wrapped" with text addressed directly to learners, providing contextualizing information, and with text addressed to teachers guiding them in the facilitation of classroom activities, questioning strategies, and assessment.

DISCUSSIONS

The results of this study are the distinct features of multimedia in teaching different parts of the earth comprised of text, images, audio, video, and simulations. The majority of the pupils got very high in each lesson about parts of the earth using multimedia. Teachers may emphasize the use of multimedia in teaching Science. Proposed supplementary activities may be shown to other teachers. And lastly, a similar study may be conducted using an experimental research design.

KEYWORDS: multimedia instructions, complex world, syllabus, bundle, wrapped,

Performance Level of Special Program in Journalism Student-Journalists in School Press Conferences: Basis for a Proposed Outcome-Based Training Design

Jerome Macalindong, Lucsuhin National High School

Abstract

INTRODUCTION

Journalism plays a vital role in the lives of people and communities. Significantly, school is one of the places where journalism must be nurtured and studied. In this study, the factors that may contribute to the high-level performance of student-journalists in different journalistic writing contests will be highlighted. Furthermore, it will design an outcome-based training underscoring effective program of activities and quality workshops given to students to deepen and broaden their performances and knowledge on this essential course.

METHODS

This study employed descriptive design as a research method. The subject of this study involved the student-contestants in school press conferences in the last two years, 2016 and 2017. The survey questionnaire enclosed the factors that affect the performance level of the said respondents. The statistical tools applied were frequency/percentage distribution, weighted mean, composite mean, and ANOVA (F-Test).

RESULTS

The findings showed that several factors greatly affect the performance of the student-journalists in journalistic competitions particularly lack of trainings, seminars and colloquiums. It was also found that students' willingness and courage to compete contributes to this problem. Moreover, teachers of journalism subjects must attend extra trainings and seminars regarding the modern trend of the said field.

DISCUSSIONS

The results of the study suggest that a curriculum in line with the journalism program of the school could be enhanced to design quality trainings and workshops as an effective way to hone the journalistic skills of the student-journalists and be ready enough in various school press conferences. Likewise, special program teachers should attend various seminars that could uplift and upgrade information on the trends of modern journalism.

KEYWORDS: school press conferences, journalism field, outcome-based training

SUBMISSION ID: R04A-BATANP-1856

Performance Level of Students From Dysfunctional Family of Comon High School

Lilibeth Lacsamana, Department of Education

Abstract

INTRODUCTION

The family is the child's first place with the world. It is a single unit where parents display love, care, respect, kindness, etc. The child, as a result, gains basic education and socialization from parents and other significant persons in the family. In a complete family, it is evident that the attendance of parents to children helps improve proficiency in learning. Furthermore, parents with strong financial aid can better understand and provide educational needs to their children. On the other hand, a dysfunctional family with the absence of parents is believed to be the primary cause of a child's mislead life. Children's' emotions, aspirations, and dreams tend to be broken into pieces. Moreover, in the absence of parents, children tend to have low self-esteem and are pre-occupied with many things that affect their academic performance. It was observed that there are 32 students from dysfunctional families that have low performance level in all learning areas. The researcher desires to implement innovation to help these students improve performance levels.

METHODS

The teacher made test is the research method used to determine the performance level in the pre-test before intervention is implemented. It is utilized to identify what competencies in the subject are mastered and the least mastered skills. These least mastered skills are addressed by the implementation of peer learning as an intervention. A post-test is implemented to determine the performance level after the intervention was implemented.

RESULTS

Performance level in the pre-test in all subjects' appears 34%. It entails that students have little knowledge about the topics and it gives the idea on the depth of knowledge needed. In post-test it is 65% after the implementation of peer learning as an intervention. The performance level of students in the dysfunctional family improved through the application of "peer learning" as revealed in the study.

DISCUSSIONS

Peer mentoring is a strategy that ignites students' learning mood and focus. Students have the opportunity to learn from the shared ideas, knowledge, and skills of each other. They display self-directed learning abilities, self-peer evaluation, reflection, and critical thinking thus, improvement in academic performance is notable. Intensive implementation of peer learning is needed.

KEYWORDS: proficiency performance level peer learning dysfunctional family innovation paramount, mislead

SUBMISSION ID: R005-TABACO-0046

Performance Level Using Computer Skills Measured in Program for International Students Assessment (PISA) for Mathematics Achievement of Grade 9 Students in Malapad Na Bato National High School

Edwin Baylosis, Malapad Na Bato National High School

Abstract

INTRODUCTION

Mathematics is considered as the mother of all learning in both arts and sciences. This perspective on Mathematics has gained more attention with the rapid advances of information and communication. Mathematics is not just computation but a tool for understanding structures, relationships and patterns to produce solutions for complex real life problems.

METHODS

The method used in choosing the respondents was purposive selection. The data was obtained from the scores of PISA Mathematics examination of 2015 and questionnaire with twenty (20) 15-year-old Grade 9 student-respondents from Malapad na Bato National High School, Nasugbu, Batangas during school year 2016 - 2017.

RESULTS

The following were the results of the study, (1) majority of the respondents were female, majority with family earnings of Php 5000 and below, and with Grade of 85 percent and above in Mathematics, (2) majority of the respondents were female, majority with family earnings of Php 5000 and below, and with Grade of 85 percent and above in Mathematics, (3) majority of the respondents obtained passing grade with regards to Mathematics level of performance using computer measured in PISA, (4) computers improved students' performance in Mathematics, measured in PISA, and also improves students' knowledge, comprehension and accuracy, (5) there was significant relationship between Mathematics performance Skills using Computer in PISA and profile variables, (6) an action plan was designed to enhance Mathematics performance of students using PISA.

DISCUSSIONS

The results demonstrate the need for (1) students be allowed to use different technologies (computer, tablets PC's, calculators) in Mathematics classes at times when needed, (2) the PISA examination in Mathematics can be used as alternative assessment tools for measuring the Mathematical capacity and readiness of 15-year old students, (3) students strengthen knowledge and skills in Information Communication and Technology should be paid attention at by the teachers for them to apply it in Mathematics and to other subjects, (4) another study regarding the use of PISA should be conducted in different setting to validate the results of the study, (5) the implementation of the action plan as a basis to further improve Mathematics performance of students using PISA should be encouraged.

KEYWORDS: Performance, Computer Skills, PISA, students, Mathematics

SUBMISSION ID: R04A-BATANP-0091

Performance Mapping of Optical Mark Recognition (OMR) Machines in the Division of Batangas City: Basis for Program Improvement

Lilibeth Virtus, Banaba West National High School

Abstract

INTRODUCTION
Gathering data from summative and formative assessments is important in education to assess student knowledge and skills. Because of this, the Division of Batangas City acquired 10 Optical Mark Recognition (OMR) technology which intelligently reads multiple-choice questions, checks boxes or filled-in bubbles on documents and converts the results into meaningful data. With OMR automation tools, extracting data from exams and surveys helps get schools well on their way to accurate data analysis. This study aimed to describe the performance mapping of OMR machines in the Division of Batangas City and compared these machine-generated results with those done manually by teachers.

METHODS
The study used qualitative design using descriptive-thematic synthesis and quantitative using correlation of statistics results. Purposive sampling was utilized in choosing 7 participants from 7 schools with OMR machines in the Division of Batangas City. A total of 7 OMR machines were used to map the performance, seven (7) teacher-operators were interviewed in gathering data.

RESULTS
OMR machine is useful in data scanning scannable answer sheets of students quarter examinations, it gives quick and accurate assessment results but enables to process thin paper and improper shading, and sometimes experienced technical problem just like any other machines. Further results show that there is no significant difference between the results taken from the OMR machines and the teacher's computed results. Thus, the proposed program may be used to enhance the utilization of OMR machines in the division and uplift students achievement.

DISCUSSIONS
The optical mark reader (OMR) machines are useful for checking scannable answer sheets during quarter examinations. On the other hand, the disadvantages of the OMR machines include its inability to process thin paper and improper shading. All six machines tested generated the same results for a specific examination sample in mathematics. Thus all of these machines have a parallel performance which indicates that all of them produce accurate results. When the OMR average summary of statistics and teachers computed summary of statistics were compared, the $tc=0.0332$ was less than the $tt=2.101$ at 18 degrees of freedom. Therefore the null hypothesis was accepted which means that there is no significant difference in the OMR average summary of statistics and the teacher's computed summary of statistics.

KEYWORDS: Performance, performance mapping, performance mapping of OMR machines, Optical Machine Recognition, OMR Performance

Performance of Grade 10 Students at Governor Feliciano Leviste Memorial High School Taking Automotive Servicing: Basis for Proposed Intervention Activities

Felix Mendoza Jr., Gov.Feliciano Leviste Memorial High School

Abstract

INTRODUCTION

Department of Education acts as a catalyst for change by empowering the members of the community with knowledge and skills toward developing meaningful and productive citizens. This study focused on the profile of respondents in terms of attendance and grade in TLE subject; performance of the students as reflected in their grading sheet in terms of written work, performance task and quarterly assessment; intervention activities that may be proposed.

METHODS

The study utilized the descriptive method of research using the data of the respondents. Respondents of this study were 124 grade 10 students taking automotive servicing. The data collected were tabulated, analyzed and interpreted using descriptive statistics such as frequency and percentage.

RESULTS

The study revealed the following: the average attendance of the students was 83.23 percent, the average grade was 75.14; the average written works were 58.26, the average performance tasks were 59.26 and the average quarterly assessment was 55. The proposed intervention activities for the students were: conduct research in the internet focused on engine operation, troubleshooting repair, modern tools and equipment for automotive servicing; troubleshooting and repair vehicle focused in under chassis, electrical and engine tune-up; Connection of electrical circuit and troubleshooting and troubleshooting and repair small engine focused in tune-up , brake servicing and electrical.

DISCUSSIONS

Intervention activities must be implemented every grading; the intervention activities must be based on the curriculum guide and interest of the students; the proposed intervention activities may be tried out to test the usefulness of its implementation. Further, to have a better implementation of intervention activities, there should be better policies and monitoring programs.

KEYWORDS: Automotive, servicing, intervention, activities, curriculum, guide

Performance of Grade 3 Learners in English: Basis for a Proposed Instructional Materials

Jane Suzette Ferma, Sungay Elementary School

Abstract

INTRODUCTION

Reading skills is one of the most important requisites of literacy. The primary purpose of this research was to assess the performance of Grade 3 learners in English of the selected public elementary school in the City of Tagaytay for the SY 2017-2018. The study focused on the assessment of the acceptability of the instructional materials in teaching reading. Phil-IRI results were used to analyze the reading level of the pupils. A pretest and a post-test were given to the selected grade 3 pupils.

METHODS

A descriptive research design was used in the study. It was used to gather information about the present existing condition. The researcher gathered the data and determined the acceptability of the instructional materials in the reading. Using an adopted and validated the questionnaire, it provided valuable data on how acceptable the developed instructional materials. The researcher conducted a survey using the questionnaire in gathering the respondents' perception of the instructional materials used in assessing the performance of the students. The data gathered from the respondents were treated statistically using percentage, weighted mean and t-test.

RESULTS

The respondents assessed the instructional materials as acceptable. The results indicate that the objectives of the instructional materials were specific, measurable, attainable, and time-bounded. The materials measure and assess what is being outlined in the objectives. The results indicate that in terms of usefulness, the materials were considered useful since it is aligned to the K to 12 basic competencies in reading.

DISCUSSIONS

The instructional materials can be potential support in enhancing teaching and learning reading. It can also aid in the improvement of the reading skills of the Grade 3 pupils. There are still a considerable number of frustrated readers. Also, the number of independent readers had a minimal increase to which an intervention or remediation activities are deemed necessary to address these issues. The instructional material was developed to provide some support in teaching and learning aimed at improving the reading skills of the pupils. The developed instructional materials were rated as acceptable considering all the criteria used to assess the materials. There was an improvement in the performance of the pupils after the utilization of the developed multimedia instructional materials. The level of performance of the pupils in the post-test differs significantly as compared to the pretest.

KEYWORDS: Instructional Materials, Descriptive Research Design, Reading Performance, Learners

SUBMISSION ID: R04A-CAVITP-0413

Performance of Grade 4 Pupils in Science Using Ict Support Instruction

Jerry B. Tolentino, Master Teacher II

Abstract

INTRODUCTION

Teachers who embrace the use of ICT make teaching and learning easier. Pupils can understand better; hence they develop the necessary skills needed and get them ready for the next curriculum year. In this study, the researcher assessed the impact of ICT in teaching science lessons as against the traditional lecture method with no ICT materials used. The performances of the pupils in the two methods were taken into consideration.

METHODS

The present study is quasi-experimental applying the Ex Post Facto design using the dependent and independent variables. Intervention used ICT support instruction in between the conduct of the Pre and Post-test to the respondents

RESULTS

The highlights of the study denotes that the Grade 4 pupils got very low performance in the pre-test with an average of 45.46 percent. As a result of the ICT integration in teaching, their performance in the post-test tremendously improved with an average of 83.67 percent. The difference in the performance is statistically significant with a t-computed of -22.67 and the p-value is .000. The effect of size was 0.55 denoting a "moderate effect." The ICT integration in teaching is indeed a breakthrough which results in an improved performance of pupils.

DISCUSSIONS

Integrating ICT in teaching has been proven by the present research as superior over the traditional chalk and board method in teaching science. Similar findings were observed on previous researches regarding the superiority of ICT in improving the knowledge and skills of learners. The research, however, failed to validate the result in other subjects. It is therefore recommended that future researchers should conduct a similar study integrating ICT in other subjects hence, policies should address the slow adoption of ICT integration among the primary grades.

KEYWORDS: ICT Integration, performance, body organs, breakthrough, and traditional teaching method

SUBMISSION ID: R002-QUIRIN-0006

Performance of Grade Six Learners in Mapeh: Basis for Proposed Intervention Activities

Marichelle R. Alido, Department of Education

Abstract

INTRODUCTION

One of the most challenging and complex subjects to teach is MAPEH. MAPEH means Music, Arts, Physical Education, and Health. This four-component subject matter focuses on the holistic development of every learner. Through MAPEH, future athletes, dancers, actors and actresses, doctors and nurses, musicians, singers, and performers are discovered and honed.

METHODS

The study utilized documentary analysis on the First Quarter Assessment, and the questionnaires to be able to determine the difficulties encountered by the learners in the different lessons in MAPEH. Observation and focused group discussions were also utilized to supplement the necessary data. Hence, the researchers believed that this type of research design will give the pertinent result of the basis for the prevalent conceptualized intervention activities in MAPEH.

RESULTS

Most of the items are mastered by the learners. However, it can be gleaned that there are least mastered skills in every component of MAPEH. The respondents had difficulty comprehending the Health topic about the importance of undergoing health appraisal procedures. It was followed by identifying the areas for improvement in Physical Education. Most of these least mastered skills are under the Evaluation and Creating a domain in Bloom's Taxonomy.

DISCUSSIONS

The use of English as the medium of instruction greatly affects the teaching-learning process in the subject. The inadequate resources and facilities required for MAPEH also hinder their understanding of the different lessons. Based on the result of the study, the researcher proposed to make intervention activities to improve and enhance the ability of Grade Six Learners in each component of MAPEH.

KEYWORDS: performance, intervention, competencies

SUBMISSION ID: R04A-BATANP-0898

Performance of Grade Six Pupils in Mathematics at JCPMES: Basis for Math Polishing Project

Yolanda De Castro, Department of Education Batangas City

Abstract

INTRODUCTION

For more than two decades of being a Grade VI Mathematics teacher, many of the pupils cannot solve mathematical problems because they don't have the mastery of the four basic operations. Another root cause is their poor comprehension of word problems. These are exactly the underlying factors why the researcher conducted this study. The poor performance of pupils in Mathematics tests, and the Diagnostic test administered were the basis for the Math Polishing project she made. It is a hope of the researcher that in her particular Mathematics class no child is left behind in terms of acquiring mathematical skills.

METHODS

The researcher utilized the Descriptive method of research using the Diagnostic Test as the data gathering instrument, pre-test and Assessment post-test. The pre-test was used as the basis for the Math Polishing Project. This project offered three important strategies that would harness the mathematical skills of pupils. 1. Five to ten exercises a day 2. Solving One - to Two-Step Word Problems 3. Parent's time From the 103 enrolled pupils in Grade VI for SY 2017 - 2018, 19 pupils scored 49% and below in the 30 items Diagnostic test administered to surface pupils' ability in Math. The data analysis was based on the data obtained from the 19 respondents of the Grade VI pupils of Jose C. Pastor Memorial Elementary School for SY 2017 - 2018.

RESULTS

The Diagnostic test was used by the researcher as the basis for surfacing the ability of Grade VI pupils (SY 2017 - 2018) in Mathematics since she wanted to start the Math Polishing project as early as June. The level of numeracy of the respondents was raised. No one is considered Non-Numerate in the Assessment Test. There were 8 Numerates out of 19 respondents which had a corresponding percentage of 42.11%, then 11 out of 19 placed Nearly Numerates which got 57.89.

DISCUSSIONS

The strategies in the Math Polishing project, were helpful in the improvement of pupils performance in Math as the Grade II to III level of Mathematics exercises used in remedial lessons greatly helped the pupils understand how to perform Math problems involving the four operations and the parents' support and guidance aided in the improvement of the respondents' performance in Math.

KEYWORDS: math polishing, four basic operations, step by step problem solving, parents' time

SUBMISSION ID: R04A-BATANC-0253

Performance of Pantawid Pampamilyang Pilipino Program (4p's) Recipients in Calamba National High School

Regidor Ilag

Abstract

INTRODUCTION

UNESCO (2000) points out that about 130 million children in the developing world are denied their right to education through dropping out. To address the problem of poverty in the country, the Department of Social Welfare and Development (DSWD) implemented a Conditional Cash Transfer (CCT) Program now known as Pantawid Pamilyang Pilipino Program (4Ps). This study aimed to assess the performance of 4P's recipients in Calamba National High School. Specifically, the study sought answers to the following questions: what the performance of the 4Ps recipients is as perceived by the teachers in terms of subject knowledge, skills, attitudes and attendance and what action plan can be proposed to improve further the performance of 4P's recipients in public high schools.

METHODS

This action research used descriptive method.

RESULTS

The results of the studies were the following; subject knowledge was 3.24, skills were 3.10, attitudes 3.37 and attendance with 2.73. Among the four variables, attendance has the lowest mean through all the variables were at a satisfactory level.

DISCUSSIONS

Based on the finding students' performance in terms of subject knowledge, skills attitudes and attendance were all at a satisfactory level. Among these four, the attendance has the lowest mean. Therefore, the Pamilyang Pilipino Program (4Ps), helps the students to perform in school although attendance has the lowest mean which may attribute some problems at home.

KEYWORDS: Pamilyang Pilipino Program (4Ps), academic performance

SUBMISSION ID: R04A-CALAMB-0067

Performance of Public and Private Elementary Schools in the Cavite National Science High School (Regional Science High School) Entrance Examination for School Years 2017-2020

Belinda C. Loyola, Cavite National Science High School & Elenita V. Umipon, Silang West Elementary School

Abstract

INTRODUCTION

Cavite National Science High School, the Regional Science High School (RSHS) of CALABARZON, offers the RSHS curriculum with enriched Science and Mathematics subjects. RSHS Entrance Examination focuses on assessing Mathematics, Science, and Communication Skills of Incoming Grade 7 students. Applicants must belong to the upper 20% of the Grade VI graduating class with no grade lower than 80% in English, Math, and Science with the general average not lower than 85% and recommended by their respective school principals (Unnumbered Regional Memorandum, October 2018). This study has been conducted to determine the performance of public and private elementary schools in the Regional Science High School Entrance Examination for School Years 2017-2020.

METHODS

This study falls under descriptive research. The data were gathered from the records of Cavite National Science High School's RSHS Entrance Examination applicants and passers for the last three years, specifically, the school year 2017-2018, 2018-2019 and 2019-2020. The percentage of applicants and passers from public and private elementary schools for the last three school years were computed to assess the performance of both schools.

RESULTS

Private elementary schools from different municipalities in Cavite and other provinces have a 43% passing rate for School Year 2017- 2018 while public elementary schools have a 23% passing rate in the same school year. For School Year 2018-2019, 51% from the private elementary schools passed the RSHS Entrance Examination while 42% of students from public elementary schools did. Out of the 431 applicants for School Year 2019-2020, 41% passers came from the private elementary schools and 35% came from the public elementary schools. Based on the total number of test takers from public and private schools and getting the percentage of passers, private schools have better performance than public elementary schools.

DISCUSSIONS

RSHS Entrance Examination focuses on assessing Mathematics, Science, and Communication Skills of Incoming Grade 7 students. The results showed that private elementary schools have a higher percentage of passing than public elementary schools with a 20% difference in SY 2017-2018, 9% difference in SY 2018-2019, and 6% difference in SY 2019-2020. Based also on the results, there is a decrease in the difference in percentage of passers from private and public elementary schools in the last three school years.

KEYWORDS: RSHS Entrance Examination, Performance Assessment, Regional Science High School, Elementary Schools

SUBMISSION ID: R04A-CAVITP-1627

Performance of Public Secondary Schools in the Delivery of Good Governance

Antonio A. Hinayon

Abstract

INTRODUCTION
All public schools around the country are mandated to apply the principles of school-based management (SBM) as a governance framework in managing an institution. This study investigated the level of institutional performance among secondary schools of Lanuza district in delivering good governance based on the SBM dimensions namely: leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources.

METHODS
It employed a combination of quantitative and qualitative approaches in gathering data and surveyed ninety school personnel of the five secondary schools of Lanuza.

RESULTS
The results of this study indicated that four of the school's understudy are categorized in the developing level, and only one school is under the beginning stage of SBM implementation. Findings led to the following conclusions: there is a significant difference in the level of institutional performance of the schools in delivering good governance; there is a significant difference in the performance of schools in the SBM principles as perceived by the teacher-staff respondents except in the fourth principle which focuses in the management of resources. There are various governance issues experienced by the schools in the context of SBM implementation that hindered schools to reach the advanced level of practice. These issues include lack of trainings among personnel and stakeholders, low participation of stakeholders, unclear definition of roles and responsibilities, difficulty to organize data banking, and insufficient cooperation among school personnel and stakeholders.

DISCUSSIONS
The researcher further concludes that secondary schools of Lanuza district still need capacity building activities to become fully oriented and guided on how to fulfill the success indicators of SBM. There should be a harmonious relationship between the school personnel and community to maximize the support of stakeholders in education services, achieve high institutional performance and reach the advanced stage in the SBM implementation.

KEYWORDS: School-based management, institutional performance, good governance, principles, leadership and governance, curriculum and instruction, accountability and continuous improvement, management of resources

Performance of Senior High School Students in the Macro Skills in English in itlugan National High School

Girene Solpico

Abstract

INTRODUCTION
Given the importance of knowing the English language in surviving global competition, this study was undertaken to describe the performance of the senior high school in the five macro skills of the English language namely: listening, speaking, reading, writing, and viewing of the senior high schools in Rosario Itlugan National High School. This is a pioneering study in Itlugan National High School that would recognize the difficulties, failures, and successes of the five macro skills and how it develops in the students. The study projects various immediate and appropriate interventions to aid the students in the learning process as well as to support the teachers in the implementation of the learning goals.

METHODS
In this study the researcher used the descriptive survey method which used a questionnaire in gathering the needed information to measure the performance of senior high school students in the five macro skills in English.

RESULTS
The study revealed that in the senior high school of Itlugan National High School, the profile of the senior high school students in terms of being Grade 10 completers, Average grade in English, and English grade for the 1st semester is average. Meanwhile, the senior high school students' competency in the use of the five macro skills in English is very evident and the five macro skills in English are mostly identified in almost all learning competencies in this order: reading, listening and speaking, viewing and writing.

DISCUSSIONS
To this reason that a comprehensive intervention program was proposed to enhance the level of competency in the use of five macro skills in English. To enhance senior high school students' competency in the five macros in English, the following intervention program are proposed for both teachers and students: 1) Create groups to conduct supplemental small-group reading, writing and speaking instructions, 2) Require activities that use all the five macros in English like analysis and presentation of film strips, writing and staging radio drama and 3) Implement EOP - English Only Policy inside the classroom for all subjects except Filipino, then giving reward to the class with highest percentage of compliance.

KEYWORDS: performance, macro skills, competencies, listening, reading, speaking, viewing, writing

Performance-based Activities for Differentiated Instructions in Science

Arrah S. Sulit, Mased, Buhaynasapa National High School

Abstract

INTRODUCTION
Educators nowadays are challenged to deal with more diverse students as they are responsible to help the students learn despite the cultural, social and academic differences. Thus, the researcher wanted to develop performance-based activities for differentiated instruction that cater to the students' diversity in terms of their multiple intelligence.

METHODS
The researcher decided to use descriptive research in determining the multiple intelligence of the respondents and the significant difference in the respondents' performance before and after the activities. Furthermore, it assessed the usability of the performance-based activities through the students' response on the questionnaire for the usability of the material.

RESULTS
The study shows that the respondents have verbal-lingual intelligence (2.51), logical-mathematical intelligence (3.00), musical intelligence (3.25), bodily-kinesthetic (2.60), interpersonal (2.54) and intrapersonal intelligence (2.52). On the other hand, the performance-based activities designed for differentiated instruction were developed and adapted for students who have different multiple intelligence. The significant difference between the pre-test (14.05) and post-test (26.55) of the respondents who performed the designed performance-based activities for differentiated instruction is 11.68 which is greater than the t-value indicating that they are significantly different. Also, there five out of the activities (16.67%) are highly preferred activities. Three of the highly preferred activities are suited to their intelligence and two were the activities designed to develop their spatial intelligence. Lastly, the usability of the performance-based activities design for differentiated instruction, as assessed by the respondents is 3.73 that corresponds to strongly agree descriptive rating.

DISCUSSIONS
The findings revealed that the students were mostly inclined to music. They were good in verbal-lingual, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic intelligence. Of the designed performance-based activities designed for differentiated instruction, five were highly preferred by the respondents. The usability of the designed activities gained a descriptive rating of strongly agree. Thus, the performance-based activities are ready for the test of effectiveness and helpful in improving the students' understanding of Science lessons.

KEYWORDS: performance-based activities, differentiated instruction, Science

**Periodic Evaluation of Learners' Skills in Mathematics for Grade Six at
Pag-asa Elementary School**

Ammie B. Hornilla & Jacinta Capanay,   Department of Education Taysan
District,Division of Batangas

Abstract

INTRODUCTION
Test results are not acceptable enough on the part of the teachers who exerts efforts on teaching the lessons. Scores reflect how much the students learned from the teacher in a specific grading period. This is the motivating factor of the researcher to conduct this action research about periodic evaluation of learners skills in Mathematics for grade six pupils with the aid of quantitative analysis on test results in first periodic test, for teachers to easily identify what skills pupils have learned and not learned, to identify pupils strengths and weaknesses, and to provide a way to measure teacher's effectiveness so as to give necessary plan of actions or enhancement program for the pupils.

METHODS
This research uses a descriptive quantitative methodology that aims to evaluate pupils learning skills in Mathematics in the first grading period. The researchers used data gathering based on the first periodic test results of the grade six pupils. It uses tables showing the skills and frequency of mastering, nearing mastered and not mastered skills as well as the analysis of the given data.

RESULTS
The learners need further studies on solving two to three step word problems involving fractions. Analyzing the test results is a helpful tool to evaluate the learning outcome of the pupils. It is recommended that periodic evaluation of learners skills should be done in every grading period.

DISCUSSIONS
The research discusses or presents the performance level of the pupils in the first periodic test in Mathematics showing the least mastered which is mainly about solving a two-three steps word problem involving fraction and the mastered skills dealing about the comprehension of decimals. The proposed activities to be undertaken regarding the research are also included.

KEYWORDS: periodic evaluation, learners' skills

Periodic Test in Mathematics of Grade III Pupils at Julian A. Pastor Memorial Elementary School

Edna B. Malibiran & Engracia C. Ramirez, JAPMES

Abstract

INTRODUCTION
Pupils take Periodic Assessments several times throughout the school year to give teachers more information about what pupils have learned. Teachers use these assessments - along with other school work and what they see in class - to learn where pupils need more help and plan targeted instruction. An in-depth examination of the given results shows that almost 73% of the pupils fall under the category of non-numerated. It is in this premise that the researcher was motivated to develop a test on Elementary Mathematics for Grade III of Julian A. Pastor Memorial Elementary School. Her recognition of the need to construct a test was the result of her long years of experience in teaching Mathematics in Grade III where she wanted that in spite of the same resources applied in instruction, pupils' performance varies year in and year out. With this challenging demand for better measuring tools, this study was conceptualized.

METHODS
The researcher constructed a multiple choice type with four alternatives answered by 268 Grade III pupils. A Table of Specifications anchored in the K to 12 Program was also prepared to ensure that there is a balance between items that test lower level thinking skills that test higher order thinking skills in the test.

RESULTS
From the periodic examination on Mathematics for the first quarter, it resulted that the competency that pupils must learn and master is all about numbers at the end of each lesson they expected to demonstrates an understanding of whole numbers up to 10 000, ordinal numbers up to 100th, and money up to Php1000. Also, they were able to recognize, represent, compare and order whole numbers up to 10 000, money up to Php1000 in various forms and contexts, and at the same time, they will be able to recognize and represent ordinal numbers up to 100th in various forms and contexts. Overall, the majority of the pupils got an average performance in number and below average performance in number sense from the previous examination.

DISCUSSIONS
The results demonstrated that pupils find writing ordinal numbers as the easiest competency and estimating the difference is the most difficult. From this, it is recommended that the proposed plan of activities prepared by the researcher must be implemented immediately and must undergo evaluation for improvement purposes.

KEYWORDS: Periodic, Grade II, Assessment

SUBMISSION ID: R04A-BATANC-0269

Personal Adjustment of Grades 4, 5, and 6 Learners with an ofw Parent and its Effect on the Academic Performance: Basis for a Proposed Guidance Program

Aldemer Quiel D. Combatir, Sabina Q. Terencio, & Zenaida P. Della

Abstract

INTRODUCTION
Overseas Filipino Workers (OFW) left their children under the care of a lone parent or a guardian. The departure of parents plays a big role in their children's adjustment like worry, self-worth, and competence. It may result in having higher risks of low grades and low self-esteem. It is in this premise that the researchers came up with this study.

METHODS
Mixed-Method research (quantitative and qualitative) was used. The research questions focused on descriptive-survey verified through interviews. To gather data, personal profile, frequency and the level of personal adjustment concerning the academic performance of the Grades 4, 5, and 6 learners during the school year 2018-2019 was examined.

RESULTS
Grades 4, 5, and 6 learners with an OFW parent have 1) different personal adjustments like worry, self-worth, and competence, 2) they have a moderate level of personal adjustment and 3) found to have very satisfactory performance. The respondents were also interviewed about the gender of the parents working abroad sixteen (16) for the mother, three (3) for the father, and one (1) for both parents. A guidance program should be developed to maximize the learners' potentials on their adjustment and academic performance.

DISCUSSIONS
The results imply that teachers should consider the gender, age, and grade levels of intermediate learners with an OFW parent in classroom management and positive discipline must be used. Positive attitudes and motivation towards Grades 4, 5, and 6 learners with an OFW parent must be religiously observed so that there can be an improvement on the level of their academic performance. It is recommended that the school will craft a guidance program to address the personal adjustment problems encountered by the intermediate learners with an OFW parent.

KEYWORDS: personal adjustment, academic performance, guidance program

Personal and Organizational Competencies of Public Elementary and Secondary School Administrators: An Assessment

Ana Marie T. Orquijo, Department of Education

Abstract

INTRODUCTION
The personal and organizational competencies of public elementary school administrators are very significant in running the school. The most important person in the school is the principal. Educational institutions exist for the student to learn and the task of all school administrators and teachers who work to facilitate and enhance that learning such of which is to provide personal and organizational competencies to the students. For this reason, it is interesting to find out through this study the different personal and organizational competencies of public elementary and secondary school administrators.

METHODS
Personal Competencies Questionnaire has two (2) components namely: professional skills and technical skills and Organizational Competencies Questionnaire has the following:
a.   Strategic Management Planning
b.   Leadership/ Fellowship Skills
c.   Clarity of Purpose
d.   Decision Making
e.   Communication

RESULTS
The data revealed that there was a significant relationship between personal and organizational competencies of school administration in terms of professional skills with overall R of 0.665 and in technical skills with overall R of 0.637. Accordingly, the null hypothesis was rejected.

DISCUSSIONS
Based on the findings of the study, the following conclusions were drawn. The majority of the school administrators are female, married, within the age bracket of 36-40 and 31-55, with a master's degree, HT1 position, 15- 19 years and 25-29 years in service respectively. 2. Generally, the public elementary and secondary school administrations are professionally and technically competent in the performance of their job as educational managers as manifested by their rating "outstanding" both in personal and organizational competencies.3. Based on the findings, the personal and organizational competencies of school administrators' have a significant relationship. Educationally speaking, they should anchor measurably with each other for maintaining effective leadership and excellent management.

KEYWORDS: Key Words: Assessment, Clarity of purpose, Communication, Competencies, Decision making, Leadership/fellowship skills, Organizational Competence, Personal/Human Skill, School Administrator, Strategic Management Planning, Technical Skill.

SUBMISSION ID: R04A-CAVITC-0055

Personal and Social Lives of Persons with Congenital Talipes Equinovarus (Club Foot)

Agnes Claire Alvarado, BSED,English Notre Dame of Dadiangas University &
Julie Fe Legayada, Notre Dame of Dadiangas University

Abstract

INTRODUCTION
The study was primarily concerned with the personal and social life of persons with Congenital Talipes Equinovarus (CETV). It was a qualitative study that uses the phenomenology approach of inquiry.

METHODS
The design was qualitative-phenomenological which would explore the lives or persons with Congenital Talipes Equinovarus (CETV). Since the study is phenomenology in approach and qualitative in design, the researchers used different methods in gathering data so that the information that will get is rich and helpful for the visualization of the lives of the person.

RESULTS
10 emergent themes were revealed during the interpretation and analysis of the data gathered. These themes were extracted and identified according to their significant statements during the conduct of the Individual Depth Interview (IDI). The identified themes are: Persons with CTEV Tend to be bullied, Persons with CTEV are Ashamed of Themselves, Physical Inconveniences, CTEV as a hindrance to joining Physical Education Activities, Feeling Toward Condition, Receiving Support, Coping Mechanism, Receives Special Treatment and Isolation.

DISCUSSIONS
The results demonstrate the parents and other family members of participants should have involvement in the growth and development of persons with CTEV, the teachers of participants should help to make ways for the development of academic, social and physical, and that other physical related disabilities should be given care and assistance and should not be ignored.

KEYWORDS: PersonalandsocialLives

SUBMISSION ID: R012-SARANG-0008

Personal and Socio-Cultural Orientations Relative to the Academic Performance of Agta Dumagat Students in Quezon Province: Basis for Developing a Student Service Program

Ma. Nerissa Sanchez, Department of Education

Abstract

INTRODUCTION
Agta/Dumagat high school students who come from the far-flung and mountainous areas of Northern Quezon encountered a lot of problems because of their cultural status, that is, membership to ethnic or minority groups when they pursue secondary education. They experienced struggles both in their personal and socio-cultural orientations. Personal orientations covered their self-concept and adjustment while socio-cultural orientations included their social acceptability and values. In this study, the researcher explored factors that affect Agta/Dumagat students' academic performance.

METHODS
The descriptive-correlational method of research was employed coupled with observations and informal interviews. It was participated by fifty Agta/Dumagat youths who have currently enrolled as Grade 7 to Grade 12 students in the public high schools. Data were gathered using a contextualized survey questionnaire that employed a 4-point scale coupled with a set of open-ended questions.

RESULTS
Results revealed that the Agta/Dumagat students have a very high level of self-concept. Their adjustment problems do not adversely affect their academic performance. Their evaluative perception of social acceptability in the school or community is high. They still uphold and practice traditional Filipino values but with some changes. They were average to low average academic achievers. The students' personal and socio-cultural orientations have a low degree of correlation with each other. Likewise, the students' orientations do not relate to their academic performance.

DISCUSSIONS
The results demonstrate the needs of the teachers to consider other aspects such as the integration of culturally appropriate education, students' motivation, study habits, and socioeconomic status. Home visitation is highly encouraged to personally witness and understand the student's situation. Relevant and effective guidance program where parents are involved should be organized in all secondary schools. High schools where Agta/Dumagat students were enrolled should also sponsor on-campus celebrations highlighting the students' ethnic festivals. There is a need for the faculty to shape the classroom instructional atmosphere and modify their teaching styles in a manner that best match the students' learning styles, educational preferences, and personal and socio-cultural orientations. Lastly, to understand the needs of the students, the researcher suggested in-depth case studies of Agta students who dropped-out from high school.

SUBMISSION ID: R04A-LUCENA-0017

Personal Entrepreneurial Competencies (PECs) of Technical Vocational Livelihood - Home Economics (TVL-HE) Students in Baybayin National High School

Kimberly Antoni & Liezel Garbin, Baybayin National High School (Grade 7-12)

(Adviser: Vanessa Ilao)

Abstract

INTRODUCTION

The implementation of the K-12 Curriculum introduced Entrepreneurship as an applied subject for all the senior high school students and one of its aspects that have been subjected for many researches is personal entrepreneurial competencies. Locket et al. (2013) discussed that entrepreneurial competency includes entrepreneurial traits, motives, attitude, behavior, skill and knowledge. The main objective of the study is to assess the level of personal entrepreneurial competencies of the Technical Vocational Livelihood - Home Economics (TVL-HE) students of Baybayin National High School and also to propose entrepreneurial activities based from the findings of the study.

METHODS

The researchers used the descriptive method of research with adopted questionnaire from the Department of Education- Instructional Materials Council Secretariat (Department of Education-IMCS) as the main data gathering instrument. The statistical tools employed were percentage, weighted mean, frequency and t-test. The respondents of the study were the 62 Grade 12 TVL-HE students of Baybayin National High School.

RESULTS

In terms of the profile of the respondents, most of them were 18 years old and there was an equal number of male and female students in the program. The respondents were also evenly distributed in terms of their sections. Out of the items, I prefer activities that I know well and which I am comfortable, I like to think about the future and to reach my goals, I think of solutions that got the highest mean values of 4.39, 4.20 and 4.02, respectively. On the other hand, my work is better than that of other people I work with which got the mean value of 3.27. It's a waste of time to worry about what to do with your life and I change my mind if others strongly disagree are the statements that got the lowest mean values. It was also found that the age and sex of the students significantly affect their level of personal entrepreneurial competencies.

DISCUSSIONS

Per the findings of the study, the researchers designed entrepreneurial activities that are age-appropriate and gender-sensitive since it was found that these two factors affect their competencies. However, it was further recommended that the developed activities be submitted to authorities for validation and acceptability.

KEYWORDS: Competencies, Entrepreneurship, Personal Entrepreneurial Competencies

Personality Adjustments and Coping in Learning of Grade 6 Pupils of Jose Zabarte Elementary School

Ma. Leonora Cailon

Abstract

INTRODUCTION
Different personality traits cause a person to participate in certain activities actively. The feeling about oneself influence in getting along in the different areas of life, family, school, opposite sex with adult and friends in the community.

It is a known fact that the most common problem in our school today is personality adjustment. It is for this reason why the researcher come to think of conducting a study to find out what factors cause these problems that contribute to their learning in school.

METHODS
The researcher used the qualitative descriptive research method in order to have factual information about the personality and coping strategies in the learning of the pupils. The qualitative descriptive method described and interpreted conditions that existed or do not exist that prevails, beliefs, points of views, attitude that are held, or do not held, processes that are going or otherwise effects that are felt or trends present facts concerning the nature and status on anything and give meaning to the quality and standing of facts that are going on.

RESULTS
The theories that are developed are in attempt to explain the nature of personality and predict the pupils' behavior. The stage of development is accompanied by crisis and different personalities are determined by the manner in which these crisis are resolved. Social learning theories believe that what has been learned can be unlearned and another behavior can be learn in its place. It also emphasized that each individual responds in a unique way.

DISCUSSIONS
The study revealed that personality adjustment and coping strategies in learning at home, opposite sex and the community, is significantly related to the learning and performance in school. The need of self-belongingness and affections are best developed through self- esteem, a person must experience himself as valuable and worthy if a healthy personality is to be achieve.

KEYWORDS: personality, belongingness, self-esteem, unique way

SUBMISSION ID: R04A-BATANP-1817

Perspective of Teachers on Financial Literacy

Ma. Lorna Guerra, Department of Education

Abstract

INTRODUCTION
Creating a life which simple and free from stress is making financial stability a possible one. As teachers, which educate the minds of the young to financial literacy then we should also practice such manner. Specifically, this research aims to clearly explain why the teacher engages himself in loans and his perspective on financial loans.

METHODS
This research followed a descriptive design and utilized an interview as a method. This is the most common format of data collection in qualitative research. The participants are 5 public school teachers, female in gender, 35 years old above.

RESULTS
By studying the condition of financial literacy among the teacher participant, the factors included the employment status of the spouses, sources of income and dependency burden, the incidence of homeownership and debt.

DISCUSSIONS
The study intends to provide clear illustrations of the current status of the financial well-being of the public school teachers in terms of their debt conditions and its factors. The finding of the survey confirmed that debt is still a significant challenge in the financial well-being.

KEYWORDS: Financial

Perspectives and Practices of Best Brigada Eskwela Implementers in Calabarzon

Jonalyn Tagulinao

Abstract

INTRODUCTION
The school environment is one of the important key points in dealing with the students learning progress. "The learning environment consists of physical as well as the psychological environment, that surrounds the learner and that influences his/her learning" (Corpuz & Salandanan, 2007). Hence, it affects the behavioral patterns and learning of the students. Thus, a physical environment should be conducive to the students' learning.

METHODS
The study adopted the mixed method research design.

RESULTS
Based on the results of the study, an enhanced continuing program has been developed focusing on least rated provisions. In assessing the enhanced continuing program, an average weighted mean of 3.22 described as acceptable is computed for objectives, highly acceptable

DISCUSSIONS
There is a significant difference in the perspectives and best practices in the implementation of Brigada Eskwela when respondents are grouped according to provinces as shown through the Î± value of .001 all throughout the parameters;

KEYWORDS: Brigada Eskwela, Perspectives, Practices

Perspectives and Practices of Best Brigada Eskwela Implementers in Calabarzon

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KEYWORDS: Brigada Eskwela, Perspectives, Practices

SUBMISSION ID: R04A-QUEZON-0206

Perspectives of HUMSS Students in Terms of Job Readiness after Work Immersion: A Consensual Qualitative Research Investigation

Rhenalyn G. Ramos

(Adviser: Leila Seco)

Abstract

INTRODUCTION

Employment is one of the four exits envisioned by the Department of Education for senior high school graduates. Students are then expected to be job-ready. Thus, this study investigated how HUMSS students perceived themselves in terms of job readiness. This research is necessary for presenting a microcosm of the larger situation of the first SHS graduates of the K12 Program. The study had three-fold purposes: (1) to uncover the students' experiences in school that helped them acquire skills which relate to job-readiness; (2) to determine how work immersion had helped prepare them to be job-ready; and (3) to understand how they perceived their job readiness.

METHODS

The study proceeded using the Consensual Qualitative Research Method (Hill, 2012) and utilized semi-structured interviews to allow rich descriptions of experiences, attitudes, and convictions of the respondents. Ten students were selected to ensure varied responses. Face-to-face interviews that elicited conversations and reflections about the students' experiences and self-perceptions were conducted. Scripted questions followed by probing questions were given to the respondents.

RESULTS

The students identified these factors as contributory to their skill development: 1) interactions with teachers and peers; 2) interactions with parents and adults in school; 3) independent and collaborative learning experiences, 4) tasks set in the curriculum; and 5) extracurricular involvement. On work immersion, the students reported that it had been useful in developing their physical, mental, and emotional skills. They viewed it as their "trial stage" which had exposed and familiarized them with possible challenges at work. However, some of them expressed that their training was limited because they were not given enough work by their immersion supervisors and that they were not the ones who chose their immersion assignments. Overall, students admitted that they still lacked qualifications. They felt that they may stand a small chance to college graduates and national certificate holders.

DISCUSSIONS

The results reflect the need for a more effective immersion program with planned activities for the students. The immersion teacher and the supervisor may agree on the tasks that may be given. A survey on the students about the companies and institutions where they want to be assigned may also be conducted. Seminars that will help students to become job-ready may also be conducted in schools to increase their confidence and skills.

Perspectives on Faith and Belief in the Selected Poems of Leoncio P. Deriada

Rowena Cresino, Department of Education

Abstract

INTRODUCTION

The study aims to determine the perspectives on faith and belief as revealed in the ten compiled poems of Leoncio P. Deriada. Furthermore, the research was conducted to find out how the nationalistic poems of the Visayan exquisite poetic writers have landed with mystical religious beliefs and nationalistic sentiments.

Also, the researcher made laborious efforts to analyze the literary devices or figures of speech used in the selected Visayan poems to enlighten the readers' insights and perspectives on the meanings between the lines of the poems.

METHODS

The research design was an analytical descriptive method of research to examine and analyze the ways the author or the poet creates a remarkable impact in the poem. It elevates the elements of interpretation that influences religious perspectives.

In order to find out the relevance of perspectives on faith and belief in selected Visayan poems, the researcher conducted a study of the ten collected poems of the prestigious and multi-awarded writer using figurative languages. And then, she carefully and persistently analyzed each of them.

RESULTS

Findings of the study revealed that Leoncio P. Deriada has always written and translated free - versed regional poems with images and perspectives of mystical belief, especially in the forms of nature's wonders. The researcher also found out that the Visayan poets' perspectives on faith and belief bring home moral, spiritual and social underpinnings as it searches for Omnipotence, Filipinism and affinity with the description and consciousness with the regional milieus. Although these bear and resemble the sentiments, insights , aspirations and sensibilities of other Filipino poets, their perspectives on faith and belief are unique because they are Visayan writers and genuine.

DISCUSSIONS

There is a need for Visayan poetry writers to cultivate their inherent culture and to uphold their splendid religious beliefs in order to serve as an inspiration to other provincial poetry writers to patronize their native languages. Their creative poems reflect their perspectives of faith and belief in their regional milieus as essential components of their profound and rich cultural values. These can propagate nationalistic and patriotic Filipino sentiments and spirits which are salient factors for adept unity and progress amid changes and innovations

KEYWORDS: Keywords: Perspectives, Faith, Belief, Regional Milieus, Images, Religious Creeds

SUBMISSION ID: R04A-LIPAC1-0064

Perspectives on Parent Involvement: its Implication on Academic Performance of Selected Grade Vll Students of Pansol National High School

Analiza Magmanlac

Abstract

INTRODUCTION

Parents play a crucial role in every stage of childhood and can play a positive role in getting the best in education. The role of parents in their children's education has always been emphasized by different groups like educators and administrators. Parents have the right to ask questions to the teachers and principals and get involved in the child's education process right from the elementary level to the college level.

METHODS

The researchers used data gathering procedures like interview and survey, Also the following data gathering tool like questionnaires were used to attain the objectives of this study. A set of questionnaires were given to parents to identify the factors contributing to students' performance in school. An interview with students and parents was also utilized in title writing, formulating the research problem, drafting the review of related literature and studies, determining the research design and methodology, preparing research tools, conducting data gathering procedures.

RESULTS

When it comes to parents' participation in educational activities, it is found out that the parents' encouragement to their children has the highest scale. It means that most of the parents encourage their children to participate in different activities in school and in the community. Based on the result, it is also found out that most of the parents show a positive attitude toward learning and they also realize the importance of good education.

However, only a few parents want to be a part of other organizations and other school activities. They are just willing to attend school PTA meetings but not beyond other activities. Furthermore, when it comes to the grading system used, most of the parents want to familiarize themselves but it is hard for them to identify a regular time and place in their home to hold their child responsible for completing all assignment and projects.

DISCUSSIONS

It is noted that parents are not totally aware of their children's academic strengths and they rarely monitor the students follow up in every subject after the school hours. Thus, it is also hard for parents to reinforce what the teacher has taught. Most of the time teachers are the one who reinforce learning and the result shows that most parents are not hands on in the studies of their child.

KEYWORDS: performance, involvement, reinforce

SUBMISSION ID: R04A-BATANP-0340

Personality Adjustments and Coping in Learning of Grade 6 Pupils of Jose Zabarte Elementary School

Ma. Leonora Cailon

Abstract

INTRODUCTION
Different personality traits cause a person to participate in certain activities actively. The feeling about oneself influence in getting along in the different areas of life, family, school, opposite sex with adult and friends in the community.

It is a known fact that the most common problem in our school today is personality adjustment. It is for this reason why the researcher come to think of conducting a study to find out what factors cause these problems that contribute to their learning in school.

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The researcher used the qualitative descriptive research method in order to have factual information about the personality and coping strategies in the learning of the pupils. The qualitative descriptive method described and interpreted conditions that existed or do not exist that prevails, beliefs, points of views, attitude that are held, or do not held, processes that are going or otherwise effects that are felt or trends present facts concerning the nature and status on anything and give meaning to the quality and standing of facts that are going on.

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DISCUSSIONS
The study revealed that personality adjustment and coping strategies in learning at home, opposite sex and the community, is significantly related to the learning and performance in school. The need of self-belongingness and affections are best developed through self- esteem, a person must experience himself as valuable and worthy if a healthy personality is to be achieve.

KEYWORDS: personality, belongingness, self-esteem, unique way

**PhET Interactive Simulation on Gas Properties and its Effect on the
Mastery Level on KMT of Selected Grade 10 Students at Emiliano Tria
Tirona Memorial National High School**

Marvin Jay Maming, Department of Education, ETTMNHS

Abstract

INTRODUCTION
The primary purpose of this research is to determine the effect of utilizing a virtual lab simulation develop by PhET on the mastery level of students on the Kinetic Molecular Theory (KMT)

METHODS
The respondents of the study were selected Grade 10 students of Emiliano Tria Tirona Memorial National High School for the school year 2015-2016. The study made use of a validated test on KMT following pretest-posttest quasi-experimental design.

RESULTS
T-test of independent means at 0.05 level of significance revealed that there is a significant difference between the mean score of students who utilized the PhET Simulation and those students who made use of the prescribed activities in the learner's manual. Moreover, student-respondents find the PhET Simulation highly effective in terms of gaining mastery of the subject matter, enhancing the mastery of a competency-based skill, and enhancing their interest in chemistry.

DISCUSSIONS
Since the mean score of the of students who utilized the PhET Simulation is higher than the other group, it was concluded that using PhET Simulation on Gas Properties is an effective tool in increasing students' mastery on KMT.

KEYWORDS: chemistry education, virtual laboratory, intervention, interactive simulation

SUBMISSION ID: R04A-CAVITP-0598

Phil IRI-Based Reading Test on the Level of Word Recognition and Reading Speed of Grade 5 Pupils at Cawongan Elementary School: A Basis for a Proposed Reading Intervention Program

Aireen Ramos, Department of Education

Abstract

INTRODUCTION

The researchers were motivated to conduct this study to improve the performance in Oral Reading in English of Grade Five pupils in Cawongan Elementary School. A common observation of mentors among elementary grade pupils is their difficulty in identifying written symbols, letters, and numbers. Most pupils cannot read well especially English words thus making them slow readers that leads to a communication gap between the teacher and learner creating hindrance in the effective teaching-learning process.

METHODS

The descriptive type of research was used in the study to find out the level of word recognition and reading speed of the pupils. Frequency, Percentage, and Rank were the statistical tool used. The authors had a closed discussion and interpretation of the result of the Pre and Post Reading Assessment set by the Philippine Informal Reading Inventory (Phil-IRI) as a basis. This study was limited to 64 Grade Five pupils in Cawongan Elementary School in the District of Padre Garcia that focused on the level of word recognition and reading speed of pupils in English based on the standard set in the Phil IRI Reading Assessment.

RESULTS

Based on the collected data, findings revealed that in the reading assessment done at Cawongan Elementary School, miscues on mispronunciation and repetition of words were identified among Grade Five pupils. There were significant differences between the pre-test and posttest of the Grade Five pupils in oral reading word recognition and reading speed. Thus, based on the findings, a proposed reading intervention including Peer Tutoring, Bata, Buklat, Basa Program, and Follow-up of Parents were developed to improve the oral reading skills and reading speed by the Grade Five pupils in Cawongan Elementary School.

DISCUSSIONS

Most Grade Five pupils encountered miscue in mispronunciation and repetition of words in English but were improved after applying remediation and interventions based on the standard set by the PHIL-IRI in terms of word recognition. In terms of reading speed, reading interventions and enrichment activities should be done religiously by the teacher such as using activity sheet and applied multi-media / learning episodes to further learning reading words and paragraphs. The teacher should use PowerPoint presentation and video clips in teaching as a form of his strategy to motivate and catch up pupil's attention and be more interested in reading.

Philippines' K to 12: Survival Rate of the First SHS Graduates in the Tertiary Education

Bernadette Royo, Plaridel Integrated NHS

Abstract

INTRODUCTION
The first batch of the Senior High School graduates is now living up their chosen career on the next level. Proportionally, the outcome of their chosen career will validate the controversial K to 12 curriculum. This research extended the investigation on the performance of the SHS graduates in the tertiary level to yield results pertaining to in-demand exits among SHS, the effectiveness of career orientation in secondary education, quality of SHS program, and collegiate learning experiences. This can be of great use in determining the strands to be offered, strengthening career guidance programs, and creating high caliber SHS program.

METHODS
This study is utilized Descriptive Research Design and is treated using a mixed method. The sources of the data are the first batch of graduates of the SHS from the research locale which is Plaridel Integrated National High School, the biggest SHS in terms of population in Nagcarlan, Laguna. Through Slovin Formula with a 95% confidence level and a five percent margin of error, 78 were selected as respondents. Thirty-eight of which belong to ABM, nine from ICT and 31 from HE. They were selected using simple random sampling. A questionnaire was devised and was administered through the online platform in which data privacy was addressed. Data were based on the recently concluded first semester in college, AY 2018-2019.

RESULTS
The data reveals that the most in-demand exit for the first batch of the SHS graduates is higher education. The majority of the 2018 SHS graduates, except that of the ICT, are now pursuing college courses similar or aligned to their strand during SHS. The academic performance of the SHS graduates of PINHS in the tertiary level is very satisfactory as their average grade falls within the category of With Honors (90-94). The study habit that they developed during SHS which is still vital in college is reviewing notes while the most common study habits they formed now that they are in college are self-study and advance reading.

DISCUSSIONS
The SHS program of PINHS is keeping abreast with its goal of producing functional members of the community through leading the graduates to higher education, employment, entrepreneurship, and middle-skill development. Including the non-honors as respondents are suggested for future research. To shed light on educational decisions, this study suggests (1) offering a variety of strands per school;(2) strengthening career orientation in JHS; & (3) including learning experiences like self-study and advance reading.

KEYWORDS: SHS graduates, tertiary education, academic performance

Phil-Iri (Oral Reading) Supplementary Based Instructional Materials for Grade Four Pupils at Tadlac Elementary School

Evangeline Guce, Tadlac Elementary School

Abstract

INTRODUCTION
Assessment is the process of collecting, synthesizing and interpreting classroom information. Once the information is gathered, the teacher has the opportunity to review the quality of each learner's performance and design instruction accordingly. In the first quarter of this school year, the researcher has observed that the pupils of Grade four 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.

METHODS
This is descriptive research that aims to identify the recognition skills of Grade Four pupils. Also, the data gathering on the common miscues of Grade Four pupils and the proposed instructional materials to be designed to enhance the reading level of the Grade Four pupils. The researcher used data gathering through PHIL-IRI Teacher's Recording Sheet to get the word recognition skills and common reading miscues of grade four pupils. Focus group discussion with the school faculty members is done to gather some proposed instructional materials that will enhance the reading level of grade four pupils.

RESULTS
In data gathering, the pupils recording sheet is tallied to determine the word recognition skills of the pupils as well as the common reading miscues to track their common miscues during the reading test. In a focus group discussion, data gather highlights on the group suggestions regarding the different instructional materials that will be used to enhance the reading level of the grade four pupils. Data gathered were encoded and are written in italicized format.

DISCUSSIONS
Based on the data gather, 16% of the pupils fall under the independent level, 32% under the instructional level and the greatest percentage fall under frustration level with 52%. Based on the data gathered, 84% of the pupils have mispronunciation miscues which rank first among the commonly identified miscues. Next in rank is the substitution miscue with 80%. Third in rank is the repetition miscue with 60%, omission with 28% rank 4th, insertion with 24% rank 5th, reversal miscue rank 6th with 16%. The last in rank is the refusal to pronounce with 12%. Results show that the top three common reading miscues of grade four pupils are mispronunciation, substitution, and repetition.

KEYWORDS: level of word recognition miscues, Phil-IRI, Supplementary, mispronunciation, substitution, repetition, intervention, enhance, independent

SUBMISSION ID: R04A-BATANP-1291

Phonemic Awareness: it's Implication to the Reading Performance of Grade one Pupils in Bambang Elementary School SY 2017-2018

Leonida Balagso, Bambang Elementary School

Abstract

INTRODUCTION

Learning to read is one of the complex tasks accomplished by students and one can only learn to read by reading. The English writing system is based on the alphabetic principle that written words are made up of the letters that approximately matches with the sound heard in the words we speak. Therefore, to understand the basic principle, one must recognize that spoken words consist of a sequence of sounds and this understanding is called phonemic awareness. Based on the consolidated Post Phil-IRI report as of 2017, there were no identified non-readers among the 25 Grade one pupil. In this regard, the teacher decided to conduct the study to properly testified the implication of the approach used by the teacher to achieve the goal of zero non-reader at the end of the school year. Considering these facts, action research is to be conducted to help the grade one teachers to be aware of using the effective approach in teaching reading among grade one pupils.

METHODS

The researcher utilized the quantitative-descriptive method of research. Respondents were 24 Grade I pupils of Bambang Elementary School. To get the necessary response from the respondents, survey questionnaires were used. Assessment tools were also utilized as sources of data.

RESULTS

The result of the study revealed that phonemic awareness is necessary pre-requisite to reading and it is important that it is included in early reading or pre-reading instruction. It showed that the majority of the Grade one pupils were already phonemically aware. The majority of the Grade one pupils were already readers. Phonemic awareness had a very great extent on the reading performance of Grade one pupils.

DISCUSSIONS

The findings reflect that phonemic awareness had implications on the reading performance of pupils. Since the majority of the Grade one pupils were already phonemically aware, the reading ability of other pupils should be taken into consideration. One-on-one teaching and proper guidance for the remaining non-reader should be utilized. Phonemic awareness had a very great extent to impact the reading performance of Grade one pupils. Strategies and methods used by the researcher could also be used by other Grade one teachers. The school head should check effectively the reading program to make sure that the children will learn phonemic awareness and phonics skills.

KEYWORDS: Phonemic awareness, implication, approach, strategy, instruction

SUBMISSION ID: R04A-BATANP-0353

**Phonological Competence of Kindergarten Teachers of Buhi District,
Schools Division office of Camarines Sur**

Vanessa Estanislao, Department of Education

Abstract

INTRODUCTION
The 12-year basic education which is one of the features of the K to 12 Program makes Kindergarten compulsory in the basic education of a child. 'Every Child a Reader Program" is another educational reform in Philippine Education. This will not be realized without competent teachers in the Kindergarten to teach the necessary reading acquisition skills to make them prepared for later reading instruction.

METHODS
The researcher employed the descriptive-evaluative survey with a validated informal test as the primary data gathering instrument. The following statistical tools were used, frequency count, percentage technique, mean, Five-point Rating Scale and Chi-Square Test. This includes data gathering, preparation, and validation of the data gathering instruments and the administration of the informal test of phonological competencies, the analysis of the profile and results of the Informal Test of Phonological Competence. The results of the test were carefully analyzed and the levels of mastery in each area or skills were identified to be able to prepare the training design by the needs of the Kindergarten teachers along the skills in Phonological Awareness and Phonics.

RESULTS
On the phonological competencies of the respondents, majority of the respondents were on Moderately Competent Level (47
%). Only 37 % are on the competent level and 16% is on the fairly competent level along with the skills on Phonological Awareness and Phonics. The mastery levels of Kindergarten Teachers along the skills in PA and Phonics are as follows: Highly Mastered Skills are determining the number of syllables (92%), production of short and long vowel sounds(98%) and production of consonant sounds(95%) and identification of two words in a contraction and the letters omitted (86%) ,Moderately Mastered Skills; knowledge of terms used in PA and phonics(56%), recognition of number of speech sounds in words (47%) ,recognition of non-consonant cluster(51%),recognition of non-consonant digraphs (47%) and recognition of non-diphthong words(51%); and Mastered Skills are reading words with digraphs gh and ph(77%) and reading words with silent letters(79%).

DISCUSSIONS
In light of the findings, the following conclusions were drawn:
The majority of the Kindergarten teachers are on the competent and fairly competent levels along with the skills in PA and Phonics, thus, they need to gain more knowledge and understanding in the areas or skills along PA and Phonics Instruction.

KEYWORDS: Kindergarten, Phonological Awareness, Competence, Phonics

SUBMISSION ID: R005-CAMSUR-0090

Physical Education: its Significant in Developing Basic Knowledge in Physical Fitness

Violeta Makalintal, Department of Education

Abstract

INTRODUCTION
Children nowadays spend their free time playing games that don't require rigorous and extensive body movements. Whereas, in school, physical education is emphasized as a strand in Mapeh, Music, Arts, Physical Educati0n and Health. As part of the K to12 curriculum, Physical Educati0n meets the basic knowledge of physical fitness.

METHODS
The researcher conducted an interview to select Grade IV pupils and used a qualitative descriptive method. She generated answers by giving questions and observed the confidentiality of such.

RESULTS
Children who are already in Grade IV need rigorous physical activities that can be included in their Physical Education subject. These children said that Physical Education and their knowledge about it plays a significant role in making them physically fit and teaching them the importance of having knowledge about it. These children also stated that physical education is an enjoyable part of MAPEH as a Subject. Moreover, gaining knowledge about Physical Education will make them aware of the importance of being physically fit.

DISCUSSIONS
Physical Education is part of the K to 12 curriculum which is intended to be taught from Grade 1 to Grade 6 in elementary levels. Physical fitness may be very important in children especially in their early age where they need to develop their bodies to be physically fit.

KEYWORDS: physical fitness, educati0n, role, K to12 curriculum, important

SUBMISSION ID: R04A-BATANC-0539

Physical Fitness, Nutritional Status and Academic Achievement of the athletes in East Unit of Cavite: Basis for Sports Development Program

Jonaliza Caparas

Abstract

INTRODUCTION
One of the major concerns of the education sector is the development of a sound mind and body for the school pupils to learn effectively and efficiently. The inclusion of a physical fitness test and nutritional status check is highly significant. Poor nutritional status exists when a man is deprived of an adequate amount of essential nutrients. So, it is possible that a well-nourished child can be a good performer in school because he can do his work efficiently. Poor nutritional status could be observed globally especially in developing countries as the Philippines. It is one of the causes of poor academic achievement of the pupils.

METHODS
This study used the descriptive-survey with the correlational method of research as the most appropriate method to use because "it is directed towards the nature of the situation as it exists at the time of the study." The Correlational method will be used also to determine the possible relationship or association that may exist between the values of two sets of variables quantitatively.

RESULTS
Most of the athletes were excellent in their physical fitness test. The majority of them are normal in nutritional status. The academic achievement of the athletes generally falls under a fair level. The result shows that there is a highly significant relationship [between nutritional status to the physical fitness of the athletes. Academic achievement and physical fitness are highly significant while there is no significant relationship between nutritional status and academic achievement.

DISCUSSIONS
The results recommend to maintain the physical fitness of the athlete, sustain the nutritional status by continuous support on their health condition, provide study program or self-learning modules to our athletes so that they may come up with their lessons and implement a sports development program.

KEYWORDS: Physical fitness, nutritional status, academic performance basis, sports development program

Physical, Ancillary and Socially-Oriented Administrative Functions of School Heads in Ibaan District, Division of Batangas: Basis for Leadership Training Program

Alberto De Chavez, Department of Education

Abstract

INTRODUCTION

A capable, efficient, and effective school head is definitely an asset to a good school system. Principal's performance of the duties, functions, and responsibilities as well as competencies, skills and right attitude largely and significantly affect the success of the school program. As the leading figure in the task of implementing the school educational program, the school head serves as an exemplar or role model for the teachers. A good school head is one who inspires his faculty towards better performance.

The researcher observed that there are some school managers who do not possess these skills and perform their functions appropriately and effectively. It was within this premise that the researcher was prompted to conduct this study. It was therefore in the need to assess the level of administrative functions of school heads in terms of physical, ancillary and socially-oriented administrative functions.

METHODS

The researchers utilized the descriptive method of research. The descriptive method employed to assess the level of administrative functions of school heads in terms of physical, ancillary and socially-oriented.

RESULTS

Majority of the school heads and teachers considered the safety, beautification, and sanitation of school buildings with the highest obtained a weighted mean of 4.55 and 4.53 ranked as 1st respectively

The majority of the school heads made the school canteen serviceable to pupils and teachers with the highest obtained weighted mean of 4.62 ranked as first. On the other hand, the majority of the teacher encouraged everyone to patronize the school canteen with the highest obtained weighted mean of 4.58 ranked as first

Most of the school heads were oriented and involved the whole school staff in planning and carrying out the activities for the school and community with the highest obtained a weighted mean of 4.63 ranked as 1st. On the other hand, the majority of the teacher encouraged parents to visit the school with the highest obtained Xw of 4.52 ranked as 1st

The obtained t-value of -0.71, -1.42, -1.61 which lower than the t-tabular values of 2.10 and 2.09 at 0.11, 0.17 and 0.12 probability values, therefore the null hypothesis is accepted

DISCUSSIONS

The school heads and teachers perceived that they performed their administrative functions in relation to school plant, supplies and equipment, ancillary services, and socially oriented to a great extent. There is no significant difference between the school heads' and teachers' assessment on administrative functions

KEYWORDS: school heads, administrative function, physical, ancillary, social oriented, leadership, training

SUBMISSION ID: R04A-BATANP-2043

**PiCtoWord Instructional Activities: Developing Localized Words
Association Module**

Mary Ann Semira, Department of Education

Abstract

INTRODUCTION

We live in a world where visual images are becoming increasingly important as most information is presented as a combination of words and images.

It is essential that pupils not only have the capacity to derive literal meaning from texts but also to develop an understanding of how the texts are produced.

Pupils need visual images to help them read and understand texts. Visual information can support reading and help make meaning of the text. (Carry)

In this study, the researcher investigates as to how the teaching-learning process through pictoword instructional activities at Banaba Elementary School by the use of pictures and developing localized words association module are helpful for teachers and pupils in different activities and its efficacy in recognizing Basic Sight Words.

METHODS

The study employed a descriptive quantitative research design to identify the status of pupils in recognizing Basic Sight Words of Grade 2 pupils at Banaba Elementary School.

The researchers used self-formulated and self- administered interview questions on the difficulties encountered by the teachers in teaching Basic Sight words.

Researchers utilized an interview to collate the status of pupils recognizing Basic Sight Words of Grade 2 pupils at Banaba Elementary School and difficulties encountered by the teachers in teaching Basic Sight words.

On the other hand, an open-ended question was utilized for difficulties encountered by the teachers in teaching Basic Sight Words.

RESULTS

The teacher identified 13 out of 39 Grade 2 pupils of Banaba Elementary School were included in the non-reader and very slow reader for the school year 2017-2018. They were given PictoWord instructional activities and localized module to improve the level of their word recognition specifically the Basic Sight Words.

The top 4 difficulties encountered by the teachers were (1) hard to recognize Basic English Sight Words (2) lack of vocabulary (3) unable to interpret reading the text and (4) lack of interest.

DISCUSSIONS

Strengthening the use of pictoword instructional activities through a localized module among pupils for the instructional activities are much needed.

KEYWORDS: pictoword, localized module, visual

SUBMISSION ID: R04A-BATANP-0224

Picture Communication Used in Reading Short Stories among Grade Iii Pupils in San Teodoro Elementary School

Maricris Mendoza, Department of Education

Abstract

INTRODUCTION

This study aimed to propose some supplementary materials which may be utilized to enrich the use of picture communication in teaching oral reading among Grade III pupils of San Teodoro Elementary School. Oral storytelling supports young children's learning and development differently than stories read aloud from picture books. It gives children an opportunity to exercise their imagination, communicate effectively, enhance their social literacy, and build community in a different way. Many of the skills practiced through oral storytelling and the dramatic play that stems from it address applicable local and state early learning standards as well.

METHODS

The researcher used the descriptive method of research to gather the necessary data to determine the distinct features of picture communication in teaching oral reading and lesson about vocabulary and grammar which picture communication may be employed to facilitate learning among grade III pupils of San Teodoro Elementary Schools. The researcher distributed the questionnaire to the respondents to yield the needed data.

RESULTS

The results of this study revealed that the distinct features of picture communication were applied in each lesson during the motivation, presentation, and application of the topic. Picture communication technique could be applied in teaching in reading. The majority of the pupils had average performance in each lesson applying the picture communication technique. Intervention activities were proposed to supplement a lesson in teaching reading such as peer tutoring, pair learning, and games.

DISCUSSIONS

It has been recommended to choose a more appropriate strategy or technique in teaching reading like picture communication technique for the pupils to learn by real-world experience. English teachers should be more authentic in applying different strategies and materials in discussing different topics in the subject. Picture communication should be applied to facilitate learning and understanding among pupils in the teaching of reading. A similar study using picture communication techniques may be conducted as a scaffold of learning in other subject areas.

KEYWORDS: achievement, experimental, conventional method, picture communications

SUBMISSION ID: R04A-BATANP-1604

Picture Walk: to Improve Literal Reading Comprehension

Bonie Fe C. Estadilla

Abstract

INTRODUCTION
Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. Without comprehension, reading doesn't provide the reader with any information. One of the big issues among Tabing-Dagat Elementary School (TDES) Intermediate pupils is reading comprehension. In fact, Oral Regional Reading Comprehension Test (Pre-Test) results revealed that among 48 pupils tested, 41 or 85% of them belong to the frustration level. This data showed that despite the strategies employed by the teachers in teaching reading; still the pupils fail to understand.

METHODS
This study used population sampling. This includes respondents from Grades IV-VI pupils of Tabing-Dagat Elementary School for this school year 2016-2017. During the Pre-Test, there are 14 Grade IV pupils tested, 20 Grade V pupils and 14 Grade VI for a total of 48 respondents. And during the post-test, there were only 47 total respondents due to the transfer of the school of one grade V pupil. It used the results revealed on the Oral Regional Reading Comprehension Test (Pre-Test) conducted last July for this school year as its primary tool in gathering the data. The test was conducted to all TDES Grades IV-VI pupils which aimed to diagnose their reading performance during the beginning of the school year.

RESULTS
Among the forty-eight pupils tested, 3 or 6% belonged to Independent level, 4 or 8% is in the Instructional level and 41 or 85%was in the Frustration level. The data showed that the Grade V had the most numbered pupil respondents who were in the Independent and Instructional levels and the Grade IV in Frustration level.
After the conduct of the intervention, the data revealed that 8 or 17% of the respondents was on the Independent level, 13 or 28% is in the Instructional level and 26 or 55% in the Frustration level. The most numbered pupils in the Independent level were the Grade IV, the Grade V 37% in Instructional level and Grade VI in Frustration level.

DISCUSSIONS
The study showed that the intervention employed had significantly improved the reading performance of the pupils. It helped develop their comprehension level. Thus, it is necessary to use visual aids and other materials so that the pupils will easily understand the story they read.

KEYWORDS: picture walk, reading comprehension, reading level

SUBMISSION ID: R013-SURSUR-0153

PILYA Program (Parental Involvement in Learning and Yielding Arithmetic) in G10 Mathematics

Jocelyn Amoyo, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Engaging the students to multiple activities is one way of helping them emerge innate potentialities. The students need support and assistance that will promote good academic performance, attitude towards school matter, values formation, social relationship. The study aimed to improve the performance level of G10 Mathematics students using the PILYA Program (Parents Involvement Leading to Yielding Arithmetic). Though some teenaged students are independent in nature, self-motivated, and self-learned, the built-in characteristics don't mean that they can stand alone without parents' guidance. The majority of the students nowadays are very much busy with their pleasures than attending studies as observed and found by researchers (Phippen and Hanni, 2010).

METHODS

This study used a descriptive research design which is quantitative analysis and also utilized the one group pre-test and posttest research design involving 45 students using purposive sampling. Pre-test and posttest were implemented to the students to determine the effects of the video materials in the teaching and learning process. The focus of the study was the parent involvement in the math instruction as parent facilitator. Each guardian or one of the family members of the samples was involved in the study. The data was analyzed by using simple Mean, MPS, SD and t-Test.

RESULTS

Results showed that parents' involvement was determined as an important factor that contributes to the improvement of the mastery level of the students in mathematics. Redding (2006) stated that "There is substantial evidence that parental involvement in children's learning is beneficial".

DISCUSSIONS

The results suggest that parent's involvement should be intensified. The students need support and assistance of their parents that could help them to get a good academic performance, attitude towards school matter, values formation, and social relationship.

KEYWORDS: Mathematics, Students' Performance, PILYA Program (Parents Involvement Leading to Yielding Arithmetic)

SUBMISSION ID: R04A-CALAMB-0322

PIPS in Bawi: Promoting Involvement of Parents in School in the Implementation of Brigada Eskwela at Bawi Elementary School

Rosemarie Laylo, Bawi Elementary School

Abstract

INTRODUCTION

Each parent has a responsibility to work with the school to address learners` needs. They must provide assistance to the school in its continuous efforts to improve school performance. Parents as a school partner must assist in the implementation of the School Improvement Plan and be actively participate in the monitoring and evaluation of school performance. They have the responsibility to be involved in school whether it directly or indirectly benefits their child. It is impossible to achieve the needs without the participation or involvement of teachers, parents, pupils, stakeholders, and other sectors. Brigada Eskwela is one of the school activities implemented by the Department of Education and it is a campaign carried out every year. The primary aim of the said activity is to prepare the school for the opening of classes with the help of the stakeholders, teachers, private individuals and most especially the parents of the learners. Brigada Eskwela develops the spirit of Bayanihan and volunteerism.

METHODS

The researcher applied the statistical tool in the study to compare the number of parents that participated in the 2016 - 2017 Brigada Eskwela and 2017 - 2018 Brigada Eskwela. The researcher also made advocacy through giving letters, posting on social media like Facebook and twitter, tarpaulin as signage. Indak at Sayaw an innovation to invite number of parents was also done as a Brigada Kick off the event, a day before the official start of Brigada Eskwela.

RESULTS

Based on the attendance during the Brigada Eskwela 2018 parents, participation on Brigada Eskwela increased to 89.38%. The advocacy campaign of the researcher and the innovation helped a lot in increasing the number of parents that participates in the Brigada Eskwela.

DISCUSSIONS

PIPS in Bawi, an innovation to involve parents in the implementation of Brigada Eskwela is effective. It shows that parent involvement is very essential because it contributes to the success of children in academics and extracurricular aspects. Through the initiative of the researcher, parents are given the opportunity to contribute resources for the effort. Brigada Eskwela also forces us to evaluate our willingness as members of the community and parents to serve when we are called for. With the opportunity it provides us - to be a part of the solution to the challenges of the education system in the country - we realize how we see ourselves and our duty to the community and the country in general.

KEYWORDS: brigada eskwela, community, bayanihan

SUBMISSION ID: R04A-BATANP-0413

Plotting Teacher's Strategies in Assessing Students Learning in Araling Panlipunan

Dianne O. Aguilera, Edralyn D. Labay, & Madonna P. Mabilangan &
Department of Education - Batangas

Abstract

INTRODUCTION
Teaching today is increasingly complex work requiring the highest standards of professional practice to perform it well (Hangreaves and Goodson 1996). With the big number of students per classroom, teachers should be able to observe what learning capacity of a student is so that they can formulate strategies in teaching.

METHODS
The researcher used the descriptive method of research to determine and analyze the problems encountered by the researchers. The data for action research were collected on cooperative working skills of researchers from nine (9) teachers of Araling Panlipunan.

RESULTS
Teaching strategies in assessing students learning shows that when it comes to teaching strategies in Araling Panlipunan teachers highly preferred using quizzes as an assessment for students.

DISCUSSIONS
After consolidating teachers, responses, the common largest class size handled by teachers ranges from 50-60 and the smallest class size is 50.

KEYWORDS: plotting teacher's strategies, learning assessment

SUBMISSION ID: R04A-BATANP-2063

PM Sent: the Lived Experiences of online Seller Students in Kapayapaan Integrated School

Española, Cris Jhon Golez, Department of Education - Calamba City

(Adviser: Alvin Manacop)

Abstract

INTRODUCTION

As everything becomes digital and fast, people are also getting busier than ever before. Things such as online selling are very helpful to minimize the time and effort of everyone, both on the part of the seller and buyer. Online selling also creates an opportunity for young people such as students to provide their own money and to lessen the burden of their parents. In this study, our main goal is to determine the possible effects of online selling to the students and how helpful it is for them as they treated it as their part-time job.

METHODS

A phenomenological research design is applied in this study. Defining phenomenological research design, it is an approach focusing on determining and describing the commonality of a lived experience within a particular group. Considering online-seller students as a particular group in a school environment, we have identified their personal experiences through interview guide questions and have conducted a personal interview to them. In addition, the students are the chosen senior high school students of Kapayapaan Integrated School in which we ask for their permission first before proceeding to the said interview.

RESULTS

The participants stated their reasons for entering the online-selling industry. Aiding their parents, to gain more experiences and to create sufficient profit for themselves to buy things that they wanted are identified as their personal reasons. As for the other effects such as to their own body, the participants encountered less stress and tension to their physical and mental health because it is only their part-time job and they are more independent on managing their time.

DISCUSSIONS

The results presented how helpful online-selling is. Unlike other part-time jobs such as being a fast food chain crew, being an online seller requires less effort while providing profit for self-reliant learners. An unavoidable limitation of this study is very clear. Since it is qualitative research, the participants can only range to a lesser number such as only ten participants.

KEYWORDS: Lived experience, Online selling, Phenomenological research design, Profit,

PNHS Students' attitude towards Third Sex Learners for Gender Mainstreaming

Charlene D. Mariano

(Adviser: Elaine May Gonzales)

Abstract

INTRODUCTION
The Department of Education's issuance of gender-responsive basic education policy as elaborated in the Department of Education Order No. 32, s.2017 necessitates the need for studies that would cater to gender issues and realities that learners experience. Though gender mainstreaming is seen as a radical strategy in achieving the policy's goals, it is vital for academic institutions to investigate how students feel and think about other learners regardless of gender orientation. This study offers a basic step for gender mainstreaming by determining the attitude of students towards third sex learners at Pinaripad National High School (PNHS), Aglipay, Quirino.

METHODS.: This study is a descriptive-quantitative type of research which employed 147 randomly selected student-respondents from all the 26 sections of PNHS. A structured questionnaire was used in the study which contains statements that require the respondents' level of agreement on how they think, feel, and act towards third sex learners. Frequency counts, mean, and percentages were used to quantify the responses of the students.

RESULTS
The data was obtained from a total of 147 respondents, 78 were female and 69 were male from all the 26 sections at Pinaripad National High School with the age bracket ranging from 11 - 19 years old. Based on tabulated data, the respondents do not approve of how third sex students dress-up (with a mean of 2.3) and how they behave in public such as being loud, articulate, and funny among others (with a mean of 2.5). The student-respondents also reveal that they dislike third sex students' manner of speaking. Interestingly, the respondents disclosed that they appreciate how third sex students' tendency to be showy in their emotions (2.6) and how they could share their skills or talent. Moreover, the respondents, in general, admit that they treat third sex respondents with respect and fairness (2.8). Further, the respondents disagreed to acts such as avoiding working with them (2.3) and showing no concern to them when they experience discrimination (2.2).

DISCUSSIONS
The results show that students were not properly oriented on the acceptance of third sex individuals' attitudes but are still showing care and respect to third sex students. This further demonstrates the need for programs and lesson integration of gender perspectives as part of gender-mainstreaming efforts in schools to avoid discrimination and threat for violence due to sexual orientation.

KEYWORDS: Third sex, gender mainstreaming, attitude

SUBMISSION ID: R002-QUIRIN-0098

**Pogs and Increased Performance on Operations of Integers of Grade -7
Marangal in Pinaripad Nhs**

Divina Da Agsalda

(Adviser: Divina Da Agsalda)

Abstract

INTRODUCTION

Assessment of academic performance in number sense is deficient of standard based on low NAT results. A common mistake was positive or negative signs in number operations. To increase performance along with number sense, mastered skill in number operations is vital. Intrinsically, interest in numbers must also be developed. Learners now thirst for cool developments in and outside the classroom. The influence of a tech-driven environment minimizes essential firsthand experience on analysis, critical thinking, and numeracy due that a click of a finger, internet and machines take charge.

METHODS

The descriptive-comparative design was employed to determine the effect of POGS on operations of integers of Grade 7-Marangal students in Pinaripad National High School. Scores in the pre-test were the basis in assigning the dyads. POGS was done by the dyads in a 15- minute routine, three times a week for five months. Operations on integers were confined in addition and subtraction and limited to one-digit integer black (-) and white (+) faces. Score in the pre-test and post-test were utilized to compare significant differences and effect sizes in their performance before and after its implementation. Mean, standard deviation, paired sample t-test and eta squared were used as statistical tools. SPSS Package was used to analyze the data.

RESULTS

The mean difference between the scores during the pre-test and post-test after the implementation of POGS is 14.49. Increased performance on operations of integers was highly significant with a t-value of -2.861. Likewise, there is a strong effect of implementing POGS in the increased performance on integers as indicated by the p-value of 0.021. Furthermore, the implementation of POGS allowed the learners to gain mastery, accuracy, and speed in adding and subtracting integers. Standpoint revealed in this research on increased learner performance was the use of a strategic game that boosted the interest of the learners. This showed an affirmative impact in dealing integer operations due to the repeated experience and at the same time productive involvement of learners during the game.

DISCUSSIONS

The result suggests the importance of strengthened and regular use of games in mathematics instruction particularly in the mastery of skills along with integer operations. This implies strategic game-driven teaching and learning for the millennial learners today. For related studies in the future, focus on operations of fractions is highly recommended.

KEYWORDS: Performance, operations on integers, POGS

Policy Implementation of Department of Education Order No. 40, Series of 2012 (Child Protection Policy): Basis for Intervention Plan of Maguling National Higg School

Diesabel Angkanan-Macadatar, Department of Education

Abstract

INTRODUCTION

Maguling National High School represents a range of cultures and ethnicities, socioeconomic backgrounds, genders and sexualities, political leaning and religious faiths. It prides on the quality of its educational programs, the professionalism of its staff, the enthusiasm of its students and the high level of support provided by parents and community members.

With the student's differences, violence occurs in various settings where students are found, and where discrimination on the basis of gender, social status and ethnicity, among others, exist.

METHODS

This study utilized the sequential explanatory mixed-method design. The method involved two phases: the quantitative followed by the qualitative. The quantitative data were first gathered and analyzed. Qualitative data collection and analysis followed to expound the quantitative in the first phase. For the quantitative phase, participants were the 10 school personnel and 9 parents of Maguling National High School. They were classified as an administrator, teaching personnel and parents. For the qualitative phase of the study, purposive sampling procedure was utilized to select participants from each group based on typical response and maximal variation principle.

RESULTS

Findings revealed the extent of compliance of Maguling National High School in all areas of the Child Protection Policy is in place. Generally, the result revealed that Maguling National High School is in full compliance with the Child Protection Policy. In terms of the particular areas, safety measures for children got the highest mean, the personnel training and development obtained the lowest mean. It showed that the security and safety of the child are the top priority of the school and all concerned individuals. Result of the study showed that both administrators and parents assessed that academic institution demonstrated full compliance with a child protection policy.

DISCUSSIONS

For enhancement of the implementation of the Child Protection Policy, the need for an institutional manual on child protection in accordance with Department of Education 40 s. 2012 directives shall be formulated and published; mentoring and supervision of school personnel in the performance of their child protection-related functions shall be strengthened; capacity building program shall be established to foster better understanding of and commitment to child protection practices in an educational setting, and parents and other stakeholders shall be involved in the child protection programs and activities of the school.

KEYWORDS: child protection, institutional manual, capacity building

SUBMISSION ID: R012-SARANG-0039

Policy Implementation of Republic Act 9155, (Authority, Responsibility and Accountability of School Heads): Basis for Intervention Plan of South Glan District

Jayar Callano, Department of Education - Sarangani

Abstract

INTRODUCTION
In the field of education, school leadership has become a priority in education policy agendas internationally. It plays a significant part in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is important to improve the efficiency and equity of schooling. Our country has moved towards decentralization, making schools more autonomous in their decision making and holding school heads more accountable for results. With the ideas about the school leadership and its effectiveness through the school heads functions of their roles and responsibilities, this study looks for the effectiveness level of school leadership of the different school heads.

METHODS
The descriptive method was used in determining the level of effectiveness of the school heads in the aspects of school leadership as perceived by the teachers. The study utilized the teachers and school heads of the different public schools to answer the given survey questionnaires - the questions posted about the Effectiveness Level of School Leadership. The study used a survey questionnaire on the Profile of the Respondents and Level of Effectiveness of School Leadership which was adopted and modified from the Manual of SBM Assessment of Department of Education (2009).

RESULTS
All of the teachers who participated the evaluation of their school heads using the questionnaire on the level of effectiveness of school leadership as adopted from the manual of School-Based Management Assessment rated their school heads in terms of their effectiveness in instructional development, resource generation, and budget management. It is evident that the school heads under the study were significantly effective based on the result of the study. It was found out that school heads of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; and discuss work problems with teachers.

DISCUSSIONS
The results of the researcher suggest that School Heads and teachers set a key strategy aimed and measurable, researchable- based goals, monitored throughout the year. School heads should implement a school improvement plan to achieve exemplary performance among its constituents on areas of instructional development, resource generation, budget management, and professional development in accordance to the practice of the teaching-learning process and the holistic development of the learners.

KEYWORDS: school leadership, level of effectiveness, key strategies

Pooc ES CIP "Tiyang Busog Isipan ay LuLusog sa Pagbasa ay Tututok"

Vilma Ambita, Department of Education

Abstract

INTRODUCTION
This study focused on solving the reading problem of Pooc Elementary School during the school year 2017-2018, in which was thirty six of 165 pupils in the primary levels fell under frustration in basic literacy skill in Filipino the study centered on the following questions:
 What factors contribute to pupils slow reading ability and comprehension?
 What intervention can the school do to address the problem?
 To what extent is the impact of the intervention to non-reading problems of Pooc pupils?

METHODS
PHIL-IRI was used as the baseline data. Root cause analysis about the possible causes of non-reading of Thirty-six out of 165 pupils in the primary levels who fell under frustration in basic literacy skill in Filipino was done.

Pupils were grouped according to reading ability and comprehension and was assigned specific teachers for remediation. Pupils were fed with milk and biscuits before undergoing the tutorial reading. Six pupils were given to the six primary teachers under the supervision of the school head and the master teacher. This was done for almost six months. Stakeholders were involved in the provision of reading materials as well as food. Proper resources and materials were used by teachers such as DOLCH, television and other available resources. Constant monitoring and evaluation of the program was made.
Simple percentages were used in the study.

RESULTS
Out of the survey made the pupils who were slow readers were more or less the ones who absent most frequently in class. Alarming reason for their absenteeism were illness and poor eating habits. It was also found out that the pupils easily lost their attention in reading interventions because of hunger due to the scheduled time which was usually after class.
As of March 15, 2018, in Grade II- 82.6 percent of the concerned pupils are independent readers and 17.4 percent can read syllables. In Grade III- 76.9 percent can now read independently and 23.1 percent can read syllables.

DISCUSSIONS
The study suggested that it would be best to teach pupils when their stomach is full. Maximum output can be achieved if stakeholders were involved in the process.
.
KEYWORDS: reading ability, reading comprehension, health, feeding

SUBMISSION ID: R04A-CAVITP-0760

Poor Reading Comprehension of Grade 10 Tve Consumer Electronics Students of Malvar National High School Malvar, Batangas

Gigi Corpuz, Department of Education

Abstract

INTRODUCTION
Reading is a basic tool for learning in all subject areas. As one of the phases of English instruction, the teacher is expected to develop the reading skills of the students. In the Philippines, low proficiency in reading comprehension may threaten global competitiveness. It is conventional wisdom to think that our competency in English gives us a clear - cut advantage in the business process outsourcing industry. After all, English is practically our second language. Hence, doing business with Westerners should not pose a problem at all. This kind of readiness has made us a worthy competitor in the global business arena. The study was conducted to solve the problem on poor reading comprehension of Grade 10 TVE consumer electronics students of Malvar National High School, Malvar Batangas.

METHODS
The statistical treatment used is the percentage. The respondents of the study are twenty-one (21) fourth-year students taking up consumer electronics servicing of Malvar National High School.

RESULTS
The result of pretest in reading comprehension shows that seventy-one percent (71%) of the fourth-year students taking up consumer electronics servicing are under the frustration level, twenty-nine percent (29%) in the instructional and there is no recorded number of students who met the standard for the independent level. On the other hand, a big difference in the post-test result was documented wherein twenty-four percent (24%) belongs to the frustration, thirty-three percent (33%) in instructional and forty-three percent (43%) in independent level. The finding shows that the reading comprehension of the respondents improved on post-test with forty-seven percent (47%).

DISCUSSIONS
The following activities such as book flooding was applied by providing various reading materials such as books, magazines, journals, and newspapers to awaken the reading interest of the subjects; questionnaire which is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from the respondents ; and pep talk is an emotional talk which intends to inspire enthusiasm and increase the determination to succeed were conducted and found to be effective in improving students' reading comprehension skill.

KEYWORDS: Poor reading comprehension, book flooding, frustration, instructional, independent

Popularizing Social Marketing and Mobilization for a Smoking Habit Prevention Campaign among Grade-8 PNHS Students

Elaine May Gonzales, Pinaripad National High School
(Adviser: Elaine May Gonzales)

Abstract

INTRODUCTION
The increasing trend of smoking among teenagers is alarming as it imposes a grave threat to the health and well-being of young learners. Using the report from a school-based survey conducted among grades 7 to 11 students of Pinaripad National High School, Aglipay, Quirino in 2016 which revealed that grade 8 students have the highest incidence of smoking in the campus, a social marketing and mobilization campaign on smoking habit prevention was initiated. This action research offers a proactive approach to alleviating the worsening problem with smoking. Additionally, learners get the highest benefit from this study as the materials used in the campaign are purposively crafted to bring the behavior change desired among the student-smokers. This also helps teachers curb the behavior of students as smokers tend to sneak out of the classroom to buy cigarettes or take a puff.

METHODS
This study is descriptive qualitative research, specifically action research that employed interviews with the respondents using structured questionnaires after the conduct of the social marketing and mobilization campaign. The researcher conducted a series of learning sessions with the students from Grade-8 Genesis and Jeremiah on topics about smoking. Other materials used in the research include IEC materials such as brochures, PowerPoint presentations, video clips, and questionnaires.

RESULTS
Most of the respondents rated the combination of the three materials: video clip, brochure, and PowerPoint presentation to have the highest rating in terms of usefulness in providing information, changing of one's perspective, and reforming one's behavior toward smoking. In general, the majority of the respondents find the social marketing and mobilization campaign efficient and effective in providing useful information about smoking and in mobilizing the respondents to avoid cigarette smoking for health and practical reasons.

DISCUSSIONS
Extensive implementation of the Republic Act 9211 must be done particularly on banning the merchandise of tobacco products one hundred meters away from any point of the perimeter of the school. Stress problems of the adolescents need to be addressed by providing stress management classes to students which could also be part of a curriculum so learners would not cling into vices such as cigarette smoking and drinking of liquor.

KEYWORDS: Social marketing campaign, mobilization, smoking habit

Portable Dynamo Puncture Machine

Jovert Ilao, Calubcub 1 Senior High School
(Adviser: Lean Grace Ortaleza)

Abstract

INTRODUCTION
There are a lot of technological innovations nowadays that pave the way for a comfortable life among Filipinos. It has been perceived that different domestic, office, school, and field works are easy to accomplish through different portable tools. The K to 12 Program has started its plight to ensure that students will develop skills not just for them to learn but to learn to develop something better and new. With this in mind, the researcher intended to devise a portable dynamo piercing machine that is made from different light household materials.

METHODS
As a sort of project development study, the researcher gathered primary and secondary data from different authoritative sources and conducted interviews and observations in order to come up with a simple machine that can operate to perform basic tasks. Light materials such as lighter, copper wire, DC motor, battery, needle, shoe glue, plastic and ball pen were gathered. A simple sketch was made through the help of some teacher-practitioners. The machine was developed, tried, tested and accepted by three practitioners related to the field of (TVL) Technical-Vocational Technology as it was able to perform basic functions.

RESULTS
Through a simple project development study, a portable dynamo piercing machine was developed. Initially, the researcher taught that it could just be a simple paper or board opener. But, through careful analysis and innovation of the constructed output, it was found out that it could serve different functions. At home, it can be a simple can diffuser/opener or unclogging tool. In offices and schools, it can be useful in opening boxed packages, and binding papers. For some artists, it could be ear piercing and tattoo machine.

DISCUSSIONS
The portable dynamo piercing machine can serve different functions not only at home but also in school, offices and for the purpose of art. It does not only serve one purpose but a lot more. Though these benefits are determined, this simple machine has also some sort of limitations as they cannot be used in other materials other than paper, plastic, styro pore, cloth, and a tin can.

KEYWORDS: portable, dynamo, piercing machine

SUBMISSION ID: R04A-BATANP-0633

Portfolio of Initiatives on Strategic Work Management in Elementary Schools, Division of Batangas

Mary Ann Lopez, Department of Education

Abstract

INTRODUCTION
Serious efforts to address the issues and concerns on basic education and support the programs of the Department of Education, schools, through the leadership and efforts of school heads, have implemented several projects. These aimed at improving the performance of the schools in the division. It is apparent that the school head's initiative and management style are needed for the successful implementation of the projects. Handling these tasks of the school head is a big challenge that the function of instructional leadership will not become secondary to these other tasks and duties. This study is then geared on the instructional leadership competencies and attributes of public elementary school heads as bases for preparing a portfolio of initiatives on strategic work management.

METHODS
The study is descriptive in nature, employing the quantitative approach and utilizing the questionnaire, focus group discussion and interview to generate data. The respondents were 237 school heads and 235 master teachers of public elementary schools. They were selected through stratified random sampling with proportional allocation using Slovin formula.

RESULTS
After the data were tabulated, statistically treated, analyzed and interpreted, the study revealed the following findings:1.) the manifested psychological attributes and personality traits of the respondents in terms of human relations, stress tolerance, decisiveness, and work ethics are highly evident. 2.) respondents were also assessed to be moderately competent in instructional leadership relative to assessment for learning, program development and implementation and instructional supervision.

DISCUSSIONS
The results revealed that there is no significant difference in the assessment made by the school heads and master teachers on the level of competency in assessment for learning, program development and implementation and instructional supervision of elementary school heads. Similar assessments that the elementary school heads are moderately competent in their assessment for learning, program development and implementation and instructional supervision. The essential work practices of the school heads were found to be essential in managing school operations and creating a favorable learning environment. The prepared portfolio of initiatives on strategic work management when ingrained may solve identified problems on different areas of concern.

SUBMISSION ID: R04A-BATANP-0300

**Posiitve Discipline: Strategy That Promotes Active Participation in the
Learning Ability of Grade V-Emerald**

Manette Dave

Abstract

INTRODUCTION

Children come into this world helpless and unable to fully develop without us. As a teacher, our job is to nurture them and to teach them how to live. Being a teacher is rarely dull, but being a teacher is also the most important work we'll ever do. They also don't always behave in the way you want them. As the adviser of 46 Grade V - Emerald of Unson Elementary School. The discipline of my students in our classroom is one of the problems. According to some of their teachers in other subjects, they don't have discipline. After you discuss your topic to them and give some exercises and they already finished the work, it starts the noise they talk and talk to each other.

METHODS

This study utilized an action research design. Strategies in conducting research will use to get the real result and use as the basis for the intervention until a sufficient understanding of the problem is achieved. The teacher presents a video clip about the different behavior in a classroom. They recognize the right attitude of pupils through their teacher and classmates. One-hour period will be allotted in the conduct of this activity to give the pupils time to realize the good attitude in a classroom

RESULTS

The use of a video clip is to improve the positive discipline in the classroom, pupils learn the right/good attitude towards their teachers and classmates. There is also a story about the attitude of students inside their classroom and in their homes. Through these materials, the teacher can help to improve the positive discipline in a classroom, so that they have active participation in their learning ability.

DISCUSSIONS

It is shown, 100% say that the most important thing about discipline is that the parent is in control of the child, 78% believed that positive discipline prepares a child to make wise choices on their own, 63% say that one way to help set the stage for desirable behavior in children is to mainly focus on rewarding positive behavior, 65% believed that parents will be the one could take care of their children, 80% say that discipline and punishment have very different meaning, but are often mistaken for the same parenting practices, and 82% say that they need to go to school and get a degree.

KEYWORDS: Positive Discipline among learners

SUBMISSION ID: R04A-LAGUNA-0287

Positive Behavior Inhibited by the Grade Five Pupils in Ambulong Elementary School Using E- Classroom

Melody Ramilo, Department of Education

Abstract

INTRODUCTION
Technology is around everything we do. But, does it have a place in the classroom. The teachers had just received new computers over the past year and a half, and some attended specific trainings and workshop. They were ready to infuse their classroom lesson plans with a variety of technology. Pupils were assigned to create brochures, power point presentations, and use video cameras along with iMovies and other video editing software.

METHODS
Technology is around everything we do. But, does it have a place in the classroom. The teachers had just received new computers over the past year and a half, and some attended specific training and workshop. They were ready to infuse their classroom lesson plans with a variety of technology. Pupils were assigned to create brochures, PowerPoint presentations, and use video cameras along with iMovies and other video editing software.

RESULTS
In this study show significance in the at-risk pupils' attendance and grades based on current research related to computers and students. The fact that there are computers in the e-classroom with an abundance of applications and that instructors have minimal professional development does not mean that teacher technology use and pupil technology use will have an immediate and sustained positive effect on pupils' grades and attendance. In a traditional teacher-centered classroom, the students are the listeners and followers. The teacher is the one given freedom to move about, to initiate actions and interactions, to ask questions and to set limits on activity times.

DISCUSSIONS
The research conducted shows that technology can help students including at-risk students learn and practice a variety of skills and improves their attitudes to learning. Technology in the classroom can help facilitate the knowledge-constructed classroom.
The use of computers in the classroom, schools would become more student-centered and that more individualized learning would take place than ever before. The students are able to collaborate, to use critical thinking, and to find alternatives to solutions to problems
The use of E-Classroom can improve not only their attitudes and communicating with other people using the technology or by making it a habit but what is the most important is letting it be a part of one's system facing the new challenges of the K 12 curriculum it will be easier for them to become competent and effective 21st century learners.

KEYWORDS: information and communication technology, innovation, classroom teaching, e-classroom

Positive Classroom Environment asPredictor of Successful Learning of Kindergarten Pupils in Schools of Nasugbu East District: Parent's and Teachers' Perspectives

Rachel Garcia, BRAVE

Abstract

INTRODUCTION
When the researcher took over the two classes of 88 pupils, she knew that she needed to improve not only her teaching strategies and classroom management skills, she also had to alter the overall classroom environment since it is a predictor of success in teaching. This thinking also made her conceptualize on the need to assess not only her own school but also all other schools in the district. In this regard, she decided to embark on determining the assessment of parents and teachers of the classroom environment in the Kindergarten classrooms of schools in the Nasugbu East District to be able to have support on developing the said classroom environment. Likewise, she aimed to assess how parents and teachers monitor/assess the performance of Kindergarten pupils in terms of academic achievement, social activity, and character-building

METHODS
The descriptive research was used with the questionnaire as too. Participants of the study were fifty (50) parents and teachers at Nasugbu East District chosen using the purposive sampling technique. After permission to administer the questionnaire was acquired from the district supervisor and school heads of schools in the district, the questionnaires were administered to the respondents. Ethical issues addressed were the anonymity of the respondents. The questionnaire was the tool used which was validated by the thesis adviser.

RESULTS
All the respondents of this study were of legal age; with or without a college degree; with the females exceeding the males in number; and either had jobs, housewives, jobless or teachers. The teachers and parents positively assessed the performance of Kindergarten pupils with regards to academic achievement; social activities; and character building. The parents' assessment of the school environment of the Kindergarten classes in the Nasugbu East District was satisfactory.

DISCUSSIONS
Full support to the Kindergarten teachers of the Nasugbu East District must be given to be able to achieve the goals in Kindergarten teaching. The Kindergarten teachers are recommended to harness their crafts through seminars and research to be able to answer the call of their teaching professions. At the same time, the kindergartners are recommended to seek better services in their kindergarten learning. Finally, an action plan to enhance the performance of Kindergarten pupils is proposed by the researcher.

KEYWORDS: kindergartners, assessment, school environment

Positive Discipline Strategies (PDS): An Intervention to Address Pupils' Behavior and attitude towards attending Class of Kindergarten Pupils in Jose De Mesa Elementary School

Suzette Bungualan

Abstract

INTRODUCTION

This research aims to explore "positive discipline strategies" to manage different pupils' behaviors and attitudes in attending kindergarten class in Jose De Mesa Elementary School. Positive discipline is a model for teaching, which suggests the implementation of some strategies that help teachers to deal the pupil's behaviors and attitudes that affect the teaching-learning situation in the kindergarten class like give a special responsibility, giving praises, teach self-management skills to increase impulse control, establish more pupil-teacher contact.

METHODS

This utilized the descriptive type of research which includes: Profiling of pupils' behavior and attitude, Implementation of Positive Discipline Strategies, Weekly Assessment, Recording of results, Analysis and Interpretation, Conclusion and Recommendation. The subjects were 29 Kindergarten pupils of Jose de Mesa Elementary School, Fule Almeda District during the S.Y. 2018-2019. It was set from July 1-31, 2018.

RESULTS

Based on the findings, 12 out of 29 or 41% of the Kindergarten pupils of Jose de Mesa Elementary School having behavior and attitude towards attending kindergarten class. In the first week, 10 out of 29 or 34 % of the Kindergarten pupils have problems in attending class. In the Second week, 7 out 0f 29 or 24% while in the third week, only 4 pupils out 29 or 14% and became 0 in week 4, all pupils are not having a hard time in attending kindergarten class. They are all willing to participate in different activities. Pupil's appreciation on PDS, 24 out of 29 pupils or 83% of the pupils are interested and willing to participate in the teaching-learning process. Parents with regard to PDS, 2 out of 29 or 7 % of the parents are aware but not interested, 5 out 29 or 17% of the parents are aware but they can't tolerate the child's tantrums, 22 out 29 or 75% of the parents are aware and willing to give their support for the development and welfare of their children. The study revealed that the PDS was effective.

DISCUSSIONS

This research was designed to find out the effectiveness of PDS in developing pupils' behavior and attitude. The researcher believes that a positive attitude and behavior of the kindergarten pupils is necessary for them to be able to learn different skills and fostering the self-discipline they need in order to be successful learners.

KEYWORDS: Positive Discipline Strategies, Kindergarten pupils, behavior, attitude

Positive Impacts of Career Guidance Program to the Senior High School Students of Paharang National High School

Ivan Levi Cascante, Department of Education

(Adviser: Christopher Cordero)

Abstract

INTRODUCTION

Currently, many students struggle to decide what career they want to have someday. Most students and parents' insights towards career choice were being limited between pursuing a college degree or being employed or unemployed. The Department of Education added the Career Guidance Program to guide every student in choosing a career, and this urges the researchers to have a study on the positive impacts of the Career Guidance Program in career planning, self-improvement, and workplace Readiness of Senior High School Students of Paharang Integrated School.

METHODS

A descriptive research design with a quantitative approach was used. The respondents of the study were the grade eleven and twelve students of Paharang Integrated School Year 2018-2019 who responded to the standardized survey questionnaire. The data were analyzed and interpreted using statistical tools such as Frequency, Weighted Mean, Composite Mean, Independent t-test and One-way Analysis of Variance.

RESULTS

Students strongly agreed that there is a positive implication towards implementing a career guidance program in Senior high school students of Paharang in terms of career planning. This study also revealed that most of the respondents agreed that GCP has positive impacts on their personal development and workplace readiness.

DISCUSSIONS

This study demonstrates a positive impact of the Career Guidance Program to senior high school students on their career planning. The program helps them to choose the career they want to pursue. Further, the program caters the aspects of self-improvement and workplace readiness to decide on their career path.

KEYWORDS: Career Guidance Program, Career Planning, Self-improvement, Workplace Readiness

SUBMISSION ID: R04A-BATANC-0201

**Possible Effect of Watching and Imitating Cartoons on Youtube
towards Primary Graders' attitude**

Inna Belle Ramos, Concepcion-Mojon Elementary School

Abstract

INTRODUCTION
Social media has become an important medium of communication and entertainment. Digital content and interaction created between and by people. Social media has revolutionized the way people live specifically the way they behave and socialize. New technology helps provide flexibility when it comes to communication and becomes an outlet to express their ideas, experiences, opinions, insights, perspectives, and emotions. YouTube is one of the first stops that children choose for streaming. It has videos featuring kids like them and even clips and episodes of their favorite television shows and music videos form their favorite artists as well. It is one of the factors why the researchers want to find out the possible effect of watching YouTube as the primary source of entertainment for primary students.

METHODS
All one hundred seventy-two (172) primary graders were used as the respondents of the study. YouTube used as learning materials of the pupils inside the classroom and at home. After a month of being exposed to YouTube the researcher distributes a questionnaire to assess pupils' attitude.

RESULTS
Primary graders in the Dominican College of Sta. Rosa used as respondents of the study. Questionnaires were given with ten questions which are divided into two categories: watching and imitating. Questions number 1 to 5 refers to students watching behavior and questions number 6 to 10 is all about whether students imitate what they have watched. Under the first category, the result shows that 70.67 answered "Yes" and 29.33% answered "No." On the second category, 52.33% answered "Yes" and 47.67% "No". Based on the result, the researcher found out that the Grade one and two pupils enjoy watching cartoons and that half of the sample population imitate what they have watched. On the other hand, the Grade 3 pupils most likely imitate the cartoons they have watched. In relation to this, the researchers concluded that: Imitating Cartoons is one of the strong factors that does affect; and individuals' childhood, and takes considerable time from young children schedule.

DISCUSSIONS
It was recommended for close parental guidance to avoid imitating violent actions from watching cartoons. But we all agree to one point: the influence of cartoons on children is powerful. It can truly have positive effects on them, but we should not forget the negative side of it, too. However, it is up to the parents to regulate their child's media exposure and ensure that their viewing experiences are enriching and not damaging.

KEYWORDS: Watching, imitating, effect, attitude

SUBMISSION ID: R04A-LAGUNA-0321

**Potential Future Leaders with the Right of Suffrage/Right to Vote, the
JFES School Organizatios/Clubs**

Irene Dr Co, Lenie Eugenio, & Rusvera B. Merle, Department of Education -
Cavite City

Abstract

INTRODUCTION

Voting in school elections means the child's voice is represented. It is an investment in the future of kids, of the community and the nation. It suggests awareness in the election process and a training ground when the real casting of the vote comes in the child's life at the right time. It also exposure on the do's and don'ts in any kind of election. It is a kind of responsibility and right of that a child should experience to the fullest to be a good future citizen of the country. This study inspired the researchers to come up with such kind of action research.

METHODS

The quantitative research design was used in this study. The descriptive research design was also considered. Out of the chosen school clubs/organizations, the children occupying the first three highest positions, a total of 24 officers became the respondents of this study. A survey was conducted for data gathering. Questionnaires with a checklist were given to the respondents. Face-to-face interviews were conducted.

RESULTS

Figure 1. About 21% of the respondents believe that the right to vote or suffrage provides them awareness in the election process and serves as a training ground for the future qualified voter. Making the respondents more responsible and opening their eyes about their right to vote as citizens obtain 17%. Those who consider that the children's voices are heard through the right to vote to get 16%. Only 8% of the respondents believe that the right of suffrage can provide investment in their future.

Figure 2. The values the respondents expect to be inculcated within themselves form the acronym HICCUP. Honesty and cooperation get 100% each. For unity and impartiality, each gets 83%. Camaraderie has 75% and perseverance has 71%.

DISCUSSIONS

The different school organizations/school clubs enable the children to practice the right of suffrage/right to vote at an early stage of their lives. The respondents believe that the right to vote to provide them awareness in the election process. The school club or organization serves as a training ground for future qualified voters like them. All respondents desire to help in the school projects. Other action research does not show the impact of school organizations on elementary children.

KEYWORDS: Keywords: potential future leaders, right of suffrage, right to vote, training ground, right to vote, training ground, school club, school organization

SUBMISSION ID: R04A-CAVITC-0102

Power it Up: Strategies in Raising the Academic Performance of Grade Five Pupils in Baes

Analie V. Sernat, Elenita Mendoza, & Jocelyn S. Sernat, Baliwag Elementary School

Abstract

INTRODUCTION
When engaging ourselves with something, we should consider the benefits that we can get because.
Pupils' achievements lie on the capability of the teacher. How the teacher executes and delivers the lesson in an image of a lifelong learning. This research is undertaken to improve the knowledge of pupils and increase their achievement level in LOA.
Appropriate teaching strategies suited to the various needs of the learners anchored with accurate instructional materials tell the efficiency of the teacher. Teachers' devotion among learners provides more opportunities to learn.
With the existing instructional materials, the teacher has to make wise options into which teaching strategies these instructional materials can fit During our program of Power It Up supplementary worksheet and activity sheets were made available but the teacher should be careful enough in handling the situation since we should always consider our learners. This study has been conducted to develop the stated problems and assess different interpretations and conclusions.

METHODS
This study made use of the pre-test and post-test based on lessons included in the Curriculum Guide.
The experimental classes were given practical exercises the control classes were subjected to traditional teaching strategies. A 50-item multiple
choice test was given to all participating students as a pre-test. During the study the researcher taught the experimental and control classes
belonging to high performing group and my coË—implementer taught the class of the low achiever group. A post-test was administered to all
the classes after they have finished the topics

RESULTS
The pupils taught by means of the program Power It Up manifested and showed better ability to think critically and develop a strong study habit compared to the pupils that do not undergo this program.
The development of this study habit appeared to be evident in their ability to think critically.

DISCUSSIONS
The finding shows a marked difference in the performance of the pupils with regards to the program implemented in raising the academic performance of the grade five pupils who undergo the Power It Up program. The result of the study showed strong performance of the pupils that undergo this program Based on the result of the Pre-test and post-test, this program enhances the enthusiasm of the pupils to learn. Parents also reported that their child was enthusiastic and interested in learning at home because they now understood what to be done in their studies.

KEYWORDS: power it up, performance,

SUBMISSION ID: R04A-CAVITP-1632

**Power it Up: Solutions to the Difficulties in the Division Skills of
Selected Grade VI Pupils of Maguyam Elementary School**

Marabini Ferrer & May M. Batuhan

Abstract

INTRODUCTION
Proactive Optimization of Wide-ranging Experiential and Rationalized Instruction Towards Upgraded Potentials or POWER IT UP is the solution.
The research focused on the assessment of the effectiveness of POWER IT UP as in improving the division skills of selected 50 Grade Six pupils of Maguyam Elementary School. The school staff had a meeting with the concern parents, the program was presented and discussed to them. These 50 pupils must be in school every scheduled time before or after the class to attend the program with the assigned Mathematics Teacher. Teachers meet and have an extra class to these identified pupils. Exerting more effort and momentum on how to help these pupils. Even the use of repeated addition and subtraction just to get answers on the division problem.

METHODS
The descriptive and comparative method of research was used in the study, to determine the effectiveness of the Program POWER IT UP in addressing pupils' difficulties in division skills. T-test was used in order to determine the significant difference between the performance of the pupils before and after the implementation of the Program POWER IT UP.

RESULTS
Based on table 2, before the intervention POWER IT UP, with 50 pupils, 28 males, and 22 females, their MPS is 0, Standard Deviation of 0 and Mean of 0. It only means that these 50 pupils are having difficulties in the division skills and even in the concept of division. After the intervention POWER IT UP, from 0 to 69.32 was the computed MPS, SD is 3.35 and the Mean of 17.06, showed that the result of intervention has a positive effect on the pupils. As a result of the pretest and the post-test. With the degree of freedom of 54 and critical value of 2.00, and computed t value of 1.49 for the male-only shown that it has no significant difference because the t value is less than its critical value. For the female with 42 degrees of freedom and critical value of 2.01 and computed t value is 9.28, indicated that the t value is greater than the critical value which means it has a significant difference before and after the intervention POWER IT UP.

DISCUSSIONS
Based on the studies, the researchers recommended having a continuous study on the Project POWER IT. For the teachers in Mathematics and even other learning areas, to have a maximum concern to the issue of difficulties of pupils on the said operation and other concerns. The community to have a partnership with the school regarding this concern.

KEYWORDS: Power it up, Proactive Optimization of Wide-ranging Experiential and Rationalized Instruction Towards Upgraded Potentials

SUBMISSION ID: R04A-CAVITP-1198

PR1 Malikhain Award and Students Motivation in Producing High Quality Research Output

Lara Regine Tunque

Abstract

INTRODUCTION

Practical Research is one of the applied track subjects that are being offered in the Senior High School Curriculum. However, in its first implementation at Cabarroguis National School of Arts and Trades on the second semester of the School Year 2016-2017, it is observed that some of the learners are not driven to finish their research papers. It is evident in the record of the proponent that 11out of 15 groups of the three sections in senior high school have not yet completed their research proposal on the third week of January. Therefore, the proponent would like to introduce the "PR Malikhain Award" to publicly recognize the students whose research outputs are of the best quality.

METHODS

The researcher used the Descriptive- Evaluative type of research. A researcher made a survey questionnaire that was used to evaluate the effectiveness of the PR Malikhain Award as a motivation to students. It is the main data gathering tool for the quantitative- evaluative part. The rubric which was filled-up by the teacher and panel members shall also be used to triangulate the data given by the respondents. The interview was used to gather the comments and suggestions of the respondents for the improvement of PR Malikhain Award as a motivational tool for the students to produce high-quality research output and to find the observations of the panel members on the quality of written output and oral presentation with the existence of Malikhain award as a motivation.

RESULTS

All groups of the Practical Research class have finished their researches and met the given standards. The students agreed that they were motivated to finish a quality research output because of the PR Malikhain Award. Panel members also confirmed that quality manuscripts were submitted and oral presentations of the practical research students were excellent. Moreover, it was found that there is no significant difference between the effectiveness of Malikhain Award as a motivation to students when grouped according to their profile. This clearly means that Malikhain Award encourages students to finish a quality research output.

DISCUSSIONS

The results demonstrate that the Malikhain Award as a motivational tool for students to produce quality research output is very effective. This study proves that motivation through recognition is a powerful tool to foster the interest of the students in the task and encourage them to achieve a high quality of output. This indicates that appreciation and recognition are major factors that motivate students to work harder and aim higher.

Practical Application Approach in Teaching Web Development among Grade 9 Students in Sto. Niño National High School

Gerlie Dotong

Abstract

INTRODUCTION

This study focused on the use of practical application approach in teaching Web Development among Grade 9 students of Sto. Niño National High School. It aimed to determine the distinct features of the approach as applied to the lessons in the subject, the effect of the approach in the performance of the students, and the possible intervention activities and materials that may supplement the use of the approach.

METHODS

The subjects of this study are the 50 Grade 9 students who are taking up Web Development specialization. The researcher made use of the descriptive method of research to analyze the current situation and to conclude with new ideas.

RESULTS

Based on the results of the study, the Practical Application approach has developed skills retention, improved creativity and helped students be engaged in class discussions. It is also apparent that based on the result of students' performance, this approach may be applied to the lesson in Web Development. Some of the proposed supplementary activities and materials are Buddy System, Video Tutorial, Workshop, and Upgrade in both computer hardware and software.

DISCUSSIONS

The researcher recommended that a similar study in different learning areas may be conducted using the same approach. Appropriate and sufficient learning resources should be provided for the better implementation of the approach. Integrating this approach with other teaching strategies may help improve students' performance. A workshop for teachers on a practical application approach should be offered to improve teachers' skills and knowledge.

KEYWORDS: practical application, approach, 21st century skills

Practical Implication of the Implementation of the Senior HS Work Immersion Program: Inquiry on Students' Experiences, Challenges and Opportunities

Sharon Villaverde & Siony Gabotero, Department of Education, Lopez National Comprehensive HS/ University

Abstract

INTRODUCTION
SHS-WIP as a new feature of the new curriculum aims to be responsive to the goals of the Department of Education in its desire to make Filipino learners Batang K to 12: Handa sa Trabaho o Kolehiyo, Handa sa Mundo. It aims to orient the Senior HS learners on the relationship of their learned competencies and acquired skills to the present workplace experience, they can further enhance their knowledge, skills, and attitude in making the SHS Curriculum more relevant and meaningful to their context. This study aims to sustain the positive experiences and address the negative ones of the Work Immersion students in LOPEZ NCHS during the actual work immersion training, challenges, and opportunities experienced by the students on their work immersion stations. The key findings in the implementation of its internal guidelines and framework regarding SHS-WIP, a proposed school-wide policy-guidelines.

METHODS
Qualitative method of research using focus group discussion to collect the needed information was used in this study. The study made use of a moderator's guide as the main data gathering instrument which was developed by the researchers. The researcher sought informed consent to the respondent's participation in this research.

RESULTS
WIP exposed the students to the harsh realities of the environment in a workplace, to develop and enhance the work ethics, habits and skills to help them succeed for the rest of their lives. 95% Of the students had an outstanding performance given by partners, that most of the students were ready to work and partners suggested increased immersion hours and policy guidelines in the work immersion process of Lopez National Comprehensive High School.

DISCUSSIONS
Work Immersion opens their eyes and thinking if the chosen field suits them. WIP makes it more realistic and mature enough to deal with the problems encountered. They considered all of the difficulties they have experienced as challenges. WIP gave them opportunities and ideas to decide on what career they are going to take in the near future. It served as a training ground for them and be ready on the possible job. The SHS Work Immersion students deal and cope with the challenges on the implementation of the program were most of the positive ones but they feel challenged. The WIP gave opportunities in their future career path wherein they get to explore the future field in Sciences, Engineering, teaching, psychology, skills courses in the Tech-Voc.

KEYWORDS: Senior HS, Work Immersion Program, experiences, challenges, opportunities, qualitative

Practical Research 2 Curriculum Guide Competencies: An Initial Assessment in Developing the Research Capabilities of ASHS Students

Jessica Cabaces, Department of Education

Abstract

INTRODUCTION
In the teaching-learning process, competencies are deemed necessary to acquire relevant knowledge and skills that could be used for the real scenario of life. The department of education has adopted the K12 curriculum which is implemented in the Philippines in June 2016. This study is conducted to assess the skills developed by the students in quantitative research (Practical Research 2) through the skills needed in the curriculum guide. The result of this study could help the teacher-researcher to determine the skills acquired by the students as a basis for future endeavor particularly in teaching research. Assessing students' capabilities could be an avenue to improve or even evaluate not only the student's skills but also the techniques/methods used by the research teacher.

METHODS
The descriptive - quantitative research method was used to determine and assess the skills learned or acquired by the student- researcher. The researcher developed a survey questionnaire was used. Weighted mean, ranking, and percentage were used to analyze the data gathered. The data gathered were carefully analyzed to determine the result of the study.

RESULTS
Based on the study, it can be gleaned that the respondents strongly agree on the different competencies required in the curriculum guide in Practical Research 2 with a composite mean of 3.70. The item "Uses statistical techniques to analyze data rank 1 with a weighted mean of 3.81. This implies that the respondents are aware of the different learning competencies in the curriculum guide in Practical Research 2 (Quantitative Research). The Grade 12 students are fully aware and developed the uses of statistical techniques to analyze data in the process of quantitative research. The respondents are also aware of the importance of the different learning competencies in Practical Research 2 Curriculum in developing the research capabilities of ASHS Students. The respondents considered the different learning competencies very important with a composite mean of 3.72 in developing their research. The item defines the term used in the study with a weighted mean of 4.0 ranked 1 with a verbal interpretation of very important.

DISCUSSIONS
The results showed that the different competencies in Practical research 2 are needed and considered very important in the process of making research. It can be said that in doing the quantitative research there is a need to know the statistical treatment and the terms used in the study.

KEYWORDS: competencies, research capabilities, research

Practice Makes Perfect: Utilization of Reading Drills to Assist Pupils Learn to Read at Bernardo Lirio Memorial Central School

Jowelyn Collantes, Department of Education - Tanauan City

Abstract

INTRODUCTION
Reading is a complex process allows the students to understand the text by utilizing different reading strategies. In this sense students with difficulties in recognizing words cannot automatically decipher the word meanings as well as how the words may be utilized in their own sentences. Similarly, students with difficulties in word usage have troubles with understanding the text.

METHODS
The researcher utilized descriptive research in responding to the questions of the study. In identifying the reading level of pupils, the Phil IRI assessment was utilized. In terms of the difficulties encountered in reading, a set of questions during Focus Group Discussion with teachers was conducted. Results were computed using frequency and percentage. Responses in the FGD were presented through transcripts of responses.

RESULTS
Data revealed that the majority of the pupils struggle in reading. Also, they have difficulties in recognizing basic sight words which are also a predicament of poor comprehension.
Teachers mentioned that their pupils need more help in terms of learning to read.

DISCUSSIONS
In relation to the gathered results, the researcher provided suggested drills in enhancing pupils reading skills. The trend of reading research may be a very common topic but this is very useful for the students on the researcher's local. Decreasing performance of students' reading abilities may be resolved through well planned and research-based reading program.

KEYWORDS: reading drills, practice reading, learning

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Practice of Positive Discipline; Effects in Classroom Management of Teachers in Bagong Pook Elementary School

Aileen De Castro, Michelle Coz, & Romela Caringal, Department of Education

Abstract

INTRODUCTION
Every classroom is unique and diverse in terms of the types of children we teach and the ways that they learn. There is a universal need to consider what each child needs to learn, how she or he learns best, and how we - as teachers - can build positive relationships with each child so that they want to actively and willingly learn from us. Section 8 of Department of Education Order #40 s. 2012, otherwise known as, Child Protection Policy, clearly stipulates that one of the duties and responsibilities of School personnel is to practice positive and non-violent discipline. This study was purposely done to assess the effectiveness of using positive discipline in relation to classroom management of all the teachers in Bagong Pook Elementary School.

METHODS
Purposive sampling was employed in this study. A questionnaire was used as the main instrument. The questions were restructured based on the sample questionnaires downloaded from the internet. Likert-Scale was used for the responses. The descriptive method is the procedure employed in the studies that have its chief purpose, the description of phenomena to ascertain their values and significance.

RESULTS
Five of the fifteen indicators of positive discipline were practiced always by respondents with 4,.46, 4.31 and 4.15 weighted mean. The remaining indicators, ten of them, were practiced often by the teacher-respondents. The average weighted mean of 4.09 and verbally interpreted as often clearly manifests the practice of positive discipline by teachers of Bagong Pook Elementary School. Teacher-respondents strongly agree that positive discipline has a significant effect on their classroom management as revealed by the data showing a 4.25 average weighted mean and verbally interpreted as strongly agree.

DISCUSSIONS
Teachers should closely monitor the implementation of their classroom rules and regulations to lessen the occurrence of disruptive behaviors. Self-control through simple stress-reduction technique should also be strengthened and closely monitor since it ranked last and this pose a serious problem once teachers don't handle their emotions well. In future, the study can expand the area/ targets to more schools , in order to find out a wider, more level teachers' practices of positive discipline and its impact to class management effectiveness

KEYWORDS: Practice, Positive Discipline, Classroom Management

Practices and Challenges of Instructional Leaders for the Professional Development of Teachers in Public Elementary Schools

Agnes Bonaobra, Department of Education

Abstract

INTRODUCTION

The challenges met by the school heads in instructional supervision ranked accordingly are lack finances to support supervisory practices; lack knowledge in providing technical assistance to teachers; lack skills in applying techniques in supervision; lack knowledge about the concept of supervision; and Use supervision for administrative purpose only.

The level of instructional supervisory practices of the school heads is remarkable along identifying the major strengths and limitations of teachers; designing various interventions to assist teachers; professional support for instructional skills development; and linking with various organizations and community groups. Perhaps the school heads and teachers are working hand and hand for the improvement of the learning outcome, which is the ultimate goal of teaching.

METHODS

The study was descriptive-correlational in nature with the objective of determining and evaluating the level of practices and challenges of instructional leaders for the professional development of teachers in public elementary schools in the Tabaco City Division.

RESULTS

The study revealed that the majority of the respondents were already 41 years old and above, dominated by females, and most are married. Mostly are already 6-10 years in the service, occupying Teacher I position, and with master units.

The level of instructional supervisory practices of school heads on identifying the major strength and limitations of teachers in Tabaco City Division was rated 3.62 and 3.5 by the school heads and teachers respectively with an average weighted mean of 3.59 all with adjective description of Most of the Time; while the level of instructional supervisory practices of school heads on designing various interventions to assist teachers as perceived by the same group of respondents were rated 3.56 by the school heads and 3.46 by the teachers, described as "Most of the Time" and "Sometimes" respectively with an average weighted mean of 3.51 which is described as "Most of the Time" .

DISCUSSIONS

The researcher formulated an action plan for the school heads to sustain the level of supervisory practices for the professional development of teachers in public elementary schools.

**Practices and Challenges of School Heads in the Implementation of
Annual Improvement Plan in Tabaco City Division**

Maria Delia Basilla, Department of Education

Abstract

INTRODUCTION
This study looked into the practices and challenges of school heads in the implementation of the school Annual Improvement Plan. In Tabaco City Division, It dealt on the following sub-problems; the level of practice of school heads along with physical development; learners' development; and teachers' development, challenges met by the school heads and proposed plan to address the challenges met by the school heads in the implementation of school Annual Improvement Plan.

METHODS
This study employed the descriptive method of research and used the F-test. It is descriptive since this study determined the present condition of the practices and challenges of school heads in the implementation of the school Annual Improvement Plan in Tabaco City Division.
The primary source of data came from the responses of the thirty-eight (38) elementary school heads of the different districts in Tabaco City. A five-point Likert scale was used to determine the level of practice of school heads in the implementation of school Annual Improvement Plan likewise, frequency count and weighted mean was utilized. Frequency count and ranking were the measures used to analyze and interpret the challenges met by the school heads in the implementation of school Annual Improvement Plan.

RESULTS
The study showed that the level of practice of school heads in the implementation of the school Annual Improvement Plan in their respective schools was Very High on the practices of school heads among the districts along with learners' development, and teachers' development and High on the physical development.
There were challenges met by the school heads in the implementation of school Annual Improvement Plan along with physical development, learners' development, and teachers' development

DISCUSSIONS
The level of practice of school heads in the implementation of the school Annual Improvement Plan along physical, learners and teachers development should be sustained or enhanced by implementing the plan religiously.
It is expected that the implementation of all the school heads in preparing the Annual Improvement Plan to be practiced in all the schools. Knowing their accountabilities and as a crucial part in the development of the school especially in improving the teaching-learning process would be a great help. Challenges must be given intervention in order to sustain the projects. The intervention plan proposed by the researcher be implemented to improve the existing Annual Improvement Plan of school heads in the Tabaco City Division.

KEYWORDS: practices, challenges, plan, implementation, school heads, improvement, learners , physical, teachers, development

**Practices and Challenges on Test Construction of Talipan National
High School Teachers: Basis for Enhanced Curricula**

Adelina Miraflor H. Jalos, Maria Bernardita R. Porta, Maria Teresa Lucila, &
Merla V. LucesDepartment of Education, Talipan NHS

Abstract

INTRODUCTION
Test construction for teachers is a hard task for many but easy to some. Because of this aforementioned scenario, the researchers thought of conducting this research to help alleviate the performance of teachers as well as to help students to uplift their comprehension over their academic subjects. As an institution, Talipan National High School continues to innovate to better cater its clientele and deliver quality education among its students. The researchers as Master Teachers of the school, continue to initiate and develop programs to best enhance the academic performance of students and provide technical assistance to teachers that have low key over test construction.

METHODS
The study was quantitative-qualitative research employing the use of the survey questionnaires and focus group discussion method. The survey-questionnaire used was composed of six (6) sections. The first section was about the demographic profile of the respondents. The second up to the fifth section was about the practices on test construction in preparing the following items: true-false, multiple choice, completion/fill in the blank and matching items. The sixth section was composed of three (3) open-ended questions. In the analysis and interpretation of the results, frequency-percentage was used to determine the demographic profile of the respondents while the weighted arithmetic mean was employed to identify the teachers' level of responses. To analyze the response of teachers on the questions concerning their experienced challenges and need, a consensual qualitative approach was used.

RESULTS
This research revealed that most of the teachers lack the awareness of test construction guidelines and lack the skill to apply it practically since the majority of the respondents were confused about it. This also shows that most of the teacher respondents need a training/ seminar/workshop on test construction. In the end view of the study, an enhancement program was designed and developed.

DISCUSSIONS
This study shows that teachers were challenged: on categorizing and distribution of questions according to Bloom's taxonomy of educational objectives for test development; on construction of table of specification; on making a multiple choice type of test and its destructors; on experiencing difficulties in making higher provoking questions and centralized examination; on the topics that are hard to create questions and did not answer.

KEYWORDS: Practices, Challenges, Test Construction

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**Practices and Experiences of School Feeding Program (SBFP)
Implementation at San Juan Elementary School**

Khimberly L. Dimaculangan, Marilyn R. Niem, & Mena C. Pigar

Abstract

INTRODUCTION
The school feeding programs support in providing meals at school and this helps enrolment and attendance since children will be attracted to the school because of meals. The role of the school feeding program is to provide children with the nutritional supplement, increasing access and establishing attendance in the targeted areas.
The purpose of this study is to know the practices and experience of the School-Based Feeding Program (SBFP) implementation at San Juan Elementary School. It is hoped that with this study they lessen the number of pupils who are malnourished.

METHODS
This study used descriptive qualitative research which aims to know the best practices and experiences of SBFP implementation at the school feeding program at San Juan Elementary School. The researchers used three data gathering procedures namely, interview method and discussion, survey method, Also, the following data gathering tools namely; checklist, questionnaire, discussion, and retrospective interview guide were used to attain the objectives of this study.

RESULTS
The result of this study 64.79% of the BMI of the pupils at San Juan Elementary School during the end line decreases the number of pupils who needs health attention.

DISCUSSIONS
This study showed that the school feeding program plays a vital role in the pupils 'education. It is also distinct that the absence of a school feeding program in most of the learners has been among the contributors to meager performance among the pupils. Through the proper practices of the school feeding program, we attained the objectives of School-Based Feeding Program (SBFP).

KEYWORDS: SBFP

SUBMISSION ID: R04A-BATANP-1317

**Praxis of K-Teaching in Dep Ed Quezon: Basis for Enhancement
Training Program of Kindergarten Teachers**

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Abstract

INTRODUCTION
This study focused on the praxis of K teaching in Department of Education Quezon as a basis for enhancement training programs for kindergarten teachers. Specifically, it measured the level of instructional competence of teachers in terms of theoretical knowledge about learning and human behavior, attitudes that foster learning, knowledge of the subject matter, the repertoire of teaching skills and personal practical knowledge.

METHODS
To expedite the data collection, the researcher convened the School Heads on March 10, 2017, for Focus Group Discussion (FGD).
To make this research study reliable, the researcher used the standard statistical tools utilizing the Simplified Statistics Software (SSB) acquired by Department of Education Quezon through the Department of Education Regional Office.
The demographic profile of the respondents in terms of age, gender, highest educational qualification, and length of teaching service were treated statistically using a simple percentage.

RESULTS
Results revealed that kindergarten teachers were proficient in terms of theoretical knowledge about learning and human behavior, attitudes that foster learning, knowledge of the subject matter, the repertoire of teaching skills and personal practical knowledge. Also, there was a significant difference between the assessment made by the school heads and kindergarten teachers concerning the level of instructional competence in the praxis of K teaching in Department of Education Quezon in terms of knowledge of the subject matter, repertoire of teaching skills, and personal practical knowledge. These findings implied that the age, gender, and length of teaching experience are factors affecting the instructional competence of the Kindergarten teachers.

DISCUSSIONS
The challenges encountered by the K teachers concerning the level of instructional competence in the praxis of K teaching in the FGD conducted to the School Heads were difficulties in preparing lesson plans, following their Blocks of Time, executing the prepared LP by the new kindergarten teachers, synchronizing the competencies for 5-year old children in the preparation of Daily Lesson Log and teaching methodologies and strategies using developmentally appropriate practices.

KEYWORDS: PRAXIS, TEACHING, TRAINING

SUBMISSION ID: R04A-QUEZON-0182

Predictors Influencing the Track Choice of the Senior High School Students of Kapayapaan Integrated School

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Abstract

INTRODUCTION

This study was conducted for the purpose of assessing the predictors influencing the track choice of the selected senior high school students of Kapayapaan Integrated School (KIS). The predictors presumed by the researcher to influence the track choice of the respondents were some profile variables, personal preference, career outlook, academic skills and abilities, family, economic considerations, social environment, and job opportunity.

METHODS

The research design used in the study was the descriptive method with a self-constructed questionnaire as the main instrument in gathering the pertinent data. The respondents of the study involved 193 out of the 375 grade 11 pioneering students from the different tracks and strands offered by KIS. They were drawn through Slovin's formula; moreover, data were analyzed and interpreted using frequency and percentage, weighted mean, t-test, ANOVA and Chi-square.

RESULTS

The study yielded the following results; (1) personal preference, career outlook, academic skills and abilities, economic considerations, social environment, and job opportunities are predictors that influenced the track choice of the respondents. However, the family was found to be low predictor of the respondents' track choice; (2) there is significant relationship between the track choice of the respondents and the predictors that influence their choice; and (3) there are no significant differences on the respondents' assessments on the predictors influencing the track choice of the respondents when grouped according to their gender, birth order, number of siblings, favorite subject, general average grade, parents' educational attainment, parents' occupation and monthly family income.

DISCUSSIONS

The senior high school teachers need not end up doing career mentoring for the senior high school students so that those who are not yet decided with what they are taking they may shift as early as they can for them to finish the track which could prepare them in either work, business or tertiary education. The results disclosed that family is a low predictor of the track choice; however, parents/relatives should intervene as well on the decision making of their children because, at this age, teenagers like they are still confused on what they would like to be in the future.

KEYWORDS: Predictors, Track Choice, Influence, and Personal Preference

Predictors of National Achievement Test VI: the Case of Maddela District II, Division of Quirino

Hilaria T. Sabado, Department of Education - Quirino

Abstract

INTRODUCTION

Out of 17 complete elementary schools in Maddela District II, 9 schools didn't meet the Department of Education standard MPS of 75 in NAT VI. The result was disquieting and need immediate intervention to increase performance. This study was conducted to identify the predictors that influence the performance of the 9 identified Low Performing Schools and determine the prediction model that can explain the performance of the pupils.

METHODS

The researcher made use of descriptive-predictive research design which was directed on describing and predicting the predictors. Mean and SD, Multiple Linear Regression and MLR Model Building were used in the data analysis.

RESULTS

There were only 2 predictors that significantly influenced the pupils' performance of the 9 identified low performing schools for SY 2014-2015. Among the 4 predictors, only the Educational Attainment of Parents and Frequency of Classroom Supervision of school heads significantly influenced the performance of pupils as entailed in its p-values which were lesser than .05. The test of the influence of the predictors to the NAT6 of the 9 identified low performing schools displayed an F-Value of 13.382 with a p-value of .000 which is significant indicating a model fit.

DISCUSSIONS

The study exposed that the higher the parent educational attainment the higher the performance of their children and if school heads increase the frequency of classroom supervision at least once a week, the performance of the pupils will increase. In achieving a systematic mastery of learning, school heads and teachers shall create a mechanism to encourage parents to give full support in their children's education and enhance parents' involvement in school operation. Encourage parents to enroll in the Alternative Learning System for skills development which helps improve their status of living and learn basic education for a better understanding of the curriculum. Capacitate teachers through intensified classroom supervision to enhance teacher's performance in the delivery of instruction. Craft localized policy on classroom supervision and implementing guidelines for school heads and supervisors for intensified classroom supervision with appropriate supervisory tools in consonance with the K to 12 Basic Education Reform Agenda and RPMS.

KEYWORDS: Predictors, Pupils' Achievement, Low Performing Schools, Classroom Supervision

Predictors of Parental Involvement on the Academic Performance of Students

Janice R. Garcia, Constancio E. Aure Sr NHS

Abstract

INTRODUCTION

The laws and provision governing education underlines the essential importance of the role of parents in achieving complete, adequate, and integrated system of education relevant to the needs of the people and society (Education Act of 1982; 2010 Dep.Ed K+12 Discussion Paper).

The success of education in our country can never be achieved unless the "first and most natural" teachers will do its part in the actual rearing of the students who are future citizens of our country (Kelly, 2010; Glickman et al., 2010).

The alarming issue is we are assisting the problem of parents who are often "absent" in the formation of their children. The phenomenon of broken families and migration of parent-workers frequently leaves irreparable wounds in the lives of the children. They are often "orphans" to existing parents who are forced by the present situation to migrate and find "life" for their families by working abroad.

METHODS

The study used a descriptive survey design to collect detailed and factual information that describes the existing condition of the parents' participation in the academic performance of the students in grade 7 level of Constancio E. Aure Sr. NHS. This design is used to describe the issues and eventual gaps and problems related to the topic. The respondents of this study are the parents of the Grade 7 students.

RESULTS

After a week of conducting the survey, it shows that the factors involving student's academic performance have a significant effect on the part of the learners most especially the participation of the parents when it comes to the "Profile Of The Respondents" "Home Based Activities" and "School-Based Activities".

DISCUSSIONS

It was determined from the respondents that (63.3 %) or 101 out of 160 parents "have no involvement at all" in any of the "home-based activities", wherein these issues were quite alarming on the part of the learner's academic performance. When it comes to "school-based activities" (40.1%) or 64 OUT OF 160 parents "have no involvement at all" in the "school-based activities" , only (23.5%) or 38 OUT OF THE 160 respondents claimed that they support their children when it comes to school-based activities or program, it was very clear that there was a great issue to be resolved between the school and the parents to really help the students to grow fully and most especially at home.

KEYWORDS: Predictors, School-Based Activity, Home-Based Activity, Parental Involvement, Profile, Respondents

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Preference of Philippine Public Senior High School's Electrical Installation and Maintenance (EIM) Learners on Teaching Approaches

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(Adviser: Myla Suguitan)

Abstract

INTRODUCTION
Nowadays, different teaching approaches and strategies are executed by the teachers worldwide to adapt to the learners' needs and interests, and to help them achieve learning. In this study, the researchers aimed to identify the preference of the Technical Vocational and Livelihood (TVL) learners specifically those who are taking Electrical and Installation and Maintenance (EIM) since the program focuses on the production of goods and services.

METHODS
In the conduct of this study, the researchers employed qualitative-descriptive design. To gather data, they utilized the 26 currently- enrolled grade 12 EIM learners from one of the public senior high schools in Southern Luzon, the Philippines in answering the questionnaire. It is supported by an interview with the EIM specialized teacher.

RESULTS
The researchers found out that 61% of the learners prefer to utilize technology in the teaching and learning process. Majority of them also prefer to have peer learning and learning by doing since they need to develop a manipulative skill.

Similarly, they expressed their demand from the teacher to have motivating activities, instructional materials, rewards and incentives among learners, contextualization of the lesson, and assessment of the learning.

In addition, an interview with the EIM teacher showed that employing different approaches such as collaborative and reflective, and strategies such as group activities, role-playing, and the like helped him facilitate the lesson effectively. He also assesses the learning of by conducting formative and summative assessments which are standards-based.

DISCUSSIONS
In the light of these findings, employing appropriate teaching approach and strategy helps the teachers in achieving the goal of quality education in any track of the senior high school in the Philippines. It is apt that the Department of Education equips all the teachers in the field in these approaches to be competent in developing the knowledge and skills of the learners.

KEYWORDS: Preference, Teaching Approaches, Electrical Installation and Maintenance (EIM), Senior High School

**Preferred Curriculum Exits of Grade 12 Students in Pinagtongulan
Integrated National High School**

Michelle B. Mago, Pinagtongulan Integrated National High School
(Adviser: Leah M. Lucero)

Abstract

INTRODUCTION
Grade 10 students need to be in school for another two years to follow the law implemented by the government a few years ago. In order to finish high school, students need to enroll in Senior High School and choose track and strand appropriate for their skills and preferences. This also serves as preparation for their Senior High School curriculum exits such as college education, employment, and entrepreneurship and middle skills. In this connection, the researcher had been curious if the Grade 12 students of PINHS are aware of the curriculum exits of Senior High School. In this study, the researcher would like to identify if the track or strand chosen by the students is appropriate to their chosen curriculum exits, to recognize the factors affecting the selection and to propose programs that could help the students to choose appropriate track or strand suitable to the curriculum exits they like.

METHODS
Quantitative research was used. The respondents made a survey questionnaire distributed among forty-two Grade 12 General Academic Strand students and forty-two Grade 12 TVL students. Stratified random sampling was used to identify the number of respondents. This study was anchored on the 21st Century Skills and Expertise Theory. The data collected was analyzed through quantitative analysis.

RESULTS
Most of the respondents preferred higher education as their curriculum exit. Thirty - eight Grade 12 General Academic Strand students preferred to enroll in higher education while thirty-four Grade 12 TVL students preferred college education. None of the two groups of respondents chose entrepreneurship. The two groups of respondents disagreed that peer influence and family affect their selection of track or strand. The study also revealed that there is no significant relationship between the perception of the two groups of respondents in the factors affecting the selection of track or strand.

DISCUSSIONS
The results showed that out of eighty-four student respondents seventy-two student respondents chose college education than employment, entrepreneurship, and middle skills. Students enrolled in PINHS Senior High School were not aware of the four exits of Senior High School. Thus, the researcher suggested to intensify the career guidance program explaining the four exits of Senior High School for both Junior and Senior High School students and educate the parents about the importance of the four exits.

KEYWORDS: curriculum exit, senior high school, Grade 12, TVL, General Academic Strand

Preferred Disciplinary Techniques of Pupils from Niing Elementary School

Beleta Orias, Niing Elementary School

Abstract

INTRODUCTION
Considering the significance of parental responsiveness, parental control and parental styles to the development of a child, an equally important area of research has to be focused on, which is the effectiveness of a range of disciplinary techniques that parents and teachers use. This study was undertaken to find out the perception of the student respondents on parental styles and discipline.

METHODS
Employing the descriptive research design, the study surveyed the perception of the student respondents on their preferred disciplinary technique. A researcher- modified questionnaire was administered to 100 pupils from Niing Elementary School.

RESULTS
It was found out that the majority of the respondents preferred induction as a disciplinary technique. This group comprised 56 % of the total population of the respondents. Only 9 % comprises the students who preferred power assertion.

DISCUSSIONS
Based on the foregoing findings, all of the student respondents are in their puberty or early adolescent stage with the majority as 11 years old. Induction is the most preferred disciplinary technique by the student respondents. There is no significant difference between profile variables and preferred disciplinary technique.

Based on the foregoing findings and results of the study, a social development project is hereby being put forward: this social project dubbed as "KADAMAY" was drafted in order to gain greater support from the different sectors of the community as regard pursuit to improve the condition of students with behavioral problems that point to their relationship with their parents as the reason and to institutionalize and harmonize efforts of different sectors of the school community to support students with this need.

KEYWORDS: action research, disciplinary technique, parental control, social development

Preferred Learning Styles of the 28 Grade Five Students of Manalupang-San Vicente Elementary School: Basis for Improving Academic Performance

Sheryll Taroma, Manalupang-San Vicente Elementary School

Abstract

INTRODUCTION
Every classroom is a place for growth and development of individually unique students. One of the aspects that schools target to develop is the learners' academic performance. This research explores the students' learning styles preferences as one factor that can be taken into consideration as the academic performance of the subject of this study decreases over the last two school years. It also looks into whether or not the students' learning style preferences match the teachers' teaching styles.

METHODS
A multiple method design was used. The researcher surveyed 28 Grade 5 Students and conducted a series of interviews with 3 subject teachers of Manalupang-San Vicente Elementary School in Bauan, Batangas, Philippines. The data were collected through quantitative analysis. The researcher utilized the VAK learning style assessment tool which is composed of 48 questions to find out their learning style preferences.

RESULTS
From a General Pupil Average (GPA) of 89.57% in SY 2016-2017, the class GPA decreased to 86.04% in 2017-2018. After accomplishing the VAK learning style assessment tool, out of 28 student-respondents, 21 preferred Visual learning style while 5 chose Kinesthetic learning style. The remaining students have Auditory, Visual-Auditory, and Visual-Kinesthetic preferences. Contrary to this, the 3 teacher-respondents perceived the pupils to be mostly Auditory, thus, despite the utilization of various teaching strategies, the teachers used those that addressed the Auditory learning styles preferences more often. Some activities that could have addressed Visual learning style preferences were not frequently done in class, thus, a mismatch of students' preference and teachers' styles.

DISCUSSIONS
The results invite teachers to consider learning style preferences in tailoring classroom instructions. Through this, teaching styles may be matched with the learning styles and eventually contribute to improving academic performance. Assessing the students' learning style preferences using the appropriate tools could be the first step. Since preferences change, an inventory of students' preferred learning styles can be used to keep track of their current choices.

KEYWORDS: learning style preferences, academic performance, VAK assessment tool, visual, auditory, kinesthetic

Preferred Schools of Graduating ABM Students in Pursuing College

Ariane Yongco, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION
Graduation is a mark of the end but means a new start. After graduating from six years of study from junior high school to senior high each graduate has to face new challenges that they are going to have. The first step towards this was to think about which university they are going to enroll. This study was conducted to show the preference of ABM graduating students in which University they will pursue their college.

METHODS
This study used a case study type of research to explicit the preference of ABM graduating students. Case study research does not imply a strict set of rules and this was the most relevant form of study. The sample was taken from grade 12 ABM students which were purposive sampling a non-probability type of sampling. The respondents were given a questionnaire to gather data.

RESULTS
Based on the findings most of the respondents preferred University was the Polytechnic University of the Philippines Sta. Mesa and Sta. Rosa as it offers the courses that they want to purpose. Mainly considering the education quality and economic viability that this University offers. It also shows that they consider a lot of factors in choosing University such as the decision of their parents, financial capability, personal choice and the influence of their peers.

DISCUSSIONS
In the lights of the findings, the respondents' preferences are Universities that poster quality education and economically viable given the economic situation wherein give them a good opportunity in pursuing and finishing their study. In addition, it really shows that the preference of the students depends on several factors that their decisions were collective consideration and influence coming from their family, friends and personal choice.

KEYWORDS: Preferred schools, Senior Graduate, Business

SUBMISSION ID: R04A-CAVITP-0740

**Preferred Types of Examination of Selected Grade 11 Students of
General Mariano Alvarez Technical High School SY 2017-2018**

Geralda Papa

Abstract

INTRODUCTION
The study is designed to measure the factors affecting student's performance base on the type of examination they take to alleviate so many remediations.

METHODS
The researcher used descriptive method and random sampling.

RESULTS
The results have shown that multiple choice is the most preferred type of questionnaire and Essay type as the most difficult one.

DISCUSSIONS
Multiple choice type of examination prevails while the essay-type examination receives the least.

KEYWORDS: HUMSS

SUBMISSION ID: R04A-CAVITP-0527

Preparatory Work Immersion Scheme: Readiness Intervention for Stem-Strand Students of Sto. tomas Senior High School

Arlene Bondad & Wilma Aguspina, Sto. Tomas Senior High School Division
of Batangas

Abstract

INTRODUCTION

Work Immersion is a key feature of the SHS Curriculum. It can be conducted in different ways depending on the purposes and needs of learners. One of the goals of the K-12 Basic Education Program is to develop in learners the competencies, work ethics, and values relevant to pursuing education and or joining the world of work. Learners are immersed in actual work environments such in which their prior training is relevant.

However, since the new curriculum is still in progress and the majority of the senior high school students are not yet ready for work immersion nor aware of the value of it, it seems that the students are anxious to get into the work immersion.

In preparation for the achievement of these goals, the researchers would like to come up with an effective and helpful way in preparing students with the accomplishment of their work immersion through a work immersion scheme.

METHODS

This study is descriptive and developmental-based and will utilize interviews, and questionnaires for data gathering procedures. To realize the objective of this study, an IPO procedure will be used to describe the stages of the development of the Work Immersion Preparatory Readiness Scheme.

As INPUTS the following are included 1.) Work Immersion Program 2.) Guidelines for Work Immersion and 3.) Department of Education Memorandums, while the Process stage includes, 1.) Data Gathering Procedures 2.) Survey Questionnaires and 3.) Interviews and an expected OUTPUT is the Work Immersion Preparatory Readiness Scheme.

The researchers engaged the Experiential Learning Theory by David Kolby.

RESULTS

This study shows that students under this program should possess the skills pertinent to their implementation. To achieve the objectives of the Work Immersion Program, the Department of Education set guidelines that shall be followed by Schools and Partner Institutions for the successful implementation of the program. In preparation for the Work Immersion Program for Grade 12 students under Academic Track, STEM-Strand, the researchers developed a Preparatory Work Immersion Readiness Scheme that will assist students in their preparation for their upcoming work immersion.

DISCUSSIONS

The results of this study enable the teachers to assist students in the awareness, preparation, and readiness in the Work Immersion considering the skills of students. Teachers may utilize the prepared Preparatory Work Immersion Readiness Scheme not only in STEM-Strand but eventually, in all other Academic and TVL Tracks.

KEYWORDS: Work immersion, preparatory scheme, readiness, students' skills

SUBMISSION ID: R04A-BATANC-0198

Preparedness for Career Great Employment Opportunity of Electrical Installation and Maintenance Students of Gulod Senior High School

Maria Cecilia Noche, Department of Education

Abstract

INTRODUCTION

Electrical Installation and Maintenance is one of the fastest growing fields in regard to career vacancies. Local and abroad employment is undeniably needed of every industry worldwide. In the field of skills, it always necessitates having Electrical workers for their maintenance or even in installation.

The Department of Education prepared the students of Senior High School to be more competitive globally in the chosen field, and Electrical Installation and Maintenance is one of the skills offered in Senior High School. How does the public school sustain the learning skills of the students in Electrical Installation and Maintenance to be geared up in cleverness worldwide?

METHODS

The study selected ten industries needed Electrician and ten teachers handled Electrical Installation and Maintenance students in Gulod Senior High School that determined the qualities and qualified graduates of the School in the field of Electrical Skills. The participants respond are very important in this study to produce competent graduates. The study is advised for the school offered Electrical Installation and Maintenance to engendered proficient graduates.

RESULTS

Gulod Senior High School prepares the Electrical Installation and Maintenance students through actual learning skills, immersion to make the students experience the real world of industries and assure the students to pass the national certificate required by the companies needed Skilled Electrician. Gulod Senior High School has a quality standard and supported all the required equipment, tools and materials.

DISCUSSIONS

Electrical Installation and Maintenance students of Gulod Senior High School developed the learning skills of the students to be globally competitive. The school produced skilled graduates' industries required. The school also provides quality skilled education incapable to necessitate of industries and requires to supports the students' needs continues to improve more the skills ability and to produce well belligerent graduates.

KEYWORDS: cheche

SUBMISSION ID: R04A-BATANC-0368

Preparedness of Naga District III of Inclusive Education of Students with Disability

Maricel Mahayhay, SPET Teacher

Abstract

INTRODUCTION

Inclusive Education is anchored on the right of all learners to a quality education that meets basic learning needs. It enriches lives, focusing particularly on a vulnerable and marginalized group, which also seeks to develop the full potential of every individual in the self- contained inclusion, and resource room program. In this study revealed that there was a very least participation on Inclusive Education despite the fact that we have the Republic Act No. 7277 "Magna Carta for Disabled Person and Department of Education Order No. 72 s.2009 on Inclusive Education", this study explored to know the reasons for a very low participation on inclusive education in the regular class of Naga District III.

METHODS

Multiple methods were used. The quantitative-qualitative analysis was utilized in the study specifically interviewed in order to reveal the completed and holistic views of respondents on their preparedness in the Inclusive Education Program. The respondents were composed (48) forty-eight Regular Elementary and High School Teachers of Naga District III. The questionnaire used was adapted from the UNESCO 2004 in line with Inclusive Education, and One hundred percent (100%) of the questionnaires were retrieved.

RESULTS

This study revealed that Naga District III is almost prepared in the inclusive education program of students with disabilities with a mean of 3.55. The study also exposed that special subject areas / extra-curricular activities are almost prepared, with a mean of 3.97 which is the highest, while teacher preparation is somewhat prepared with a mean of 2.80, the lowest.

DISCUSSIONS

The result revealed that there was a need of training and seminars on special education in preparing the instructional materials to be used in teaching students with disability, initiating orientation programs/activities focusing on different disabilities, strategies and techniques in handling students with disability, awareness on the assessment processes, and procedure, and other related services used in identifying students with disability, consciousness of the regular students, parents and community about students with special needs, and provide other related services supported by the Local Government Unit.

KEYWORDS: PREPAREDNESS ON INCLUSIVE EDUCATION

SUBMISSION ID: R005-NAGA1-0001

Pre-Reading Activities for Writing Competence of Grade 10 Students in Dr. Juan a Pastor Memorial National High School

Cherry Rose Ramos

Abstract

INTRODUCTION

Writing as a fecund skill often seems to be the toughest skill, even for native speakers of a language since it encompasses not just a graphic representation of speech, but the development & presentation of thoughts in a well-thought-out way. However, although reading is an interesting activity, most G10 students in DJAPMNHS do not show much interest in it that leads to poor writing. This problem is alarming especially for the realization of the main goal of K - 12 Curriculum, which is to develop multi-literate individuals.

METHODS

A true experimental design of the research was used in this study but the comparisons were made within and between groups. It is called as a within-between-repeated-measures design. The researcher constructed pretest/posttest, prepared lesson plans for the experiment, and made a questionnaire that served as the bases in the construction of the evaluation measures. After the researcher collected the needed data, interviews and focus group discussions were done to verify the information gathered.

RESULTS

It was revealed that a significant difference between the pretest and posttest scores of the treatment groups is evident with the p-value of 0.000 which is lower than the significance level of 0.05 except in pre-reading summarization activity. Among the three activities, watching movies was utilized to a great extent by the teachers & this made the students at ease already of its use in the classroom. However, vocabulary presentation activity, which was moderately used still helped the treatment group achieve a significant difference in the pretest and post-test scores. When it comes to pre-reading summarization which was moderately used by the teachers and also met a significant misunderstanding on the part of the students when using the activity proved to have no significant difference between the pretest and post-test results.

DISCUSSIONS

Movie watching as a pre-reading activity for writing competence should be utilized by the teachers for it has already been found to be effective. Moreover, vocabulary presentations may be used also by the English teachers if they want their students to acquire more vocabulary words needed for writing compositions. The English teachers may consider pretest and post-test results in the use of pre-reading activities to validate their effectiveness. They may conduct a similar study in their own local using pretest and post-test design. In this manner, the prepared pre-reading activities for writing competence may be utilized.

KEYWORDS: Pre-reading Activities, Writing, Competence

SUBMISSION ID: R04A-BATANP-1570

**Prevalence and Causes of Childhood Obesity: its Perceived Effects on
Academic Performance of Pupils**

Allysa Mae Barrios & Geraldine Barrios, Batangas Researchers Association For
Value-Driven Education

Abstract

INTRODUCTION
Around the world, the prevalence of obesity among children and adolescents has increased substantially over the last decade. The Philippines is not spared from this scenario, and results of national nutrition surveys are showing slow but increasing childhood overweight and obesity rates. The number of obese children and adolescents has also been on the rise in the Philippines, and the rest of the world, over the last decade. Results of nutritional surveys among Filipinos reveal slow but steady increasing rates of childhood overweight and obesity cases.

METHODS
A study was conducted in selected schools from Nasugbu, Batangas, Philippines in 2016. The objective was to determine the prevalence of obesity, its causes, and effects in academic participation among pupils' grades four to six. Two hundred and twenty-five pupils were selected according to their body mass index. The researchers measured pupils' anthropometries and a questionnaire was used to assess the prevalence, causes, and its effect in the academic participation of the pupils.

RESULTS
The study revealed that the prevalence of obesity among the sample was 8% and 30.67% for overweighed pupils. Sociodemographic factors have a relationship with obesity status with the paternal occupation at the highest peak, followed by the age group of the pupils. This revealed indirectly that family income had an association with obesity. Fat food and snack consumption, and the number of days the respondents usually eat at fast food restaurants show a significant association between obese and non-obese respondents. A minute significant association with becoming more likely obese was observed in playing sports and reading books. Pupils who consumed foods during passive entertainment activities are 30 percent more likely to become obese.

DISCUSSIONS
This study produced a result that contradicts ideas that obese children does not well in academic performance. Furthermore, the common method of enhancing awareness about obesity and developing intervention programs such as promoting healthy lifestyle and physical activities must be continued.

KEYWORDS: obesity, prevalence, causes, perception

Primer on Academic Writing Enhancement for Grade 10 ESL Learners

Danson Lagar & Julius Arguelles, Balete Integrated School

Abstract

INTRODUCTION
In the Philippines, English has been a course of study for over a century. English has entered the fabric of the country's prime concerns, placing it ahead of its Asian neighbors when it comes to competence in the second language. The Philippines is known as one of the largest English-speaking nations for the majority of its population has fluency in the language. However, the country's edge in English proficiency is said to be declining. This weakening English proficiency of Filipinos has been one of the reasons why oral and written English proficiency has become a vital issue nowadays.

METHODS
The descriptive-quantitative research design was utilized in this study. The main instrument used by the researchers to gather data was the constructed analytic rubrics validated by expert ESL teachers from other schools. The participants were asked to write a different academic text for three series each. Then all the academic texts written by the participants were gathered and evaluated against the validated rubrics through triangulation method, and then data were tallied, analyzed and interpreted. The researcher utilized frequency, weighted mean, one-way ANOVA and linear regression test as a statistical treatment to analyze the data.

RESULTS
The level of writing skills of grade 10 ESL participants in four academic texts is still on developing level. Moreover, written texts of the students are poor in conventions in descriptive and narrative text, poor in word choice in expository text and poor in content, focus, and organization of ideas in writing a persuasive text. On the other hand, the persuasive text has poor performance among the four academic texts written by the participants and the rests are still on developing level. The level of writing skills of the participants is not significant among the four types of academic texts and the aspects of language significantly affect the performance of participants in writing academic texts.

DISCUSSIONS
The results signify that there is a need for students to be more skilled in terms of writing an essay. ESL teachers should always promote programs and projects like Talk in English (TIE) campaign particularly in concerned subjects where English is used as a medium of instruction that will enhance written and oral communication skills of the students. The utilization of the proposed primer created by the researcher in teaching an academic text to students must be effectively ensured.

KEYWORDS: Writing, Primer, Rubrics, Essay, Academic Text

SUBMISSION ID: R04A-BATANC-0438

Principal Leadership Effectiveness and Management Competencies for Learner Achievement: Basis for Developing Framework

Paulino Castro, Department of Education - Division of Calamba

Abstract

INTRODUCTION

The academic success of students is a product of the complex role of a school principal. The principal's role is very crucial in achieving the desired outcomes in the basic education program. It is the principle that leads the institution with all the stakeholders towards achieving excellence in the delivery of educational
services more particularly in terms of teaching performance and students' academic achievement. The study aimed to have an in-depth understanding on the lived experiences among effective school principals in terms of leadership and management for student achievement.

METHODS

The study used a qualitative phenomenological design. A semi-structured interview with open-format questions was used to encourage the respondents to answer in their own words which at some length will likely to provide greater depth of response. The selection of the study includes 15 respondents which include school principals, teacher leaders/ master teachers, and 5 learner-leaders. The school principals were selected based on the School-Based Management (SBM) level 2 of practice. Similarly, teacher-leaders/master teachers and learner- leaders who belonged to the SBM level 2 of the practice of the same school of the selected principals. The focus group discussion was conducted and their answers were coded through Collaizzi's steps of phenomenological analysis (Fletcher, 2004).

RESULTS

The study reveals that leadership and management of effective school principals play a vital role in shaping the culture of school organization, particularly in learners' achievement. Among the significant experiences are the following: the school principal as a leader should be 1) firm and consistent in making a decision; 2) advocates evidence-based practices; 3) visionary; and 4) good communicator. On the other hand, for effective management a school principal should 1) practice collegiality and open communication; 2) support and provision of learners' materials; 3) conduct formal and informal instructional supervision and; 4) serve as motivator/ encourager to teachers and learners.

DISCUSSIONS

The experiences and practices of school principals will be an initial step as the basis for developing a framework of principal leadership effectiveness and management competencies for student achievement vital for adapting the practices of effective principals by developing school principals.

KEYWORDS: principal, leadership effectiveness, management competencies, student achievement

SUBMISSION ID: R04A-CALAMB-0432

Principals' Behavior, Organizational Climate and Teachers' Performance

Marilyn Mojica, Department of Education

Abstract

INTRODUCTION
Organizational climate has been a major factor that affects the harmony in the workplace especially in the school organization. Thus, the need to know the relationship between the teachers and superiors arises. In this study, the researcher found out the relationship among Administrators' Leadership Behavior, Organizational Climate, and Teachers' Performance.

METHODS
A descriptive research design was used. A descriptive correlational survey was utilized in the study. The researcher employed the survey method to gather data needed about the relationship of administrators' leadership behavior and the organizational climate of the selected schools. Eleven administrators and one hundred forty-nine teachers across 11 schools responded to the survey questionnaire and interviews.

RESULTS
The majority of the teachers perceived their administrators to be highly valued. Even though some of the teachers voiced their satisfaction with regard to their current relationship with their administrators., there is still some that are not satisfied.

DISCUSSIONS
The results demonstrate the need for the administrators to be more encouraged to re-examine and analyze their leadership styles so that they could respond to the need of their subordinates. Organizational climate lines should always be open to improve the relationship and performance between the administrators and teachers.

KEYWORDS: Leadership, Organizational Climate, Teachers' Performance

Principal's Functions for Implementation of K 12 Curriculum in Junior High School for Teachers at Magdalena Integrated National High School

Josie Bueno, Katline Kay Roña, & Leila Dorado, Department of Education

Abstract

INTRODUCTION

Management is a practice rather than a science or a profession though containing elements of both according to Drucker (1977). Principals may need two types of vision: one vision of their schools and the roles they play in those schools, and another vision of how the change process will proceed (Manasse, 1985). The above scenarios greatly motivated the present researcher to find the function of the principals to find the program and projects to have the educational outcome to the students, teachers, and community

METHODS

Descriptive designed with intense accuracy to surface out the meaningful aspects of the data from those phenomena observed during the process of the investigation. One set of questionnaires was issued to the actual respondents of this study. The items in the said questionnaires were based on the basic problems advanced in this study for objectivity, relevance and suitability to the problem areas investigated, as well as the probability of favorable reception and return from the said respondents.

RESULTS

The principal's functions in regard to Instructional, Institutional, Supervisory, Administrative, Interpersonal, Informational, and Resource allocator are significant in regard to K12 Curriculum implementation in terms of planning, monitoring, coaching, and evaluation are also significant therefore the hypothesis is supported.

DISCUSSIONS

The principal's function in relation to instructional with the (M=4.45, S=.30) with very much evident, relation to institutional with (M=4.32, S=.17) very much evident, in supervisory (M=4.07, S=.16) with the mark of evident. in administrative with the (M=4.33, S=.32) mark of evident, in interpersonal with (M=4.28, S=.24) very much evident ,in informational with the (M=4.52, S=.17) very much evident, in relation to resource allocator with the (M=4.23, S=.12) in terms of level of implementation (M=4.56, S=.41) with very much in terms of monitoring (M=4.51, S=.21) with very much evident in coaching (M=4.72, S=.37) and in terms of evaluation (M=4.02, S=.19) mark evident . The functions of the principal have a huge effect on the implementation of the K-12 curriculum, and aware of the result in terms of monitoring, coaching, and evaluation of the K12.

KEYWORDS: PRINCIPAL'S FUNCTION, K TO 12 CURRICULUM, and IMPLEMENTATION, COACHING, MONITORING, EVALUATION

Principals' Instructional Management Practices toward the Implementation of Senior High School Program in Calabarzon

Rosemarie V. Magnaye, Department of Education Curriculum Implementation
Division

Abstract

INTRODUCTION
Being a principal in the new K to 12 Curriculum, it is important to learn instructional management practices to perform well as an instructional leader. By means of this study, the researcher can also relate those practices to the implementation of the SHS Program as part of the K to 12 Curriculum. This will be of great help in making decisions in leading the school's curricular and instructional processes.

METHODS
The descriptive research method is utilized by the researcher to determine the extent of Principal Instructional Management practices towards the implementation of the SHS program in CALABARZON.
The correlation method was used in determining the significant relationship between the principal instructional management practices and the level of implementation of the SHS program in CALABARZON.
Likewise, multiple regression analysis was used to determine if the principal instructional management practices significantly predict the SHS level of implementation in CALABARZON.

RESULTS
The study found out that the overall principals' instructional management practices in the CALABARZON region were superb. All indicators in the SHS Program such as curriculum, instruction, assessment, human resources, materials, tools and equipment, budget, partnership/linkages, and work immersion are found to be Implemented in CALABARZON. Though schools encountered a lot of problems and challenges in its first year of implementation, this research shows that there are driving forces as well as restraining forces that affect its implementation.

On the other hand, the extent of the principals' instructional management practices is significantly related to the level of SHS program implementation in CALABARZON with a "moderately low" positive correlation. Likewise, principals' instructional management practices as perceived by the SHS principals and teachers significantly predict the level of implementation of the senior high school program in CALABARZON.

DISCUSSIONS
The results demonstrate the need for principals to sustain their principals' instructional management practices. Their visibility and involvement with teachers and students during the school day helped a lot in the successful implementation of the senior high school program in the CALABARZON Region. Their advocacy in the different career orientation program guide the students in choosing the right track and strands. The strong partnership and linkages to different stakeholders give the school lots of opportunities for the needed specialized faculty, facilities and work immersion.

KEYWORDS: Principal Instructional Management Practices and Level of SHS Program Implementation

SUBMISSION ID: R04A-CALAMB-0362

Principals' Leadership Competencies and Social Responsibilities asRelated to the Students' Academic Achievement towards an Enhanced Training Program

Lizz Abeleen S. Cubol Ed. D, Francisco Osorio National High School

Abstract

INTRODUCTION
This study aimed to identify and determine the significant difference in the level of leadership competencies and social responsibility as assessed by the principals themselves and their teachers; discuss the existing relationship of the leadership competencies and social responsibility as related to academic performance of the Grade 9 students for SY 2016-2017 among the 100 teachers in 13 private schools in the municipality of Trece Martires City, Cavite.

METHODS
Purposive Sampling and total enumeration of the population were used to gather data the instruments used were found to be reliable and valid to measure the leadership competencies and social responsibility of the principals.

RESULTS
The findings show that the level of leadership competency of the principals as they assessed themselves is very satisfactory. Likewise, the teachers' assessed leadership competency of their principals is also very satisfactory. It is found to have a high sense of social responsibility among the principals as they assessed themselves similarly with the assessment by their teachers. There is no significant difference comparing the level of leadership competency of the principal as they assessed themselves and as they were assessed by their teachers. There is also no significant difference comparing the social responsibilities of the principal as they assessed themselves and as they were assessed by their teachers.

DISCUSSIONS
The General Weighted Average of Grade 9 students in all private schools is 89 percent which indicates a very satisfactory rating. However, there is no significant correlation that exists between the following variables 1. Self-Perceived Leadership Competency of the Principal and Academic Performance of Grade 9 students; 2. Leadership Competency of the Principal as Assessed by the Teachers and Academic Performance of Grade 9 Students; 3. the Self-Perceived Social Responsibility of the Principals and the Academic Performance of Grade 9 Students and 4. the Social Responsibility as Assessed by the Teachers to their Principal and the Academic Performance of Grade 9 Students on the First Quarter of 2016-2017. The proposed program for the personal and professional growth of the school heads was enhanced to fit the 21st-century learners in the context of challenges in leadership and corresponding social responsibilities.

KEYWORDS: LEADERSHIP COMPETENCIES, SOCIAL RESPONSIBILITIES

SUBMISSION ID: R04A-CAVITP-0389

**Principals' Leadership Practices on the Implementation of School
Improvement Plan: Basis for an Intervention Program**

Irene Alpuerto, Department of Education - Quezon

Abstract

INTRODUCTION
The study aimed to determine different leadership practices of the school principals in terms of the Implementation of the school VMGO, students, faculty, and physical facilities development, administration, and instructional supervision; find out the extent of implementation of the school improvement plan in relation to VMGO implementation, student-teacher activities, administration, instructional supervision; determine leadership practices and extent of implementation of school improvement plan; and design an intervention program/ material based on the result of the study.

METHODS
The research was conducted in Padre Burgos District as the respondents of the study. To interpret the data gathered, weighted mean and the Pearson r were used.

RESULTS
Findings revealed that the leadership practices of the school principals are as follows VMGO implementation, 3.29 AWM, student development, 3.39, faculty development, 3.32, administration, 3.28, instructional supervision 3.20. The extent of implementation of the school improvement plan was VMGO implementation, 3.30 AWM, student - teachers' activities, 3.30 physical facilities 3.29, administration 3.23, and instructional supervision,3.28. It is therefore concluded that the leadership practices of the school principals are highly favorable to the teachers. The school improvement plan is perceived to be widely implemented in the respondent schools.

DISCUSSIONS
There is no significant relationship between leadership practices of principals and the extent of implementation of the School Improvement Plan. An intervention program practices and extent of implementation of SIP is ready for the initial try- out. It is recommended that a similar and parallel study might be conducted in other areas in Quezon to derive findings and make effective benchmarking of the results. Areas of instructional supervision and administration may be given emphasis in the light of leadership practices and the implementation of the school improvement plan. An intervention plan program on leadership practices and the extent of implementation of SIP may be adopted by other schools. Close supervision of school principals' leadership practices may be constantly done to generate more verifiable indicators of these practices affecting the school improvement plan implementation. Other parameters such as financial management and link with stakeholders are viewed for evaluating the leadership practices of principals and ancillary services and complete personnel of SIP implementation.

SUBMISSION ID: R04A-QUEZON-0347

Principals' Level of Management Competencies & Skills in Information & Communication Technology (ICT) asRelated to Teachers' Performance: Basis for Module Development

Jocelyn Limosinero, Department of Education - Imus

Abstract

INTRODUCTION

This study reviewed the principals' & teachers' level of management competencies & skills ICT as well as their performance in school. The technological skills, principals' & teachers' management competencies in ICT, level of management & principals' performance, ICT skills of principals' & teachers' performance. Module development was proposed to improve the management competencies & technological skills of principals & teachers in public elementary schools.

METHODS

The researcher made use of the descriptive-correlation method of research. The questionnaire used was derived from the study of San Pascual (2012). The questionnaire identified principals' & teachers' level of management competencies & skills in ICT & their performance. The respondents were 26 public elementary school principals & 260 teachers in Imus City Division by stratified random sampling and used Pearson r & T-test for independent samples. To analyze the data were frequency count, simple percentage, mean, standard deviation & weighted mean.

RESULTS

(1) Principals from the Division of Imus have their ICT related seminars mostly at the National Level. (2) Principals & Teachers' Level of ICT Management Competency is in HIGH-VERY GOOD LEVEL. (3) There is a significant difference in the level of ICT management competency between them. (4)Both teachers & principals' Results Based Performance System ratings are in the VERY SATISFACTORY LEVEL with principals having a slightly higher score & more clustered ratings.(5)Both of them have SKILLFUL & VERY GOOD LEVELS in ICT Skills.(6)There is a significant difference in the ICT skills level with the teachers scoring significantly higher than their principals. (7) Found a strong & inverse relationship between age & ICT skills, gender & ICT skills & years in service & ICT Skills. (8) Module Development to improve ICT management competencies & skills was proposed.

DISCUSSIONS

Principals are relatively new on their role wherein their knowledge of ICT Management Competencies & ICT skills are based on rare training. Principals & teachers have different strengths & weaknesses in ICT Management Competencies with principals focusing more on the administrative use of ICT & training while teachers focus more on ICT program leadership harmonization, using technology to identify &make use of different learning styles & a knowledgeable consultant in ICT. Principals are more acquainted with ICT management than teachers however their limitations in ICT skills hinder their overall effectiveness & authority as an ICT leader.

KEYWORDS: Principal, Level of Competencies & Skills, Teachers, Performance, Module

SUBMISSION ID: R04A-IMUSC1-0053

**Prioritizing Health of Learners for Learners (PHOLE) in Banjo East
Elementary School: School Year: 2018-2019**

Arlene De Castro, Department of Education

Abstract

INTRODUCTION
"Health is Wealth".
This line connotes a lot of implications but good health among learners should be given extra consideration and prioritization in school. Being physically fit is one of the attributions children must possess to have an enthusiasm to go to school. For the learners to enjoy the benefits the Department of Education may bring, as the primary institution, we are finding ways on how to alleviate if not totally solve the increasing number of severely wasted and wasted pupils in our school.

METHODS
Various strategies and activities were conducted such as orientation with the parents of the beneficiaries, implementation of the School-Based Feeding Program (both national and school), utilization of Gulayan sa Paaralan harvest and monitoring of beneficiaries' weight. These were put into practice for the realization of the desired school goal.

RESULTS
Based on the foregoing table, it can be deduced that there's no occurred difference between baseline and midline reports. Still, it's 17 severely wasted and 23 wasted pupils. But it can be gleaned from the findings that its number decreases during the end line report (last December) wherein 36 pupils become normal in weight and only 4 pupils belong in the wasted bracket.

DISCUSSIONS
With the aforesaid results, it only signifies that the strategies used were effective in treating severely wasted and pupils per se. Whereas, continuous implementation of School-Based Feeding Program should be done until the end of the school year to fully eradicate the problem. Besides, closed monitoring, full utilization of Gulayan sa Paaralan harvested crops/vegetables and strong linkages among stakeholders must be highlighted for the betterment, specifically, of the learners and school as a whole.

KEYWORDS: school-based feeding program, severely wasted, wasted pupils

SUBMISSION ID: R04A-TANAUA-0064

**Priority Needs of Baliwag Elementary School Teachers Based on E-Sat
Sy 2018-2019**

Shiela Bello, Baliwag Elementary School

Abstract

INTRODUCTION
The Self-Assessment Tool was given to seven (7) Teacher I-III and 0ne (1) Master Teacher I of Baliwag Elementary School to assess their performance and to serve as their starting point for their self- reflection, to clarify performance expectations and to determine which competencies to focus on. This can assist them in what particular things to do as they performed their duties and responsibilities in the teaching and learning process. In this aspect, an evaluation of their selves on how well they execute their major functions as teachers.

METHODS
The researcher adopted the Electronic Self-Assessment Tool (E-SAT) as one of the materials in the RPMS-PPST Tool. This E-SAT was given to seven (7) Teacher I-III and 0ne (1) Master Teacher I of Baliwag ES. After it was administered, the results were generated, interpreted and discussed.

RESULTS
The E-SAT result was generated indicating the priority level of teacher I-III for each objective. In 1.1, 1.2, 1.3, 2.1, and 3.1, four teachers answered moderate and three teachers answered high. In 2.2 two teachers answered moderate and five teachers answered high. In
2.3 three teachers answered moderate and five teachers answered high. In 3.2, and 3.3, two teachers answered moderate and three teachers answered high and two (2) answered very high. In 4.1 one teacher answered moderate and five teachers answered high and one answered very high. For 4.2, and 4.3, two teachers answered moderate and four teachers answered high and one answered very high. For 5.1, one teacher answered moderate and three teachers answered high and three (3) answered very high.

For the Master Teacher, objectives 1.1, 1.2, and 1.3 were high priority while for 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 and 5.1 were answered moderate priority.

DISCUSSIONS
The main findings of this action research for Teacher I-III is that the most prioritize objectives are objectives 2.2, and 4.1. Next to these are objective 2.3, 4.2, and 4.3. With this finding an intervention plan was developed to increase their capability in this aspect.

For the Master Teacher the main focus are the objectives 1.1 1.2, and 1.3 that focus on the content knowledge and pedagogy. With this finding, master teacher still needs to improve her capability in terms of content knowledge and pedagogy.

With this assessment tool, learners' progress in terms of behavior and discipline can be uplifted as well as learning environment and assessment which is relevant to the prescribed curriculum implemented by the department.

KEYWORDS: RPMS- PPST TOOL, E-SAT, assessment, priority

SUBMISSION ID: R04A-CAVITP-1218

**Probing ICT Competency among Teachers in Palawit Elementary
School and Eugenio Cabezas National High School**

Melody Gonzales, Romeo Endraca, & Victoria Noceda, Department of Education

Abstract

INTRODUCTION

The UNESCO ICT Competency Framework for Teachers (ICT-CFT) is intended to inform educational policy makers, teacher educators, providers of professional learning and working teachers on the role of ICT in educational reform. Several studies suggest the need to improve the level of competency among the teacher educators especially in using ICT tools for innovative teaching. From this study, we assessed the existing ICT Competency level of Teachers in Palawit Elementary School and Eugenio Cabezas National High School in terms of Technology Operations and Concepts and Pedagogical Integration. The result of this study would be the basis for the improvement and development of ICT Training Programs for Teachers.

METHODS

The researchers used total enumeration of the participants. The study applied descriptive research and inferential statistics. Data for the research was gathered using adapted ICT Competency Self-Assessment Questionnaire of the National ICT Standard for Teachers, Philippine Commission on ICT. Data gathering was conducted by the researchers during their vacant time. They were requested to fill up the questionnaire and indicate which degree of the statement was true to them. The results were obtained through the use of Statistical Package Social Science (SPSS version 21) program in getting the mean, frequency and chi-square test.

RESULTS

The results of the study revealed that teachers from Palawit Elementary School and Eugenio Cabezas National High School were found to be Very Competent in Technology Operations and Concepts. Both of them were very competent to demonstrate knowledge and skills in basic computer operation and other information devices including basic troubleshooting and maintenance. However, in terms of Pedagogical, both teachers were found to be Moderately Competent. They were found to be moderately competent in encouraging students to use databases, spreadsheets, concept mapping tools, and communications tools in ICT. There was no significant difference between the ICT Competency of Teachers in Palawit Elementary School and Eugenio Cabezas National High School. There was a significant relationship between the ICT Training of teachers in terms of Technology operations and concepts and Pedagogical Integrations. Point bi-serial correlations showed that there was a negative correlation between training attended and their current ICT Competencies. Teachers without ICT Training obtained lower ICT performance compared with those with training.

DISCUSSIONS

ICT training is a powerful tool in the teaching-learning process. The result of this study demonstrates the need for intensive ICT Training Workshop both elementary and secondary teachers to address the least competencies on Pedagogical Integrations. It should focus on the application of technology to develop students' higher order thinking skills and creativity that will encourage students to do data analysis, problem-solving, decision making and exchange of ideas through the use of communication tools. Constant monitoring on the use of ICT on Pedagogy of teachers would determine the success of training implemented by the Curriculum Implementation Division of Cavite.

SUBMISSION ID: R04A-CAVITP-0020

**Problem Solving Ability, its Related Factors and Academic Performance
in Mathematics for an Enhanced Teaching Program**

Luis Jr. Vicente, Department of Education

Abstract

INTRODUCTION

Mathematics is the heart of Science and problem solving is the hearth of Mathematics, therefore students must develop their ability to solve word problems to achieve a better academic performance in mathematics. Mathematical problem-solving abilities and difficulties of students have been the subject of concern of all mathematics educators here and abroad. Most mathematics educators agree that problem-solving is a very important goal of mathematics instruction at every level. This study focuses on problem-solving ability its related factors and academic performance in Mathematics for improved teaching program of fourth-year students in a certain barangay in Silang.

METHODS

This study employed descriptive-survey and correlation research design method. This method was used by the researcher to describe specific behavior as it occurs in the environment. Questionnaires are the main instruments used in the study. Questionnaire was distributed and retrieved by the researcher with 174 students, 88 males and 86 females. The variables were measured correlated, statistically analyzed and interpreted to validly answer the research problem. The findings can be used as a basis for developing reinforcement/enrichment exercises.

RESULTS

Employing the descriptive-survey and correlation research design method using sets of questionnaires, the result show that the students have fair problem-solving ability; fair in all the related factors to problem solving such as reading comprehension, translating word sentence to mathematical symbols and attitude towards mathematics but moderate on fundamental operation, with satisfactory in performance in mathematics. Also, there are significant relationships that exist between students' academic performance and problem-solving ability, students' academic performance and reading comprehension ability, students' academic performance and translating word sentence into mathematical symbol or equation, students' academic performance and performing fundamental operations, and between students' academic performance and attitude towards mathematics.

DISCUSSIONS

The results demonstrate that the students have difficulties in reading comprehension. They cannot analyze the statement, determine the data, translate word phrases into the equation and solve problems without the help of his/her peer or teacher. These factors affect their academic performance and attitude towards mathematics.

KEYWORDS: Problem Solving Ability, Related Factors, Academic Performance, Enhanced Teaching Program

SUBMISSION ID: R04A-CAVITP-1190

Problem Solving Difficulties in Mathematics: Basis for an Intervention Program

Erelyn Desengaño, Department of Education

Abstract

INTRODUCTION

The primary purpose of this research was to determine the problem-solving difficulties in Mathematics for the basis for an intervention program of grade six pupils of Maitim II Elementary School. The respondents have composed of 114 grade six pupils.

The researchers give a pre-test to determine the level of difficulties in Mathematics using the four fundamental operations. The researchers administered the questionnaire. The data were collected, analyzed and tabulated, the data for the statistical treatment. They come up with significant interpretation analysis of data. The conclusion used as a basis for an intervention program to help the students decrease their level of difficulties in problem-solving.

METHODS

The statistical treatment was frequency count, weighted mean, percentage and Spearman rho-to test the relationship between variables. The result showed that the respondents agree that the weighted mean got a high rank in linguistic knowledge of 5.32, and the schema knowledge got 4.8, the strategic knowledge got 4.2 and the algorithmic knowledge got 3.2 therefore, students respondents have the low ability in understanding and analyzing the procedure in problem-solving. It also showed that there is a significant relationship between the academic performance and the problem-solving difficulties of the respondents as stated in the Spearman's rho test of the relationship between variables.

RESULTS

Based on the study, there should be an intervention program to increase the problem-solving ability of grade six students in Maitim II Elementary School.

DISCUSSIONS

The teachers should give more appropriate activities in problem-solving specially to strengthen the analysis of knowledge. They should strengthen the four fundamental operations in problem-solving. The research should study the effectivity of the proposed intervention program.

KEYWORDS: PROBLEM SOLVING DIFFICULTIES IN MATHEMATICS: BASIS FOR AN INTERVENTION PROGRAM

SUBMISSION ID: R04A-CAVITP-0496

Problem-Based Learning (Pbl) Approach on the Mathematics Achievement of Grade 11 Senior High School Students of Calamba Integrated School

Alexander Gerona, Department of Education

Abstract

INTRODUCTION
This study aims to determine the effectiveness of the Problem-Based Learning (PBL) approach on the mathematics achievement of selected Grade 11 Senior High School students of Calamba Integrated School during the SY 2017 - 2018.

METHODS
A descriptive and quasi-experimental design was used in the study. Two groups of students from the Grade 11 ABM track were selected through quota and had been the respondents of the study. One section was assigned to the treatment group while the other section was assigned to the comparison group. Data were analyzed by means of descriptive statistics namely: frequency counting, percentage and to test the significant difference in the mathematics achievement between the two groups of respondents the Mann - Whitney Test for two independent sample means was used.

RESULTS
It was found out that the treatment group being taught using the Problem-Based Learning (PBL) approach performed significantly higher than the comparison group. The effectiveness of using Problem-Based Learning (PBL) paved the way to explore the inert behavior of the treatment group in all learning activities including the achievement in mathematics.

DISCUSSIONS
The significant difference in the mean scores of the treatment group in the pre-test and post-test showed that the Problem-Based Learning (PBL) approach is effective and must be observed in teaching mathematics. To further enhance students' comprehension of concepts in mathematics, the researcher recommends using PBL in teaching mathematics. PBL can be presented to students as real-life situations simulated through problem-solving activities in Mathematics.

KEYWORDS: Problem - based learning, collaborative learning, treatment group, comparison group. Mathematics achievement

SUBMISSION ID: R04A-CALAMB-0044

**Problems and Difficulties Encountered by Social studies Junior Students
in Bauan Technical High School**

Josephine Paglinawan, Bauan Technical High School

Abstract

INTRODUCTION
A good education is a key factor that helps in the progress of a country. Education plays a vital role in the economic, cultural and industrial development of a country. Good minds can produce good results.
The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
Social Studies teaching is a way of encouraging students to draw upon their own experiences. Through reflecting on what they already know and what they have done, students develop their own understanding of social studies. Thinking about their world and adding new perspectives helps children to become critical thinkers.

METHODS
A total of 60 students answered the questionnaire. Random sampling was also applied to make the result of the study more reliable. If these problems are identified, the researcher deemed that it's necessary to offer possible actions to solve such problems.

RESULTS
Based on the findings the following conclusions were arrived at. There were different problems/difficulties that students encountered during their Social Studies classes. The most commonly encountered problem/difficulty was difficulty in memorizing too many and too long topics/facts which include names, dates, laws, etc. while the least problem was the teacher's strategy. An action plan to lessen the problems was devised by the researcher.

DISCUSSIONS
The students exerted more effort to understand and love the subject. They must set aside the notion that Social Studies is a boring subject. The school had a feasible program that is best designed to meet the needs of their clientele. They considered them at the topmost of their priorities. The program which they designed must be flexible enough to meet the demands and emergency situations being encountered by the students.

KEYWORDS: facts, interpreting, memorizing

SUBMISSION ID: R04A-BATANP-2322

Problems Affecting the Reading Comprehension Skills of Grade 8 Students Under Frustration Level and its Intervention

Loritess Perey, Alfonso National High School

Abstract

INTRODUCTION

Reading comprehension is the ability to read a text, process it, and understand its meaning. It is the ability to make inferences. It is the level of understanding of a text or message. There are specific traits that determine how successfully an individual will comprehend text. This includes prior knowledge about the subject, well-developed language, and the ability to make inferences. The researchers decided to focus this study on the problem with the objective - to identify the problems affecting the reading skills of Grade 8 students under the frustration level and its intervention.

METHODS

The researcher used the descriptive type of research in this study. All students from Grade 7 to Grade 10 of this school took the Group Screening Test in English (Pre-reading). Based on the result of the test made, Grade 8 got the highest percentage of the students under frustration level with the percentage of 15% or 42 students. They, as the identified respondents also answered the Survey Form conducted by the English Reading Teacher.

RESULTS

The researchers were able to find out the common problems that affect the reading skills of the students. Common problems and some factors arose based on the survey. One of the factors/problems identified by the researchers that affect the reading skills was the low comprehension skill of students. Respondents undergone reading intervention and also tested through pre and post reading evaluation.

The target increase of 75% became 78.97% if by mean and 76% by the number of students: where the students under frustration level were moved to higher levels - instructional and independent level.

Scores were analyzed using SPSS with a result of -8.940 t value, .000 significant p. value and interpreted as with a significant difference.

DISCUSSIONS

In this study, the forty-two (42) students who fall under frustration level based on the pre-assessment test were able to improve their reading comprehension skills after the intervention made by the English reading teachers.

It proves that the common problems of our learners can be solved if they are properly identified and have given proper attention, solution, and intervention.

KEYWORDS: Reading Comprehension Skills, Frustration Level, Intervention

Problems Encountered in Edukasyong Pantahanan at Pangkabuhayan (EPP) in Relation to Teachers Performance in Taal District, Division of Batangas

Venus Mendoza

Abstract

INTRODUCTION

Edukasyong Pantahanan at Pang Kabuhayan (EPP) similar to other subjects is also an important discipline that deals with how we correctly manage our home. It also deals with how to budget our finances and other matters related to management and other related domestic needs. Everybody knows that this subject is taught using our own vernacular at the same time it is practically done at home, still, a teacher of this subject is affected with various problems such as teachers' skills and ability, instructional materials, methods and approaches, schools' facilities and support from the higher-ups.

METHODS

The descriptive research method was used in this study. It describes with emphasis what exists such current conditions, practices, situations or any phenomena. A total of 40 teacher-respondents who assessed the problems encountered by EPP teachers in teaching Edukasyong Pantahanan at Pangkabuhayan in Taal District.

RESULTS

Results demonstrated that the teachers who are handling EPP were rated satisfactory but through various seminars and other symposia they have attended, their ratings improve to an outstanding level. This enhances their teaching ability that results in quality instruction. Furthermore, through the cooperation of management, additional school facilities were provided that would also contribute to the aim of every mentor to provide quality instruction to all.

DISCUSSIONS

Results demonstrated the need to Identify other problems encountered by teachers in the delivery of EPP instruction like pupils' attitude, financial resources, etc. aside from teachers' skills and abilities, instructional materials, methods and approaches, school facilities and supervisors support.

Conduct a faculty development program to improve the Edukasyong Pantahanan at Pangkabuhayan (EPP) program. Assess teachers handling Edukasyong Pantahanan at Pangkabuhayan (EPP) to improve their performance from very satisfactory to outstanding. Consider utilizing an action plan developed by the researcher to improve the teaching of Edudukasyong Pantahanan at Pangkabuhayan.

KEYWORDS: EPP Instruction, Methods and Approaches, Facilities, Faculty Development

SUBMISSION ID: R04A-BATANP-2198

Problems Encountered in Edukasyong Pantahanan at Pangkabuhayan (EPP) in Relation to Teachers Performance in Taal District, Division of Batangas

Daisy Asaldo

Abstract

INTRODUCTION

Edukasyong Pantahanan at Pang Kabuhayan (EPP) similar to other subjects is also an important discipline that deals on how we correctly manage our home. It is also dealing on how to budget our finances and other matters related to management and other related domestic needs. Everybody knows that this subject is taught using our own vernacular at the same time it is practically done at home, still teacher of this subject is affected with various problems such as teachers' skills and ability, instructional materials, methods and approaches, schools' facilities and support from the higher ups.

METHODS

The descriptive research method was used in this study. It describes with emphasis what actually exist such current conditions, practices, situations or any phenomena. A total of 40 teacher-respondents who assessed the problems encountered by E.P.P teachers in teaching Edukasyong Pantahanan at Pangkabuhayan in Taal District.

RESULTS

Results demonstrated that the teachers who are handling EPP were rated satisfactory but through various seminars and other symposia they have attended, their ratings improve to outstanding level. This enhances their teaching ability that results to quality instruction. Furthermore, through the cooperation of management, additional school facilities were provided that would also contribute to the aim of every mentor to provide quality instruction to all.

DISCUSSIONS

Results demonstrated the need for Identify other problems encountered by teachers in the delivery of EPP instruction like pupils' attitude, financial resource, etc. aside from teachers' skills and abilities, instructional materials, methods and approaches, school facilities and supervisors support.
Conduct faculty development program to improve the Edukasyong Pantahanan at Pangkabuhayan (EPP) program. Assess teachers handling Edukasyong Pantahanan at Pangkabuhayan (EPP) to improve their performance from very satisfactory to outstanding. Consider to utilize action plan develop by the researcher to improve the teaching of Edudukasyong Pantahanan at pangkabuhayan.

KEYWORDS: EPP Instruction, Methods and Approaches, Facilities, Faculty Development

SUBMISSION ID: R04A-BATANP-2208

Problems Encountered and Pupils' Academic Performance in English of Selected Schools in Panukulan District: Basis for Reading Intervention Program

Jeneta Pujeda, Department of Education

Abstract

INTRODUCTION
The primary aim of this study was to determine the problems encountered by the grade 6 pupils, relative to the English academic performance of the selected schools in Panukulan District. The result of the study serves as the basis for the intervention program. This would be a great help to all English teachers and learners to use appropriate reading intervention program.

METHODS
The researcher used the Descriptive-Quantitative/Mixed Method of Research that identified problems encountered and pupil's academic performance in English 6.

RESULTS
This study revealed that there had been four problems in comprehending narrative text that the pupil-respondents considered as a very serious problem such as understanding figurative language, reading fast without understanding, understanding of the content, and limited vocabulary which was the top-ranked problem.

DISCUSSIONS
Based on the data gathered by the researcher, the English academic performance of grade 6 in the research locale was at a satisfactory level, while among the problems mostly encountered by the majority of the pupil-respondents, limited vocabulary ranked first. In line with the findings and the conclusions, the researcher recommended to the administrator putting a library in each school as required by Department of Education. The researcher also recommended to the teachers to engage themselves in applying varied techniques in teaching reading using the available reading materials which would enhance pupils' vocabulary. Parents were further recommended to give their children sufficient reading time; and programs that would promote the culture of reading.

KEYWORDS: PROBLEMS ENCOUNTERED, PERFORMANCE IN ENGLISH

SUBMISSION ID: R04A-QUEZON-0169

Problems Encountered by Intermediate Pupils toward Mastering Learning Competencies in Mathematics

Kristine Mae Manalo, Matala Elementary School

Abstract

INTRODUCTION

This paper aimed to determine the problems encountered by intermediate pupils toward mastering learning competencies in Mathematics. It tried to assess the significant relationship between the problems encountered in terms of personal, emotional and problems on instruction when grouped according to profile.

METHODS

The study used the descriptive method of research and the questionnaire was the data gathering instrument. The respondents were the 30 intermediate pupils of Matala Elementary School determined through purposive sampling. The frequency, percentage, ranking, weighted mean and Pearson r were the statistical treatments used to interpret the data.

RESULTS

Based on the data presented, the majority of the pupils' age ranges from 10-11 and 11-12, most of them were females and had a final rating in Mathematics which ranges from 81-83. The most common problems encountered by pupils are lack of interest, low self-esteem or not believing in one's capabilities and computational weakness. There is a significant relationship between the age of the respondents and the problems on instruction and between the personal problems of the respondents and their final grade in Mathematics.

DISCUSSIONS

The results demonstrate the need to follow the proposed plan of activities to address the problem encountered by pupils toward mastering learning competencies in Mathematics. Pupils must develop positive attitudes toward Mathematics and teachers must do their part of making pupils learn the different skills in Mathematics. This research will provide information to the teachers regarding the performance of their pupils and will serve as a reference in addressing the problems encountered by carrying out the designed plan of activities for each objective.

KEYWORDS: personal problems, emotional problems, problems on instruction

Problems Encountered by Solo Parents of Balayan National High School: Basis for Solo Parents Program

Yorina Manalo, Balayan National High School

Abstract

INTRODUCTION
People all over the world are buoyed when faced with the responsibilities of parenthood and accomplish this special duty well. Being a parent is itself quite a difficult job, but being a single parent could be even more tedious and stressful. A single parent can be compared to a weighing scale constantly trying to maintain a balance between varieties of tasks. This study tackled the different problems encountered by the solo parents of Balayan National High School and its perceived solutions.

METHODS
The descriptive method of research was applied in the study with the use of a researcher-constructed a questionnaire as the main data gathering instrument. The statistical tools used to treat the data in the study were frequency, weighted mean, average and weighted mean. The collected data were tallied, analyzed, and stated as findings which became the basis of the researchers for their conclusion and recommendation.

RESULTS
The results showed that the problems encountered by solo parents are financial problems, experienced negative attitudes and support from peers and society, experienced a hard time in balancing their personal and professional life, low self-esteem and fear to ask help from the others and few of them encountered limited quality time with kids. In terms of their professional responsibilities, the findings revealed that being a solo parent affects the parents' academic performance since they experience a lack of time and cannot focus on their graduate studies. Some of them cannot comply and submit their requirements on time and they need to go to work before going to school. Absences, which is considered as one of the aftermaths of being a solo parent further affects their academic performance.

DISCUSSIONS
The results demonstrated that depression and behavioral disorders and developed a sense of insecurity are high in solo parenthood situations in Balayan National High School. However, this can be aided and even resolved through giving livelihood programs, and with the help of Local Government Units. Likewise, for their growth intellectually and skills-related, conducting a seminar-workshop will be of the best help. In addition, solo parents' self-esteem can be redeemed by inviting them in attending inspirational talks and most importantly, through giving recognition on their untiring efforts on their craft and being an incomparable parent to their children as well.

KEYWORDS: Solo parents, parenthood, self-esteem

**Problems Encountered by Teachers in Teaching Mathematics at
Banaba Lejos Elementary School Solutions and Reinforcements**

Leah Fe Mojica, Department of Education

Abstract

INTRODUCTION

Teaching Mathematics to a diverse, heterogeneous group of pupils is not an easy task. Teachers are faced with the problem of teaching numbers and at the same time, giving pupils what they need an understanding of Mathematics.

The teachers have been faced with this challenge. The researcher has observed how difficult most skills in Mathematics have been to their pupils. Believing that helping people to understand mathematics can do more than boost their number skills, the researcher decided to undertake this study. This was because Mathematics was a social skill.

This action research dealt with the profiles of Mathematics competencies of pupils. The least mastered skills were investigated so as to find where intervention was needed and suggested ways to help address the problems. This study was undertaken during the SY 2016-2017 at Banaba Lejos Elementary School.

METHODS

The researcher used the descriptive method of research with the questionnaire as the main instrument. The analysis approach was also used to determine the profile of the Mathematics competencies of pupils. The descriptive method of research was the most appropriate method to use for this particular research since the researcher aimed at determining the problems encountered by teachers who teach Mathematics.

RESULTS

The profile of Mathematics competencies of the Grade 4 and Grade 6 pupils obtained the lowest MPS of 55.69 and 61.67 respectively. From these results, it can be said that there were problems encountered by both teachers and pupils in the teaching and learning of Mathematics.

The Grade 1 pupil found difficulty in addition and subtraction of money while the Grade 2 pupils had operations on whole numbers as their problem. Grade 3 pupils had difficulties in the division of whole numbers while the Grade 4 pupils found the addition and subtraction of dissimilar fractions as hard. Grade 5 pupils encountered problems in the area of figures while the Grade 6 pupils found it hard to learn to solve worded problems and ratio and proportion.

DISCUSSIONS

The attitude of pupils and time frames were the foremost problems encountered by teachers in teaching Mathematics.

Time-consuming lessons and pupils' negative mentality and perception of Mathematics skills and competencies were the negative factors found to stand in the way of teaching and learning Mathematics. It is strongly recommended that lessons have to be divided in such a way that the lessons are easily digested by pupils. The time frame was a problem but can still be remedied by rearranging the lessons to give enough time for the competencies to sink in.

There must be intervention materials to be developed for use by pupils in the competencies of least mastered skills by pupils. Parents have to participate in the learning of their children by follow up.

KEYWORDS: PROBLEMS ENCOUNTERED BY TEACHERS IN TEACHING MATHEMATICS

SUBMISSION ID: R04A-CAVITP-0778

**Problems Encountered by Teachers of San Juan, Batangas in Teaching
Filipino Language Under K-12 Curriculum**

Darwin Lubid

Abstract

INTRODUCTION

Teaching is not an easy task for every teacher. It requires a lot of preparation to adopt the needs and wants of the students. Teaching also demands patience and a sense of hard work and responsibility to better execute the art of learning and teaching process. With this, the Department of Education continues to improve the level of education here in the Philippines. That's why K-12 Curriculum existed. Due to this new curriculum, different challenges and problems merged in the circulation of teaching. In this study, the researcher wants to identify and explores the world of Filipino teaching under the K-12 Curriculum. It focuses on the problems which the Filipino teachers in San Juan, Batangas encountered.

METHODS

A descriptive analysis approach was used in this study in analyzing and interpreting the data gathered. Aside from this, the researcher also used the semi-structured interview to have better knowledge with regards to the focus problem. Thirty (30) Filipino teachers from the nine secondary schools were selected as respondents in this study. They all have equal opportunity to answer the questionnaires prepared and distributed by the researcher. The questionnaire was divided into four parts: 1) profile of the respondents, 2) problems they encounter, 3) degree and level of problems and 4) significant relationship of profile to problems.

RESULTS

Many respondents who participated in this study are commonly experienced and encountered problems like 1) lack of modules or books to be used, 2) the merge of new words such as bekemon and jejemon, and 3) insufficient time of executing the lesson in Filipino. In the same instances, those are also the problems that earned the highest level of responses from the respondents. It was also found out that there was a significant relationship between problems and profile. It is because; most of the respondents are too young in the field of teaching and having 0-3 years' experience.

DISCUSSIONS

The results of this study demonstrate that an institution should have an equal distribution of modules or books to be used. Also, the teacher should be innovative enough with regards to the execution of the learning and teaching process. The localization of materials is very much important. Different training and seminars for the teachers will play a vital role in minimizing the problems they encountered in teaching Filipino.

KEYWORDS: Filipino, Curriculum, Teaching, Problems

SUBMISSION ID: R04A-BATANP-0177

Problems Encountered by the Public Elementary School Teachers in Teaching Science IV in the K-12 Program at Calaca District

Teodirico Mercene, Department of Education - San Nicolas

Abstract

INTRODUCTION
Different factors affect the teaching performance of the teachers as well as the performance of the pupils. This study was undertaken to identify the problems encountered by the Grade IV teachers in teaching Science in the K-12 program in the District of Calaca, Division of Batangas as assess by themselves with the end in view of proposing solutions to address the problems in teaching Science.

METHODS
The researcher employed the descriptive method of research in this study. The questionnaire was the main data gathering instrument utilized. It was composed of three parts. The first part dealt with the profile of the respondents in terms of age, sex, civil status, educational attainment, years of teaching experience and in-service training attended. Part 2 dealt with the problems met by science IV teachers in the K-12 program in terms of administration and supervision, lesson planning, instructional process, student attitude, and classroom management. Part 3 dealt with the proposed solution to minimize the problem.

RESULTS
After the thorough evaluation and validation of the information gathered from the selected respondents, the researcher was able to gain the following findings; 1) The teachers agreed on the problems they encountered in learners' attitudes as confirmed by the average weighted mean of 3.83. 2) The teachers were uncertain about the problems encountered in teaching Science IV in terms of administration and supervision, lesson planning, instructional process, and classroom management. 3) All suggested solution to address the problems encountered in teaching science was strongly agreed by the respondents.
The respondents of this study were grade four science teachers from selected public elementary schools in the District of Calaca. The statistical tools applied in the treatment of the data were the percentage, weighted mean and coefficient of correlation.

DISCUSSIONS
Based on the findings revealed in the study and the conclusion drawn, the following recommendations were offered by the researcher; 1)Inasmuch as the teachers agreed upon the problems encountered in the learners attitude, the teacher should find ways and means to address the problems encountered in managing diverse learners,2)The suggested solution should be implemented to address the problems encountered in teaching science, since all solutions were strongly agreed by the science teachers. 3) The teachers and school head need to give more attention to science teaching.

KEYWORDS: Problem, K-12 Curriculum,

SUBMISSION ID: R04A-BATANP-1272

**Problems Encountered by the Students in Using English Language in
San Juan Senior High School**

Elmer Bacarro, Department of Education Batangas - San Juan Senior High
School

Abstract

INTRODUCTION

The English language is very important because of its global status. The English language is a medium that requires great efforts on the part of all the participants. And, English as a second language becomes inseparable and unavoidable. To learn the language, physical, intellectual and emotional involvement is needed to successfully send and interpret linguistic messages.

METHODS

The researcher has examined the different point of view of the students of SJSHS to find out the shortcomings which have been hindering them from using and mastering the English language.
This article analyzed the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties. In the background, the descriptive nature of this present paper highlights the difficulties faced by the students in speaking English, mostly in using English as a communicative medium.
The qualitative method of research was used to check the problems the students encountered.

RESULTS

Results revealed that students used English more frequent only inside the class-during English classes and less frequent outside. Whereas students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Hence, the environment was the leading cause of the problems in learning English. Another finding was the students' lack of confidence for they thought that they may encounter mistakes in grammar. This led to problems like lack of vocabulary and reading habits and listening that tend to challenge other difficulties in learning English.

DISCUSSIONS

Language is the most significant part of communication. It is very challenging to consider a society without language. It sharpens people's thoughts, guides, and controls their entire activity. It is a carrier of civilization and culture. Thus, the researcher tried to find out the problems concerning the use of the English language as a medium of communication. This is observed most especially among our students before work immersion. The need for English is very important during the interview. The students had the difficulty in expressing their answers to the questions. As observed, many factors affect the process of learning the English language, including attitude, self-confidence, motivation, exposure to the language, competence, classroom conditions, environment, family background, and lack of teachers' encouragement.

KEYWORDS: Problems in Using English Language

Problems Encountered During Comprehension Check-Up Phase in English of Grade IV- Pupils at Anilao Elemetary School

Necitas Corales

Abstract

INTRODUCTION

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension Involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message Comprehension checkup phase increases the understanding and recall of what is read including facts It also broadens the vocabulary and gain deeper information by reading between the lines This phase also improves fluency in reading. Reading comprehension is the process of constructing meaning from text. The goal of reading instruction is ultimately targeted at helping a reader comprehend text. This research aims to further enhance the comprehension ability of the pupils in Grade IV at Anilao Elementary School.

METHODS

This is descriptive qualitative research which aims to know the problems experience by the teacher and pupils during the comprehension check- up phase. After having the oral examination through oral reading program inside the classroom, the researcher found out the reasons behind the poor comprehension of the children. Through the data gathered, results were given emphasis and tabulated. The researcher included significant researches that testified the aims of this research.

RESULTS

Through the rigid oral examinations done inside the classroom, the researcher finally realized just why those problems arise. Different techniques were prepared to find solutions. Managing the children in their reading tasks improved their reading learning habit. Proper guidance when they were reading also increase their comprehension ability.

DISCUSSIONS

Based on the result of the study, the researcher noticed that the teacher should put emphasis on the constant practice of reading and comprehension. Varied reading materials should be given to children. Discussions should always follow to measure their comprehension levels.

KEYWORDS: COMPREHENSION, ABILITY, INSTRUCTIONS

SUBMISSION ID: R04A-BATANP-1557

Problems Encountered in Alternative Learning System in Urdaneta City Division

Gloria Torres, Mario Campilla, & Victor Corpuz, Department of Education

Abstract

INTRODUCTION
Every Filipino has a right to free basic education. Hence, the Philippine government through the Department of Education has implemented the Alternative Learning System (ALS) as a crucial component of Philippine education to provide every individual the access to quality basic education to reduce illiteracy rate as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action. Like any other organization, ALS in Urdaneta City has not been spared with challenges and problems.

METHODS
The descriptive research method was used particularly frequency, percentage, and mean to determine the problems encountered by the ALS teachers and learners. There were 7 mobile teachers and 175 learners who answered a questionnaire where some indicators were constructed by the researchers and some were adopted from the study of Mercado (2015).

RESULTS
It was found out that the leading problems encountered by the teachers were the following: students' tardiness/absenteeism, inability to deliver a lesson, unpredictable content of the examination, and unavailability of state-of-the-art equipment. Results also revealed that the leading problems encountered by the students were the following: teachers give too much memory works, there is a distraction in the learning environment, and they lack basic computer knowledge.

DISCUSSIONS
The results demonstrate the need for the establishment of interventions that will address the problems encountered by the ALS teachers and learners. Constant monitoring and application of these interventions will lead to the effective teaching and learning process between the teachers and the learners.

KEYWORDS: alternative learning system, education, teaching, learning

SUBMISSION ID: R001-URDANE-0034

Problems Encountered on the Mathematical Approach

Julio Cordova, Department of Education

Abstract

INTRODUCTION
Mathematics education researchers regularly develop to enhance and innovate to students to understand it furthermore. Mathematics do not differ significantly according to their profile`s variable except for their perception of those who joined different extracurricular activities in Mathematics. This examination decided and broke down the issues and challenges experienced by the senior secondary school understudies towards acing learning capabilities in science. The issues and troubles are arranged into showing systems, web requests, and the learning propensities for understudies on the numerical methodology.

METHODS
A descriptive type of research; it is the most appropriate method to use to answer the specific problems in this study. Further, this method of research involves the collection of data to test the hypothesis or to answer questions covering the current status of the subject of study. With such characteristics, this method of research is the most appropriate to use in this study since it intends to determine the extent of the problems encountered on the mathematical approaches.

RESULTS
Results of the survey on student`s profile in terms of where there is no significant relationship between the extent of problems encountered in the mathematical approach across the respondent`s profile variable in teaching strategies, internet-inquiry and learning habits, the research hypothesis has been rejected due to the student-respondents are equipped with enough knowledge which is observable on the percentage of how they react to the teaching strategies of a teacher, how they use the internet in their subject and how they handle the learning habits of the students in the senior high curriculum in the STEM and ABM strand. Also, most of the students have enough support from their parents and be a basis that they were assisted at home due to most of the student has living parents only a few have deceased and separated parents.

DISCUSSIONS
The results demonstrate continuously or improve the teaching strategies of the teacher to the students to lessen the difficulty of the student in understanding the lesson. The study must not be only being studied on the STEM and ABM students but as well as the other strand and tracks that are having a mathematically related subject.

KEYWORDS: showing systems, web request, learning propensities, teaching strategies, internet-inquiry, learning habits

Problems Faced of Students with Disabilities in Puro National High School

Nicanora Argus. Department of Education

Abstract

INTRODUCTION

According to National Council on Disability Affairs, there are 4 public elementary schools in Albay for children with disabilities, 2 from public high school namely Daraga National High School and SPED Center in Rawis, Legazpi, City and 2 from Private SPED schools (http://www.ncda.gov.ph/albay/). Here in Masbate, only Jose Zurbito Jr. Elementary School offers a SPED class (http://www.ncda.gov.ph/masbate/). The researchers observed students with disabilities who are enrolled at Puro National High School. As observed, some of them have the same group of friends, not interacting with others and walk around the campus in a low profile. This instance motivates the researchers to study the problems faced by students with disabilities.

METHODS

Phenomenology type of qualitative research design was used in this study. These describe the experiences and the situations of students with disabilities as they lived in a community or society with people who are with a different attitude towards them. It also describes the problems that the students with disabilities faced through actions and words of people that surround them and how disability is treated into the understanding of society. The researcher used purposive sampling. The researchers identified those students of Puro National High School who have disabilities that affect them personally, emotionally and socially. The researchers used an interview guide with open-ended questions to gather the information that the researchers need in their study.

RESULTS

The result shows that most of the students with disabilities suffer from bullying. Personally, they felt bad for themselves, socially they were shy to get along with others, and emotionally they get hurt whenever they were bully, teased or imitated by others. As to the coping mechanisms of the students with a disability, they just ignore those people who do bad things on them as long as they have their support system which is their family.

DISCUSSIONS

Bullying significantly affects students with disabilities personally, socially and emotionally. This reality portrays that PWD's are discriminated everywhere. This fact was proven by Houchen (2016) who states that bullying is seriously affecting the psychological, social and physical of the well-being of students. This instance manifests that policies related to discrimination among PWD's should be implemented seriously to better improve their well-being (Tabuga & Mina, 2011).

KEYWORDS: students with disabilities, problems,

SUBMISSION ID: R005-MASBAP-0013

Problems in the Utilization of ICT in Teaching Science in Ibaan Central School

Joey Paul Endaya, Department of Education

Abstract

INTRODUCTION

In education it is always the learners concern which topped on the list of the educators. Science as part of the curriculum needs to be upgraded since ICT is concern. Whereas, the need for ICT is always a must which education will not be sacrificed. Science education should be directed more on experimentation and observation not on the memorization process. Since this will be the main concern then, science should include the use of ICT. But then, the common problems arise when the use of these became rampant for those who use such. Researcher would like to identify the problems which affect the utilization of ICT in teaching Science.

METHODS

The researcher used a descriptive qualitative design of research. The purpose of this is to describe the status of the event, people or subject as they exist. To supplement the data gathered, the researcher also held the conference and focus group discussion to ask the views on the utilization of ICT in teaching Science.

RESULTS

The researcher has several strategies used in imparting knowledge to their students. Problem-solving method and question and answer method which incorporates technology in uplifting the pupils understanding of Science and its different concepts. Proposed program development plan using technology in teaching is given emphasized.

DISCUSSIONS

The result of this study dares the school administration to create an institution that is technologically oriented which will have a great impact in their teaching-learning process of today's generation. Teachers, on the other hand, should make a difference in the way of molding teaching their pupils. It is, therefore, to challenge the teacher to utilize different technologies because of the benefits and positive effects to enhance and uplift the level of pupil's understanding as well as the growth of teachers.

KEYWORDS: Experimentation, technology, ICT, strategies

SUBMISSION ID: R04A-BATANP-2015

Problems Met by Computer System Servicing Grade 10 Students in Gov. Feliciano Leviste Memorial National High School

Emerson Punzalan, Department of Education

Abstract

INTRODUCTION
Technology and Livelihood Education under the K-12 curriculum offers the subject Computer System Servicing for grades 9 and 10. The researcher as one of the teachers teaching this subject encounter different attitudes of students towards the subject. The factors teacher, competency, environment, and family were tested to know the highest factor affecting the students.

METHODS
A descriptive method of research using a questionnaire was utilized to gather empirical data for the study on problems met by CSS students in learning the lesson. The questionnaire was used to make the survey on the most factor that affects the learning of students in the subject. The respondents of the study were forty-five (45) CSS students in GFLMNHS.

RESULTS
Most of the respondents were in the average age bracket, female, and single when it comes to their profile. They also agreed on the problems stated on the questionnaire giving all the factors the verbal interpretation of Agree in their composite mean. The teacher's factor which had the highest composite mean entails that the students were greatly affected by the way on how the teacher acts as the facilitator n class.

DISCUSSIONS
The result demonstrated the need for an action plan to be utilized in the field of Education where all the factors will be dealt with. Teachers, who had been the greatest factor, must be very careful in everything he does in the classroom to make the learning possible and easy.

KEYWORDS: Computer System Servicing, competency

SUBMISSION ID: R04A-BATANP-2147

Problem-Solving Skills in Grade VI Mathematics: Basis for Training Design

Jhen Olivares, Department of Education - Iriga City

Abstract

INTRODUCTION

The ultimate goal of this study was to propose a training design to improve the problem-solving skills in Mathematics of the Grade VI Pupils. Based on the findings, a training design has been proposed to improve the problem-solving skills of the pupils in the Division of City Schools, Iriga City.

METHODS

The descriptive-inferential- correlational type of research was employed. Two Hundred seventy-four grade six pupils of the selected schools in Iriga City took the researcher-made test and all the 39 teachers teaching Mathematics in grade VI accomplished the research-made rating scale which was validated by sets of jurors.

RESULTS

The performance of the pupils in the different skills, in problem-solving, were sequenced as follows: determining what is asked; identifying what is given; determining the operations to be used, transforming the word problem into a number sentence; identifying the hidden question, and using the determined operation. The strategies that were frequently used by the teachers in teaching problem-solving skills in all districts were "Question-Answer Response, Practical Work Approach, Direct Instruction, Integrative Technique, Investigative, Discovery Approach, Cooperative Learning, Game and contest, and Translation Technique while Use of Informative Communication Technology was seldom used.

The main problem encountered by the teachers in developing problem-solving skills was the lack of mastery of four fundamental operations, While, in teacher factor too much paperwork to be accomplished. The proposed training design should be about the problem-solving skills in Mathematics which will cater to Grade VI Mathematics Teachers to enlighten their knowledge and to improve the academic performance of the pupils in the Division.

DISCUSSIONS

The pupils should be exposed to word problems as early as their younger years starting from nursery to primary grade. Word problems ranging from simple to the most complex in a hierarchical fashion so that problem-solving in intermediate and the succeeding year levels will not be new and strange to them. Mastery of the basic facts in the four fundamental operations. Short cuts operation in problem-solving skills should also be closely considered. Differentiated exercises should be given to the pupils to develop and master the different skills in problem - solving. The strengths and weaknesses of the pupils in problem-solving skills in Mathematics should be determined for better improvement.

KEYWORDS: Problem Solving Skills, Training Design

Procedural Fluency of Students in the Learning Competencies in Grade 8 Mathematics

Anna Marie Paredes & Glen D. Mendoza, Department of Education, Sta. Teresita National High School

Abstract

INTRODUCTION
In today's mathematical classroom where the spiral progression approach has been used, educators need to extend students' awareness on how to improve their procedural fluency. As observed, most students failed to acquire the necessary knowledge and skills they need to solve different kinds of problems. Most of them appeared to experience severe problems in learning and benefiting from the mathematics taught to them resulting in poor performance. With this increasingly alarming students' performance, this study was conceptualized. In this study, the level of students' performance in Mathematics 8, their level of procedural fluency and their correlation were investigated.

METHODS
A descriptive design was utilized in this study. The respondents were Grade 9 students from public secondary high schools in Area III, Division of Batangas Province for the school year 2017-2018. Out of 6, 354 students, a total of 377 participants was determined using Raosoft at a 5% margin error. Moreover, stratified proportional sampling was used in order to determine the number of Grade 9 student-respondents among the 23 public secondary schools in the said area. Documentary analysis was done to determine the performance of the students in Mathematics 8 and a self-constructed test was also used to assess the students' level of procedural fluency in Mathematics 8. Statistical tools like mean, standard deviation, percentage, and Chi-square were utilized to treat data gathered.

RESULTS
The majority of the respondents have a satisfactory level of academic performance in Mathematics 8. It was also found out that students showed varying levels of procedural fluency by competency. Moreover, the level of procedural fluency in all aspects showed a significant relationship with students' academic performance by competency. Intervention activities which consist of well-directed and guided activities were also designed to address students' weaknesses in terms of flexibility.

DISCUSSIONS
The results revealed that the proposed intervention activities be validated for acceptability and appropriateness of content for Grade 8 students. Teachers were also encouraged to provide varied activities that favor different methods or strategies in order to improve students' procedural flexibility. Similarly, a more comprehensive assessment tool in measuring procedural fluency may also be developed in order to improve the teaching-learning process. A similar study may be conducted to validate the findings of this study.

KEYWORDS: procedural fluency, learning competencies, grade 8 Mathematics

Process Oriented-Guided Inquiry Learning: A Strategy to Improve Science Learning

Florefe Perez, Department of Education

Abstract

INTRODUCTION

Science enlarges the capacity of learners to profess their skills, sustain their eagerness and build development. Science education could be a bridge of building virtues of resourcefulness, creative minds and unending aspiration for learning and true search of innovation.

With the reality that science education is continuously moving forward, a teacher is expected to incorporate strategies that will make learning meaningful. This strategy is Process Oriented-Guided Learning Inquiry. Numerous studies support the effectiveness of this strategy in improving learning. Vygotsky suggested that the use of Process Oriented-Guided Learning Inquiry is suited to help develop pupils' academic achievement.

Utilizing this strategy will help alleviate the performance of Talaga Central School in Science. Based on the least-mastered skills, Describing Circulatory and their function got 33.33% which is under the Low Mastery level.

METHODS

A pre-test was administered. It was composed of 17(seventeen) multiple choice questions and 3 (three) open-ended questions about the circulatory system. Thirty-seven pupils took the test.

The lesson on the circulatory system follows a learning cycle. The learning cycle used is Exploration, Concept Invention and Application. In the Exploration phase, pupils examine and analyze concepts in the given exercises within the group. They are encouraged to investigate, ask questions and collaborate with each other. Specific roles are assigned to each member of the group, leader, recorder, spokesperson, and reporter. In the concept invention phase, pupils describe or explain the observations made. The reporter of each group presents the findings. Finally, a post-test was given to determine pupils' learning.

RESULTS

Data revealed that 37 pupils were given pre and post-tests. It obtained a mean score of 7.03 in the pre-test and 17.16 in the post-test achieving an MPS of 35.14% in the pre-test while 85.81% in the post-test

DISCUSSIONS

These findings signify a remarkable increase in MPS based on the post-test result. By looking at the results in the pre-test with a 4 lowest score obtained and 11 highest score obtained comparatively showing a great difference in the assessment of the post-test which has 14 as the lowest score obtained and 20 as highest score obtained, it can be clearly assessed that POGIL strategy increases the academic performance of the pupil.

KEYWORDS: process-oriented, inquiry, science learning, innovation

SUBMISSION ID: R04A-TANAUA-0099

Processing of Questions in Laboratory Activities by Proficient Science Learners

Marites R. Macasiab & Wilfredo I. Toledo, Department of Education Batangas

Abstract

INTRODUCTION
This study includes the processing of questions in laboratory activities by proficient science learners composed of selected students in San Pedro National High School. The researchers wanted to improve the question processing strategies in science laboratory activities.

METHODS
To attain the objectives of this study, the researchers used the qualitative research design illustrated by the repertory grid used to arrange and group similar concepts and attributes. They conducted an attitude survey to ten selected students of San Pedro
National High School.

RESULTS
The researchers concluded that the question processing strategies of proficient science had come up to common answers as performing the activity by following procedures; that the proficient science learners perceived success in the question
processing strategies and that the proficient science learners used repertory grid technique as a pattern of question processing strategies.

DISCUSSIONS
In interpreting the transcription or the repertory grid technique showing the answer to the questions given, the learners were able to find a useful way of capturing concepts and knowledge. Learners were given freedom to describe the ways in which people give meaning to the experience in their own terms.

KEYWORDS: proficient, processing, laboratory activities

Process-inquiry Approach in Enhancing Inquiry Skills of Grade 11 Humss Integrity in Padre Garcia National High School

Michelle Delgado, Padre Garcia NHS

Abstract

INTRODUCTION
An inquiry approach is a teaching approach that integrates discovery activities, processing questions, and collaborative discussion. Radhi (2013) noted that this approach will allow students to develop social interdependence wherein they generally learn the concepts by asking and negotiating their understanding with others. Students are guided to discover the concepts taught in a course by working together in groups (3-6 students) on carefully scaffold activities and activity worksheets with questions that build on each other. This action research aims to develop learners' inquiry skills through process inquiry -approach despite students' hesitations to ask questions during the entire class discussion.

METHODS
This study made use of a descriptive research design with purposive sampling in selecting the forty-eight respondents. The questionnaire was used to determine the difficulties encountered by the students in asking questions and how useful the questioning activity in the graphic organizer is in enhancing the inquiry skills among Grade 11 HUMSS Integrity students. This employed percentage ranking weighted mean and paired T-test to treat the responses statistically.

RESULTS
The respondents felt hesitant to raise questions because they lack self - confidence in sharing their questions and have little knowledge in the art of questioning. The aforementioned performance of the students hindered to elaborate and extend their ideas within and across the curriculum learning area. Through the application of the intervention using graphic organizers, the study revealed that the questioning activities heightened their curiosity about the topic and helps develop self - confidence in communicating ideas. Critical thinking and inquiry skills were also developed.

DISCUSSIONS
The results generate ideas for the teachers to incorporate activities that will transpire the inquiry and critical thinking skills among learners through the use of process - guided inquiry approach. This starts with guiding the students how to formulate questions through a varied level of complexity and allow them to synthesize what has been shared from the inquiry-based activities. More so, strengthening their interest to discover and learn more about science facts and concepts really starts when it is congruent to learners' ability and potentials.

KEYWORDS: process inquiry approach, inquiry skills, critical thinking skills

SUBMISSION ID: R04A-BATANP-0256

Process-Oriented Guided Inquiry Learning (POGIL) - Inspired Flipped Classroom: Effects on Students' Achievement and attitude towards Mathematics

Cristina Solis, Gregorio Perfecto High School

Abstract

INTRODUCTION
The goal of mathematics education is to develop a mathematically empowered citizenry that focuses on developing critical and analytical thinking skills among Filipino students. Through the enactment of the Enhanced Basic Education Act of 2013 (RA 10533), 21st-century classrooms aimed to become a child-centered environment. Flipped Classroom is a way to increase interaction between students and teachers. Furthermore, POGIL instruction as a strategy in teaching Math in a flipped classroom is designed to support Bloom's revised taxonomy. POGIL is inquiry-based learning that proven to be an effective classroom strategy. Students were actively engaged in the content while promoting 21st-century skills (Fishback and Daniel, 2011).

METHODS
The experimental method of research was utilized in this study because of its nature of determining the effect of a particular variable to another variable. Furthermore, the experimental method of research fits the objective of the study in its attempt to determine the effect of using POGIL instruction in a flipped classroom on students' achievement and attitude. According to Frankel and Wallen (2012), of the many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables.

RESULTS
The experimental group posed a mean gain of 8.667 which implies that the students have raised their level of achievement in terms of understanding the mathematical lessons covered in the study. The computed t-value is 16.238 which is greater than the critical value 2.012 ($p<0.05$). This implies that the null hypothesis was rejected at 0.05 level of significance. Therefore, the increase in their achievement test scores is statistically significant.

For the students' attitude towards Mathematics, the experimental group posed a mean gain of 0.263. The absolute t-computed value of -2.574 is greater than the t-critical value of 2.024. So, it follows that at 0.05 level of significance, the null hypothesis was rejected and this means that there is a significant difference. This implies that the slight change in their attitude is a significant sign of improvement. Therefore, their exposure to the intervention helped them in developing a more positive attitude towards Mathematics.

DISCUSSIONS
Parallel studies can be made by future researchers to validate the findings of this study. These studies may be done with other grade levels, in a longer time frame, or may include other variables that they wish to explore.

KEYWORDS: Flipped Classroom, Process-Oriented Guided Inquiry Learning, POGIL-Inspired Flipped Classroom

Process-Oriented Guided Inquiry Learning (POGIL) in Enhancing Students Performance in G7 Physics

Sheila Villareal

Abstract

INTRODUCTION

The pedagogical strategy is essential for effective science education especially in the latest changes in the curriculum under the K to 12 programs. Engaging the learners while facilitating learning and understanding is arduous therefore teachers seek ways in enhancing students' academic performance. One way is through Process Oriented Guided Inquiry Learning (POGIL). This paper sought to the questions: what the level of performance of the students in the control and experimental groups is as measured in the pre-test and post-test results; and is there a significant difference between students exposed to the usual method of instruction and students exposed to POGIL.

METHODS

This research used experimental design. Weighted mean and z tests were used. This study utilized 30 students from G7 Newton and 30 students from G7 Einstein that selected according to the second quarter grade in science.

RESULTS

Based on the data gathered both groups scored below 25 in their pre-test. As a result of their post-test, 3% of the students in a controlled group scored 25-37 while 96.67 % scored below 25. In the experimental group, the result of the post-test shows that 20% scored 25-37 while 80% scored below 25. The mean of the controlled group increased 9.88 while the mean of the experimental group increased 25.1 during their post-test. The computed z was -2.1 higher than the tabular z value of Â± 1.96 at 0.05 level of significance; therefore, there is a significant difference between the mean of the controlled and experimental group. This means that POGIL can enhance students' academic performance in G7 Physics.

DISCUSSIONS

The result of the research showed that both groups scored below 25 in their pre-test. Both groups increased their mean but the experimental group increased 25.1 compared to the 9.88 increase of the controlled group. The computed z of - 2.1 is higher than the tabular value at 0.05 level of significant which means that POGIL enhances students' academic performance.

KEYWORDS: process oriented guided inquiry, strategy, science

SUBMISSION ID: R04A-CALAMB-0023

Product Quality in Relation to Customers' Satisfaction in Kapayapaan Integrated School Canteen

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(Adviser: Larra Marie Bernardo)

Abstract

INTRODUCTION

The school environment plays a significant role in nurturing and sustaining the good eating habit. This became the basis for the researchers to focus on the problem regarding the product and service quality of the school canteen and the satisfaction of the students and teachers toward it. The researchers chose to study the given topic to find out if the school canteen meets the student's satisfaction in terms of the quality of the products that they offer.

METHODS

This study used the descriptive - correlation method of research in seeking the answers concerning relationships relating to the variables of the study. Using the LR Gay's Sampling Technique, 150 students and 12 faculty members from Kapayapaan Integrated School responded to the self-constructed questionnaire. This survey- questionnaire is composed of two parts. The first part consists of the questions referring to the customers' perception regarding their satisfaction in the school canteen's product quality. While the other set of questions in the questionnaire identified the degree of satisfaction of the Kapayapaan Integrated School canteen's customers.

RESULTS

The selected respondents from the total combined population of Kapayapaan Integrated School's students and teachers are composed of 59.3% or 96 females and 40.7% or 66 males. As to the mean level of the selected respondents' assessment on the product quality and customers' satisfaction relationship, the result shows that there are a significant relationship and a positive correlation between the two variables. From the gathered data about product quality, the customers are not satisfied when it comes to the repetition of food choices, freshness, serving size and the price of the products. On the other hand, about customers' satisfaction, the respondents answered that they do not have any problem with the friendliness and courtesy of the canteen staff, the speed of the line movement every time they buy.

DISCUSSIONS

In general, students and teachers do not have any issues with product and taste preferences. In terms of the features of the product, the respondents imply a fair judgment, which indicates that part of the samples agree with a certain feature and a part where some do not agree. This explains the idea that the overall quality of a product is the customers' perception, which also shows that customer will be or not be satisfied depending on the quality of products being produced.

KEYWORDS: CUSTOMERS' SATISFACTION, PRODUCT QUALITY, SCHOOL CANTEEN, SERVICE QUALITY

Profanity and Gender: A Sociolinguistic Analysis on Swear Words Usage between Male and Female Senior High School (SHS) Students as Basis for (Re)vitalizing Values formation Program for SHS

Elizabeth Soriano, Philippine Normal University / Tanza National Comprehensive High School

Abstract

INTRODUCTION
The study explored the social aspects of swear words usage among teenagers both males and females of Grade 12 Senior High School students. The study aimed to determine how both genders perceive the language as a means of self-expression and how its usage challenge gender norms and values.

METHODS
The study used a mixed method research design. A five-item questionnaire and a semi-structured interview were used to gather data. Frequency count and transcriptions were carried out.

RESULTS
Gender differences are seen in the perception and usage of the swearword language. Males tend to curse when mad and choose the more "vulgar" and "hard". Females generate more varied swearwords as compared to males. Friends and peers are the most influencing factor in the acquisition of the language while school ranked secondary. Swearwords are an outlet of sudden and intense emotion for males while females use it as a habitual expression. Females view swear words as more "taboo" than males. Both genders perceive swear words like "bad' language despite their continuous usage because of its unique ability to express emotion and meaning.

DISCUSSIONS
The themes pulled out from the study are encouraged to be one of the bases for the (re)vitalization of the values formation program for senior high school. Language reflects attitudes and helps to define them. Everyone has the responsibility to use words that do not reinforce offensive or discriminatory attitudes and offense. Since teenagers are the most active generation, the school has the responsibility to mold and filter the use of language. The values program should let learners realize that language is a personal choice and definitions and meaning of words changes over time but with little thought, ensuring to send a positive image should be maintained. Language is the vehicle of values. The SHS values formation program should advocate language as the "heart" of who we (and the learners) are as a person.

KEYWORDS: gender differences, sociolinguistic analysis, swearwords, values formation program

Professional Competence of Teachers in Relation to Students Academic Performance in Mathematics

Russel Evangelista

Abstract

INTRODUCTION
This study investigated the aspects of the professional competence of mathematics teachers in relation to students' academic performance. Specifically, the study had an overview of the aspects of the professional competence of mathematics teachers as perceived by both teachers and students in the district of Tagkawayan. the extent of the rank orders of the different aspects of professional competence as follows: Communication skills, Mathematical skills and critical thinking skills, Sustainable use of resources, productivity, development of self and sense of community, and expanding one's world vision.

METHODS
The descriptive inferential -correlational method of research was utilized to come-up to the reliable findings with documentary analysis.

RESULTS
1. Communication skills (3.77), mathematical skills and critical thinking skills (3.66), Sustainable use of resources (3.37), productivity (3.63), development of self and sense of community (3.60), and lastly expanding one's world vision (3.28), with a total mean percentage of 3.65 and an interpretation of "Much Evident"
Kendall coefficient of concordance was used to determine the agreement on the rank order of the different aspects of professional competence. The coefficient of concordance w obtained the following results, whereas the computed value for Communication skills obtained was 0.38410 and 13.8276 ($p>0.05$), Mathematical skills and critical thinking skills gained 0.38391 and 13.82076 ($p>0.05$), sustainable use of resources obtained 0.30645 and 11.0322 ($p>0.05$), productivity gained 0.36303 and 13.06908 ($p>0.05$), development of self and sense of community obtained 0.36493 and 13.13748 ($p>0.05$), and lastly expanding one's world vision gained 0.70099 and 25.23564 ($p<0.05$).
The students' academic performance for the first and second grading obtained the following average Mean proficiency level of 83.33 with the corresponding interpretation of Satisfactory.

DISCUSSIONS
The result of the study suggests that teachers must continuously upgrade themselves in the current trends of education, learn how to deal with students, undergo more training in the field of mathematics, but most importantly, teachers must earn a master's degree in their field of specialization so as to improve students' academic performance in mathematics.

KEYWORDS: Professional Competence, Mathematics Performance

SUBMISSION ID: R04A-QUEZON-0311

Professional Development of Mathematics Teachers towards a Well-Defined Career Stages in Area 1, Province of Batangas

Jovelyn Malaluan, Department of Education - Taal National High School

Abstract

INTRODUCTION

Good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Thus, teachers need to become complete professionals because students need them and one way of doing this is through continuous professional development. It is for this reason that this study aimed to determine the classification of mathematics teachers in Area 1, Province of Batangas, which focused on the seven domains of Philippine Professional Standards for Teachers (PPST).

METHODS

The descriptive method of research was adapted with the questionnaire, observation, and interview as data gathering instruments. The respondents were 126 Mathematics teachers.

RESULTS

Based on the analysis of the data, the findings of the study revealed that most of the respondents were female, with master's degree or Completed Academic Requirements (CAR), has been teaching for 10 years or less and was given a chance to attend seminars given by the Department of Education mostly in local level. The respondents were classified as beginning teachers in the seven domains of the PPST. No significant relationship was found on the gender, educational attainment, and seminars/training attended in local, regional and national level except for the age and number of years in service. Most of the respondents encountered challenges that can affect their professional development specifically on seminars/training are limited only to some teachers.

DISCUSSIONS

Considering the significant findings revealed and conclusions drawn from the study, it was recommended that mathematics teachers have to be encouraged to continue pursuing their graduate studies, especially in line with their field of specialization. They should also be sent to training, seminars, and workshops to upgrade their skills and update them on the latest trends in education. The proposed professional development programs may be reviewed by the experts so that it could be of great help in implementing a training program to upgrade the mathematics teachers' career stage.

KEYWORDS: PROFESSIONAL DEVELOPMENT, MATHEMATICS TEACHERS, CAREER STAGES, PPST

SUBMISSION ID: R04A-BATANP-0061

**Professional Development Program in the Schools Division office of
Quirino: its Implementation Review**

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Department of Education-Quirino

Abstract

INTRODUCTION

The trends in Human Resource Management practices throughout the world are changing dynamically. Nowadays, employees are more concerned about employee's retention and controlled employees' turnover than cost cut off. The need for employee's retention has encouraged the employees to pay attention to employee's development through training in order to keep them motivated. The core purpose of involvement in training and employee's motivation is to improve employee's performance resulting in enhanced organizational performance.

Training in the education system is considered a necessity rather than a luxury. This can be justified as the organization issued the Department Order 32 s. 2011 which clearly defines policy guidelines on designing training and development to support individual personnel development thus ensuring organizational effectiveness, efficiency and maintaining systems or enabling environment shall be shared by different levels.

METHODS

This research study used the mixed method research design both quantitative and qualitative. It focused on a case study approach, which means an in-depth study or investigation of a contemporary

RESULTS

With the birth of the rationalization plan, a professional development program in the Schools Division of Quirino as perceived by the respondents was described as improving. The Human Resource Development Section of the School Governance and Operations Division is the one who is initiating programs relative to the conduct of training and development to its Human Resources. The in-depth analysis of the development needs as stipulated in the IPCRF of every employee was the basis of crafting varied learning and development. With the provision of the 70-20-10 model, the needs of every employee were given emphasize.

DISCUSSIONS

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into a specialist department or management positions. There is, therefore, a continual need for the process of staff development, and training fulfills an important part of this process. Training should be viewed therefore as an integral part of the process of quality management.

KEYWORDS: Human Resources, Learning and Development, 70-20-10 Model,

SUBMISSION ID: R002-QUIRIN-0142

Professional Learning Communities for Teaching Science Applying the Kolb's Model for Experiential Learning in Selected Junior High Schools in the Division of Quezon

Jacquelyn Seguerra, Calauag National High School

Abstract

INTRODUCTION

The aim of this study had looked into Professional Learning Communities for teaching Science Applying Kolb's Model for Experiential Learning in Selected Junior High Schools in the Division of Quezon.

METHODS

This research used the descriptive research design with the use of survey questionnaires. It employed the quantitative method of research.

RESULTS

It was found out that the extent of teachers involved in the professional learning community process on providing a clear structure and purpose, addressing the most pressing instructional challenge, providing support from all level of school system fostering atmosphere of trust, monitoring the work and provide constructive feedback, and supporting teachers' sense of efficacy and level of professionalism was on great extent. As to the five dimensions of the professional learning community model in terms of shared and supportive leadership, shared values and vision, collective learning and application, shared personal practices, and supportive conditions relationship, it was under an adjectival rating of all ways: the collaborative work of teachers and principal and stakeholders.

DISCUSSIONS

Most of the principals proved a clear structure and purpose of the professional learning communities, addressed to the most pressing instructional challenge, provided support from all levels of the school system, fostered an atmosphere of trust, monitored the work and provided constructive feedback and supported teachers' sense of efficacy and level of professionalism. Both teachers and principals have strongly agreed that collective engagement on the job helped staff better at developing a shared vision, identifying and resolving the problem, and encouraging learning. They also solicited feedback about the perceptions of school programs, engaged stakeholders in dialogue about these perceptions and the purpose of school programs to determine potential areas of disconnect between participants and non-participants in the professional learning community.

KEYWORDS: Professional, Learning, Teaching, Experiential, and Kolb's Model

Professional Learning Engagement of Secondary School Science Teachers Direction toward Enhancement of Teaching Competencies

Dennis Dimaranan, TRAQ

Abstract

INTRODUCTION
Professional learning is now recognized as a vital component of policies to enhance the quality of teaching. Teacher's engagement in professional learning is of increasing interest as one way to support the increasingly complex skills of science teachers need to succeed in 21st-century education.
This study investigates the link between teachers' exposure to different kinds of professional learning engagement and the degree to the relationship between professional learning engagement of secondary school science teachers and teaching competencies that have demonstrated a positive link between teacher professional development and training

METHODS
The study employed a descriptive-correlational method of research to conduct the study in Junior and Senior High School Science Teachers in Cluster III of Division of Quezon which comprises of four municipal districts namely: Lucban, Mauban, Pagbilao, and Sampaloc District. A total of 89 secondary school science teachers. Three different data collection tools were used: survey questionnaire, quality of teaching effectiveness and Individual Performance Review and Commitment Form.

RESULTS
Four key findings from this research are: There are five different areas of professional learning engaged by the science teachers, only short-term training programs and school-based training programs resulted in a high impact on the science teachers. The professional learning engagement resulted in highly competent with regards to their knowledge of the subject content, inquiry skills, pedagogical skills, technology skills, curriculum competence, and assessment. The results confirmed that professional learning engagement including the types of professional learning engaged by the secondary school science teachers, experiential learning and their level of the acquisition has significantly related to teaching competencies. Results indicated that this study has demonstrated that teacher's professional learning is a complex process that is strongly influenced by quality of teaching effectiveness and Teachers' Performance

DISCUSSIONS
The results indicated that teachers involved in professional learning experienced statistically significant growth in teaching quality and self-efficacy for teaching science. Moreover, this study has greater implications for the design of sustained teachers training program relevant to content and pedagogy, process skills development and 21st-century teaching and learning skills to promote learning and enhancing teaching competencies

KEYWORDS: Professional Learning, Teachers' Engagement, Teachers' Training Program, Teaching Competencies,

SUBMISSION ID: R04A-QUEZON-0312

Professional Relationship of the Administrators and Teachers in Selected Junior High School in Area III, Division of Batangas: A Basis for a Proposed Action Plan

Mylene D. Metica

(Adviser: Nelia P. Managuit)

Abstract

INTRODUCTION

Over the years, the roles the leader plays and the relationship leaders develop with their subordinates have been measured as fundamental components for the subordinates' work performance in various organizations. School heads hold the heart of the school organization and their actions and relationships with their teachers affect the satisfaction, cohesion, and commitment levels. Thus, the success of the school, like any other institution, rests primarily on the dynamics of inspiration, collaboration, and teamwork between the school head and other members or staff. However, concerns have been raised by some teachers, parents and other members of the public about the lack of good collaboration and teamwork between the school leader and teachers in some schools in the Division of Batangas. It is in this frame that the proponent of this study aims to determine the status of a professional relationship of the school head and teachers based on the selected junior high school in Area III, Division of Batangas that will yield to the best management strategies.

METHODS

This study utilized the descriptive method of research. The subjects of the study were the ten (10) school administrators and two hundred eight (208) teachers in the selected Junior High Schools in Area III, Division of Batangas. The statistical treatment of data used in the research is the percentage, weighted mean, and T-test.

RESULTS

The difference in responses to the dimensions of values between the two groups of respondents and the status of professionalism shows no significant difference. Moreover, on the possible basis for the action plan to the educational administration and supervision, high professional etiquette among educators and administrators are important factors for shaping the performance level of a certain school.

DISCUSSIONS

Based on the findings of the study, the teachers focus more on the dimensions of values on moral development in their school relatively than the physical and social development. It is also evident that administrators and teachers perceived a relatively high-quality professional relationship. The majority of teachers need to communicate with their clientele calmly and perform their precise leadership role as well as teachers strongly agreed that teachers. Lastly, the administrators and teachers have the same perception when it comes to the dimension of values depicted by school administrators and teachers.

KEYWORDS: Professional Relationship, Administrators, Teachers

SUBMISSION ID: R04A-BATANP-2243

Professionalism and Effective Management

Dearborn Villafranca, Pulo Elementary School

Abstract

INTRODUCTION

This research is concerned on developing a professional development program based on the determined level of professionalism of the principals in terms of commitment, self-discipline, expertise, rationality, and responsibility and the level of effective management in terms of goal setting, communication, interaction influence, decision making, innovation, and control.

METHODS

This study used the descriptive method of research through survey techniques. The information was augmented through structured interviews. A total of 12 school heads and 568 teachers from 12 public elementary schools in the District of Cabuyao during School Year 2016- 2017 served as major respondents. The 12 school heads were purposively drawn based on the criterion of at least three years of service in their respective schools.

RESULTS

The professionalism of the principals was found to be significantly correlated with effective management ($r=.618$) using the 0.01 level of significance. It was concluded in the study that the level of professionalism and effective management of the principals is high. The study found out that there is a significant relationship between professionalism and effective management.

DISCUSSIONS

The results of the study may be disseminated to the principals to inform them of their strengths and weaknesses in terms of professionalism and effective management. The Schools Division of Cabuyao may be encouraged to implement the professional development program.

KEYWORDS: Professionalism, Effective Management, Professional Development Program

**Proficiency Level and Self-Confidence in Speaking English Language of
Grade 11 Students During Class Recitations of San Juan National High
School**

Charlene Albus, San Juan National High School
(Adviser: Simeon Brillantes)

Abstract

INTRODUCTION
Despite being taught as a second language or foreign language in many countries in the world, there are still a lot of students experiencing low proficiency level in terms of using the English language in speaking. This descriptive-correlational research aims to determine the proficiency level and confidence level, and their relationship, in speaking the English Language of Grade 11 students during the class recitations.

METHODS
The study used a stratified random technique and a researcher-made survey questionnaire in the data collection procedure. For the analysis and interpretation of the data, statistical weighted mean, T-test and Pearson r were used.

RESULTS
Based on the data analysis, it was found out that the Grade 11 students are interpreted to be good in using the English Language. Moreover, the researcher also found out that sometimes they used the English Language during class recitations. On the other hand, the confidence level of the students in speaking the English language during class recitation is evaluated as not enough. The calculation of the Pearson r and T-value showed that there is a significant relationship between the proficiency and confidence levels.

DISCUSSIONS
The results of the study showed the deficiency of their proficiency and confidence levels in using English language during class recitations. Therefore, the researcher suggests interventions on strengthening the proficiency level in using English Language of the students as it will consequently increase their confidence level in engaging class discussions.

KEYWORDS: Proficiency Level, Confidence Level, Speaking, English Language, Class Recitations

**Proficiency Level in General Mathematics of Grade 11 Science,
Technology, Engineering and Mathematics Students in Dagatan
National High School**

Carolain C. Kennan & Mercedes B. Abutal, Dagatan National High School

Abstract

INTRODUCTION
In the educational system, mathematics plays an important role in shaping the future probability of young people. Mathematics helps the students to give exact interpretation to their ideas and conclusions. It plays a predominant role in their everyday life and it has become an indispensable factor for the progress of the present-day world. Mathematics as a school subject must be learned comprehensively and with much understanding. This study aimed to determine the proficiency level in General Mathematics of STEM students in Dagatan National High School. This involved 36 students of STEM class. The study indicated the level of proficiency of the STEM students and their extent of mastery of the learning competencies in General Mathematics. A significant relationship was also identified. Furthermore, the study helped the researchers to prepare numeracy tools to enhance the proficiency level of STEM students in General Mathematics.

METHODS
The subject of the study was the thirty Grade 11 STEM students of Dagatan National High School during the first grading of School Year 2018 - 2019, eighteen males and eighteen females. One hundred percent of the students were used as the respondents of the study. This study utilized a teacher-made test in gathering the necessary data. The data gathered undergone the following statistical treatment; frequency, percentage, and Pearson's Product Moment Correlation Coefficient.

RESULTS
The findings of this study revealed that the Grade 11 students although the level of proficiency of the students is satisfactory in Mathematics, did not master much of the learning competencies in Functions and their Graphs and Business Mathematics. The result indicates that the extent of mastery of students in General Mathematics and the level of proficiency in Mathematics of the students have a correlation. The findings and conclusions herein paved the way for these recommendations: the numeracy tool may be used to enhance the proficiency level of Grade 11 STEM students in the different learning competencies in General Mathematics.

DISCUSSIONS
The Grade 11 STEM students generally, do not master the required learning competencies in "Functions and their graphs and Business Mathematics", Thus, numeracy tools have been prepared to enhance their proficiency level. The numeracy tools were constructed to assist or aid those learners who are having difficulty to master a competency and challenge those who are performing well in class already. The numeracy tool was given to students to help them master the competency-based skill which they were not able to develop during regular classroom teaching.

KEYWORDS: proficiency level, general mathematics and numeracy tool

Proficiency Level in the Fundamental Concepts of Mathematics of Grade 10 Students

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Abstract

INTRODUCTION

Mathematics can be personally satisfying and empowering. The underpinnings of everyday life are increasingly mathematical and technological. The Philippines also marks performances internationally when it comes to competition in Mathematics and Science. In contrast with this, locally, according to the Division Bulletin No.6 s.2015, Saguday National High School (SNHS) have an average of 46.63% which is below the standard mean percentage score of 75% during the National Achievement Test (NAT) 2015, and has a mean percentage of 39.18% in Mathematics which shows that Saguday is below the standard proficiency level at 75%. In this study, the researcher described the proficiency level in the fundamental concepts of mathematics of Grade 10 students and at the same time explored the relationship among variables.

METHODS

Descriptive-correlational quantitative research was used in this study. The respondents were the Grade 10 students of Saguday National High School. They were chosen as the respondents because they recently took the topics included in the research. The researcher used the Frequency and Percent Distribution to analyze the data gathered with the profile of the respondents. Also, Mean Percentage Score (MPS) was utilized in determining the proficiency level in the fundamental concepts of mathematics of Grade 10 students, while Pearson-r was used in determining the relationship among the variables.

RESULTS

The data were tallied, tabulated, computed and summarized. Five key findings were obtained, these are: a) respondents are "˜not proficient' in all the fundamental concepts of mathematics, b) Integers and Laws of Exponent, c) Factors and Laws of Exponent, d) Rational Algebraic Expression (RAE) and Laws of Exponent, and RAE and Factors have significant relationships. Findings also showed that there is a significant relationship between the academic achievement of the respondents and the proficiency test on fundamental concepts of mathematics.

DISCUSSIONS

Thus, these findings indicate that building a strong foundation of basic concepts contributes to the success of students in more advanced lessons. It also suggests that teachers are to conduct an assessment in the fundamental concepts of mathematics of their students at the beginning of a quarter for them to determine the areas where the students struggle the most. Findings also imply that students with greater determination and performance have greater chances of succeeding in higher math courses.

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Proficiency Level of High School Teachers Teaching Filipino in North Glan District

Randy Mayordomo

Abstract

INTRODUCTION
The worsening of the educational system was a product of a decade-old problem from mismanagement of the school, lack of proficient teachers and teachers teaching Filipino (Sarmiento, 2012). The survey conducted by Division of Sarangani on 2015 which was participated by 73% of the teachers in the Municipality of Glan, shows that the mismatch of specialization, lack of support of the training needs, and lack of instructional material appeared as a hindrance in the implementation of the Department of Education program (Licanda, 2015). Additionally, teachers who trained simultaneously under the K to 12 Program shows that most of the participants admitted that the training they attended was not enough (Gonzales, 2016). Thus, the researcher decided to use the Center for Educational Measurement (CEM) Diagnostic Test and validated class observation tool to measure the proficiency level of the teachers teaching Filipino in North Glan District.

METHODS
The study used a descriptive design. The respondent was identified through convenience sampling in the two (2) National High Schools and 4 Integrated School located at Glan, Sarangani Province. There were 10 Filipino teachers who are undertaking the CEM Diagnostic Test and at the same time have undergone the actual classroom observation. This study used two instruments namely the Center for Educational Measurement (CEM) Diagnostic Test and the modified class observation tool. The score of the test based on the Filipino content area was presented in percent (%) and the total score was presented in Percent Correct. The data was interpreted according to the PC with the equivalent interpretation. The class observation tool as a second tool was validated by the school administrator, and the level of teaching was determined by the modified five-point rating skill with correspondent verbal interpretation.

RESULTS
The level of proficiency among the teachers in Filipino in the 11 contents area attained a low average with 72% (PC). Notably, poor on paragraph construction, giving mean topic and details, and giving application, cause, and effect but most of the respondents are superior and excellent in sentence pattern and meaning of idioms. The level of proficiency in teaching Filipino reveals that teaching strategy and using instructional material gained very often with the mean 3.0. Meanwhile, the total mean is 3.0 with the general description of very often.

DISCUSSIONS
The results clearly show that the teachers are not equipped with enough knowledge and skills in teaching. Thus, the delivery of quality education for the students especially the 21st-century learners would put into vain. This further implies that the teachers teaching Filipino should be proficient in the content area and proficient in teaching and can be achieved by attending and participating in seminar workshops and other professional development and enhancement program (Koen, 2016).

Profile and its Relationship to Job Satisfaction of Sico 1.0 National High School (Grade 7-12) Faculty During the School Year 2017-2018

Kc D. Escalante, Sico 1.0 National High School

(Adviser: Ma Alona Dimaculangan)

Abstract

INTRODUCTION

The teaching profession according to many is the noblest profession of all. Thus, the Enactment of Republic Act No. 7836 known as the Philippine Teachers Professionalization of 1994 is a laudable piece of legislation giving recognition to the teaching profession. Its prime movers, the teachers, are regarded as the strength of the nation for they are the ones who did most of the job of holistically developing the students' strengths and potentials to become 21st century learners, responsible citizens of the community and be globally competitive in all areas, which will only be effectively performed if they find satisfaction in doing it.

METHODS

This study utilized descriptive correlational design and the researcher-made survey questionnaire consisted of close-ended questions to gather the data. On the other hand, the participants were chosen purposively, who was the faculty of Sico 1.0 National High School (Grade 70 12) during the school year 2017-2018. Moreover, the statistical treatments used were the weighted mean and the Pearson Product Moment Correlation (PPMC).

RESULTS

Based on the data analyzed, $r=0.193$ revealed that the null hypothesis was rejected. However, $p<0.306$ indicated that there was no significant correlation between the length of service and job satisfaction of the Sico 1.0 National High School (Grade 7-12) faculty during the school year 2017-2018. Subsequently, both young and old educators were all job satisfied as shown by the level of their job satisfaction with the Mean Percentage Score of 92.4%.

DISCUSSIONS

The result demonstrates that the job satisfaction of the Sico 1.0 National High School (Grade 7- 12) faculty during the school year 2017- 2019 has nothing to do with neither their age nor length of service. Apparently, their job satisfaction is determined by other factors such as character, passion, and commitment in their sworn profession.

KEYWORDS: Job Satisfaction, Teachers' Profile, Sico 1.0

Profile Variables as Correlates of Teaching Performance of Public Elementary School Teachers in Talisay District

Ivy Padilla

Abstract

INTRODUCTION

The teacher performs according to his/ her capacity, potential, and ability always tend to affect the teaching performance important or significant variables such as sex, age, status in life, educational environment, attitude and behavior may be some of variables that could be considered predictors in their performance and work. Performance of teachers could be rated in this study on how they manage the classroom, kind and type of instructional material, used skills to communicate and the personality and character of the teacher. This study can be a way to a construction of better program and project to improve the teaching performance of teachers specifically in the public elementary schools.

METHODS

Descriptive research was used. In this study, certain profile variables of one hundred sixty-three (163) elementary grade teachers in the District of Talisay were identified well through questionnaire if these are predictors to teaching performance. As for the performance of the teacher was described in this study using a Likert scale, the variables such as classroom management, communication skills, instructional materials and personality of the teacher were given a clear description as they appeared to be components of performance rating considered to be predictors of teaching performance.

RESULTS

Among the profile variables of the teachers, the designation was the most predictive variable for their performance. Other variables like age, socioeconomic, educational attainment were also found to be a predictive variable but of little significance.

DISCUSSIONS

Although the teachers rated themselves outstanding in all the indicators that measure their teaching performance yet, it cannot generalize the performance of the teachers. Teachers, whether they are new or seasonal teachers in service, they continuously seek professional help that could improve not only their professional and personal growth but also their teaching performance. With the advent of technology, the teachers are required to adjust their teaching styles to the learning needs and styles of 21st-century learners. This, therefore, calls for a sustainable program that will introduce the teachers in innovative teaching approaches and practices that will respond to the needs of the learners.

KEYWORDS: Instructional Competence, Professional and Personal characteristics, Designation, Teaching Performance

SUBMISSION ID: R04A-BATANP-2004

Profile, Career Choices, Skills Assessment, and Perceived Curriculum Efficacy of Senior High First Batch Graduates (SY 2017-2018) of Trece Martires City Senior High School

April Maca, Trece Martires City Senior High School

Abstract

INTRODUCTION
TMCSHS is a newly built school that has a total of 677 graduates for SY 2017-2018. Trece Martires City Senior High School, as a stand-alone school, may be one of the largest schools in Cavite Province that can produce a number of graduates. With this, the study developed an instrument suitable to assess the SHS K12 curriculum. Thus, this paper mainly attempted to determine the profile, career exits, choices, skills assessment and perceived curriculum efficacy of the Senior High First Batch Graduates Trece Martires City Senior High School

METHODS
This paper used a descriptive design to assess the SHS curriculum as perceived by TMCSHS first batch graduates. Descriptive statistics such as mode, weighted mean and frequency counts were used to analyze data. From the computed sample size, convenience and networking sampling techniques were used. The proportionate sampling technique was applied so that each strand had equal representatives. A total of 230 participants answered the questionnaires designed by Inductivo and Velasco (2018) for profiling while an adapted questionnaire from Ramos (2011) for curriculum efficacy was modified for the purposes of this study.

RESULTS
Majority (90%) of the SHS graduates pursued college education at which 6 percent engaged in part time jobs. Others (10%) were fully-employed and/or seeking for fulltime employment. Graduates acquired necessary skills (computer and team work) for employment and higher education thus allowing them to appreciate k12 curriculum. In fact, K12 equipped graduates to write technical reports, memo and letters that they used in their jobs. Curriculum was viewed adequate and sufficient providing them both knowledge and skills to become middle-skilled persons. Also, a handful of them became entrepreneurs. Graduates had high regard to their teachers as majority of them strongly agreed on faculty's high competence in teaching. In fact, no negative evaluation was noted about teacher's performance. However, it should be noted that lack of modules, books, and others were lacking. Immersion, as integral part of K12 curriculum, had great impact on graduates' current employment.

DISCUSSIONS
This paper shows empirical data of how K12 has impacted its products. It delineates both positive and constructive evaluations of the K12 curriculum which may serve as bases for K12 revisions and improvements.

KEYWORDS: Curriculum Efficacy, Profiling, SHS K-12 curriculum

Profiling Tool for Students with Learning Disabilities: A Basis for Learning Improvement

Olivia Care, Department of Education - Padre Garcia

Abstract

INTRODUCTION
The instructional programs that SPED teachers in the Philippines implement are a self-contained/ special class, itinerant teaching, resource room, pull-out, integration/mainstreaming, and inclusion. However, there is a need to further assess if the specific interventions under these programs are indeed responsive to the needs of SPED learners given that there are also available technologies that may be utilized to further improve the quality of the program.

METHODS
This study uses a quantitative approach, described by Earl Babbie as one that uses objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

RESULTS
Researchers suggest the strong link between a thorough profiling system of students to their academic success in a learning institution. A great deal of a student's success relies on the information their teacher has about them. This same logic extends to students with special cases or learning disabilities. It is therefore of importance that a solid profiling system is made to profile learners with such conditions in Padre Garcia Central School.

DISCUSSIONS
The study aims to design a holistic intervention program that were, address. The Learning needs and learning disabilities of the SPED Students given the evidence linking potential academic success with thorough profiling of students, the following tools (which are adopted from a study of similar nature) are recommended for use.

KEYWORDS: SPED, mainstreaming, disability

**Progress in Classroom Performance as a Result of the Involvement of
Intermediate Pupils in Sports Activities**

Catherine Callanta, Ivy R. Maghari, Jeniffer L. Buna, Mary Anne F. Padayao,
Michelle B. Diego, & Nilo Portinto, Department of Education - San Pablo
City

Abstract

INTRODUCTION

Pupils are very playful even outside and inside the classroom. They always want to allow portions of their time in doing activities that manifest the "child" in each and every one of them. As defined, sports are an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. The research also focuses on the result of sports involved in the progress of Intermediate Level pupils.

METHODS

Using a mixed method investigation as a research method, the researchers conducted this in Intermediate Level pupils. The subjects of this research were Grades IV-VI pupils. The data were obtained from the class advisers and the acting guidance counselor of the school and base from the observations of coaches who constantly supervised them during training.

RESULTS

The result shows that there is a significant difference in the progress or improvement of the performance in the classroom of selected Grades IV-VI pupils through sports involvement or activity. If a pupil is a task- and goal-oriented then he or she is will show a sense of confidence and motivation into any life context like academics, and, will make use of studying and learning techniques that are sure to improve classroom performance. A combination of motivation and intelligence will definitely lead to a strong positive link between participation in sports activity and progress in the achievement of Grades IV-VI pupils.

DISCUSSIONS

The benefits of sports involvement applied to Intermediate pupils. The researchers studied elementary pupils -athletes with respect to their progress in their performance. The researchers found out that they performed better in school due to the fact that they were aiming to participate in sports activities increased their desire to attend classes daily. Furthermore, the authors indicated that the positive results of this activity pertained significantly to Grades IV-VI pupils since they were found to be more at risk of dropping out or committing absences.

KEYWORDS: sports, progress, classroom, performance, involvement

**Project Row: Reading Opportunity at Work: A Strategy to Improved
Reading Skill of the Grade Two Pupils**

April Barber, Victoria District Action Research Association

Abstract

INTRODUCTION
Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us
It is during the first grade that most children define themselves as good or poor readers unfortunately, it is also in first grade where common instructional practices are arguably most inconsistent with the research findings. This gap is reflected in the basal programs most commonly used in first - grade classrooms. The National Academy of Science report found that the more neglected instructional components of basal series are among that importance is most strongly supported by the research (Excerpted from Beginning Reading Program Every Child Reading: An Action Plan.)

METHODS
This action research utilized the descriptive method of research and at the same time an output based in order to solve current issues and concern on the pupils' difficulty in reading. This study employs the pre-experimental one-shot case study. This pre-experimental one-shot case study is a design in which a single group is only studied, once, subsequent to treatment is the instruction of reading strategies.

RESULTS
Reading is the key which admits us to a world of thought, fancy, and imagination. It let the minds grow into deeper learning. In this action research pupils found to be interested in their age in playing with their classmates, therefore, gaming strategy would be effective once applied in teaching reading. There were really visible factors why pupils had difficulties in their reading skills but teachers should address this problem at once and try to find ways and means to help the pupils.
Project ROW through using the Morungko approach was really effective in teaching reading and improving their reading abilities.

DISCUSSIONS
Teachers should encourage cooperative and collaborative activities during reading classes since pupils are playful, we can use these techniques to boost their interest in reading. Provide reading station that would serve as play place for learning so that pupils will be happy staying while they are learning.

KEYWORDS: MARUNGKO APPROACH

SUBMISSION ID: R04A-LAGUNA-0182

Project ENDS: Enhancing the Noting Details Skills of the Grade Two Learners in Victoria Elementary School

Eloisa Tumbokon, Department of Education

Abstract

INTRODUCTION

Every Child A Reader Program (ECARP) is a national program that addresses the thrust of the Department of Education (Department of Education) to make every child a reader at his grade level. It is to equip elementary pupils with strategic reading writing skills to make them independent young readers and writers. The Reading Recovery (RP) is an early literacy intervention designs to reduce reading and writing difficulties in schools.

Based on the result of the Phil-IRI in the first quarter of the S.Y. 2016-2017, there were 15 out of 120 pupils in grade II that have difficulty in noting details as an integral part of reading comprehension. This result serves enough reason for the researcher to undertook this study.

METHODS

The researcher used the descriptive method in the completion of this study. Seventy-seven (77) Grade Two Learners served as subjects based on the results of their pre-test in Phil-IRI in English.

RESULTS

The study showed that out of 15 pupils who were the subject of the study, 13 (87%) of them beamed a significant increase in their ability to address noting details in a story read as signified in the post test because of the mastery level that they produce.

DISCUSSIONS

On the basis of the findings through the analysis, significant improvement in the reading abilities of the pupils in Grade II was achieved. Their reading comprehension improved especially in noting details. Regular and intensive evaluation of pupil's performance enables the teacher to apply varied remediation. The activities used in this study is strongly recommended to be used in other grade levels in similar competency to provide a continuing approach with a generative difficulty as they progress to high grades.

KEYWORDS: Enhancing the Noting Details Skills

SUBMISSION ID: R04A-LAGUNA-0213

Project ROL UP (Retention of Learning to Upgrade Performance)

Leticia Germina, Department of Education

Abstract

INTRODUCTION

Conversion of a unit of measure and its equivalent is one of the learning outcomes in most of the areas of Specialization in Technology and Livelihood Education. Based on the result of the First and Second Grading
Periodical test, unit of conversion is the least learned topics. Another evidence is the observation made by the team. We found out that 3 sections among 33 sections of Grade 8 have alarming results of their Mean Percentage Score (MPS). It is in this situation that the process owner decided to give attention to further improvement to give solutions to the results to enhance the knowledge and skills of the students. This Application project will not be possible also without the help and support of teachers from Grade 8, namely Norma Y. Torte, Jesusa Berlyl C. Leonardo, Karlo G. Belmonte, Menard L. Anca, and Ponciano Francisco.

METHODS

The proponent of this project uses the CI method approach which is ASSESS, ANALYZE, and ACT. Under this method are different actions steps from talking to our customers, describing the affinity of the results of the VOC, observing the current SIPOC, doing the root cause analysis, identifying the focused problem, prioritizing valid causes, developing solutions, finalizing improvement plan, piloting solutions, evaluating results, roll-outing of solutions, checking the progress and celebrating its success.

RESULTS

Data shows that after the constant use of UMID (Unified Material Improved Device) at the end of the Fourth Periodical Test results there is a significant increase of 35.51% to section A, an increase of 59.33% to Section B and an increase of 51.22 to Section C.

DISCUSSIONS

The findings show that after using UMID (Unified Material Improved Device) during activity, the 188 students can now able to engage productively in the activity of every day's lesson about conversion of a unit of measures and it's equivalent. UMID serves as a reference or guide in answering the activity given. UMID really helps to improve the performance of students during the activation process. Using UMID during the activation process is evidently possible.

KEYWORDS: Access, Analyze, Act, Innovate, Celebrate

SUBMISSION ID: R04A-LAGUNA-0045

Project "ARREST" in Victoria: Action Research Revolution among Elementary and Secondary Teachers

Luis Germina, Department of Education

Abstract

INTRODUCTION
The Department of Education encourages all offices and schools from the chiefs down to the teachers to conduct action researches which have long been believed to have helped improve institutions.
However, district records showed that from 2015 to 2017 out of 237 teachers and school heads only 20 action researches were proposed and out of them only (2) were completed.
It has been noted that teachers' lack of know-how and involvement in research-related training discourages them in conducting action research. The same situation deters the principals to provide technical assistance to teachers in terms of research development.
From this, arise a persistent call that demands the need to provide training and immersion activities relative to the conduct of researches in schools.
These findings gave birth to Project ARREST in Victoria (Action Research Revolution for Elementary and Secondary Teachers), with the aim to capacitate the teachers thru the guidance of principals in crafting and conducting innovative action researches to identify and provide solutions to the endemic problems at the school/classroom level especially on the side of instruction towards progress.

METHODS
This project used 3A's approach (Assess, Analyze, and Act). Different Action Steps were undertaken in this method. From talking to the customers, relating VOC results, observing the current SIPOC, root cause analysis, identifying focus problems, developing solutions, finalizing improvement plan, conducting implementation via the targeted milestones, monitoring, and evaluation, analyzing progress and impact, and celebrating success.

RESULTS
After nine months of rigorous efforts to capacitate school heads and teachers on conducting and implementing action researches, a 170% completion rate had been recorded. The district targeted only 30 outputs but was able to produce 51. The researches were proven significant by the invited experts, and division officials. As a result, teachers expressed appreciation and a positive response to the district's call for action researches next year.

DISCUSSIONS
Careful analysis, planning and collaborative implementation with the help of the stakeholders led to the successful outcome of the project which benefited the school heads, teachers and learners. Principals' competence in providing technical assistance was enhanced to mobilized teachers in taking part as lead-proponent and associates of action researches. It also served as a motivator for other districts to do similar research advocacy activities.

KEYWORDS: ARREST (Action Research Revolution among Elementary and Secondary Teachers) Capacitate, Endemic, Technical Assistance, Progress, Impact

Project "Basura Mo Sagot Mo, Huli Ka Linis Ka" (BSHL): Response to the Zero Waste Management Program of Conchu Elementary School

Charlito Arce, Department of Education - Cavite

Abstract

INTRODUCTION
This action research generally aimed to monitor waste management / method of disposal in Conchu Elementary School. The researcher and the school personnel worked together to solve the problem of garbage disposal by creating a program/project that may even help the community once it is established by the school.

The program BSHL may be benchmarked by the residents of Barangay Conchu as to how simple disposable materials such as plastic soda bottles, old tires and even scrap materials can be utilized in beautifying a community garden.

The researcher used the weekly garbage disposal of the pupils from Grades 1 to 6 as his test subjects.Specifically, the study focused to answer the following questions:
What are the classifications of waste in Conchu Elementary School per grade level?
What are the common methods of disposal?
What are the actions and recommendations undertaken to the problem?

METHODS
This study utilizes the descriptive method of research in response to the Republic Act (RA) 9003 or the Ecological Solid Waste Management Act of 2000. Wastes from each grade level were collected, segregated, weighed and graphed during the months of September 2017 to February 2017.

RESULTS
The research shows positive results due to the cooperation of the advisers and the help of YES-O Officers, SPG officers, Teachers' Club Organization, DRRM Officers, GPTA Officers, and Barangay Officials. Waste disposal inside the school has reduced to a great extent. The number of wastes gathered after segregating all waste materials from Grade 1 to Grade 6 is graphed wherein 71 % of the total wastes composed of papers, 13% plastic wrappers, 9% decomposing materials and 7% plastic bottles of mineral water and soda bottles.

Upon gathering data and knowing the number of wastes, DRRM officers, SPG officers, YES-O officers, advisers and the proponents planned and developed a program wherein these wastes will be recycled according to their type and wastes that should be disposed of will be thrown in a garbage pit.

DISCUSSIONS
Wastes like plastic bottles were used in Gulayan sa Paaralan (Bio-intensive and Aero-gardening), landscaping and beautifying school garden. Decomposing garbage was treated in a compost pit and was used as fertilizers. Collected waste papers, were sold as a source of classroom funds.

KEYWORDS: Waste Segregation, disposal, garbage, BSHL

SUBMISSION ID: R04A-CAVITP-0219

**Project "PEMD" (Promote and Enhance Multiplication and Division)
through the Use of a Song Oriented Multiplication Table to Improve
Numeracy Skills of Grade VI Pupils in Lumampong Elementary School**

Cornellius Vicedo, Carmelita G. Ocampo, & Lydie Z. Digma, Department of
Education - Cavite

Abstract

INTRODUCTION
Mathematics is known as one of the core subjects and it is very important to be taught in school. It is a subject that shouldn't be neglected because we always use Math in our everyday lives. If a student has no strong foundation in learning even the four fundamental operations, then it will be hard for him/her to learn more complex lessons in Mathematics. The teachers and principal of Lumampong Elementary School has introduced an idea of using the abbreviated letters - PEMDAS (parenthesis, exponent, multiplication, division, addition and subtraction) and innovated it to PEMD (Promote and Enhance Multiplication and Division) as the title of an action research to help Grade Six pupils in improving their knowledge and skills in multiplying and dividing numbers.

METHODS
Nineteen out of forty-two Grade Six pupils underwent song-oriented memorization of the multiplication table. Non-probability particularly purposive sampling was used in the study because the respondents were identified to have the least understanding, knowledge, and skills in multiplying and dividing whole numbers. To show relevance, a quantitative approach was used in the results of the pupils' pre and post-tests in their window drill cards. It was also used in assessing relevance to the other tests given to the pupils. A descriptive analysis was used to show a comparison between the scores of the pupils. A work plan was also followed and maintained in keeping the pace of the activities of this study.

RESULTS
After the three-month intervention, it was found out that fifteen out of nineteen pupils who undergone the intervention through the use of a song-oriented multiplication table showed improvement in their numeracy skills particularly in multiplying and dividing whole numbers. There is also an increase in their grade for the third quarter in the subject of Mathematics compared to the second quarter grade. The use of a song-oriented multiplication table has enhanced the capabilities of the pupils in their knowledge and numeracy skills in multiplying and dividing whole numbers.

DISCUSSIONS
Achieving success cannot be varied in one particular experience or event. It may be an accumulation of all the practices, learning and situations that make someone learn something. As the use of the strategy to apply a song in memorizing multiplication and division of numbers, it shows that it can help those pupils who are having difficulty in multiplying and dividing numbers.

KEYWORDS: Mathematics, numeracy, success

Project (COM-TEA) Creation of Modular-Typed Enhancement Activity in English III for Grammatical Efficiency

Vangie Bhopal, Department of Education - Pagsanja, Sampaloc Elementary School

Abstract

INTRODUCTION
The study aimed to improve the mastery of Grade III pupils in identifying the noun, verb, and adjective in a group of words as well as in sentences. Project (COM-TEA) Creation of Modular-Typed Enhancement Activity provides exercises and enhancement activities to master the skill on the three basic grammar aspects. The study was conducted as a result of pretest administered to Grade III- Scorpio with which thirty- one (31) pupils or 100% failed to reach 75% recognition of noun, verb, and adjective in a group of words and in a sentence.

METHODS
A pretest/posttest technique was used to determine the pupils' progress in terms of the focused topic. The researcher made modular-type enhancement activities for noun, verb, and adjective. The statistical treatments used were mean average, standard deviation, and percentage to interpret the data gathered.

RESULTS
Using Project COM-TEA, there is a 19%, 26%, and 31% increased of MPS in classifying a focused topic in a group of words. On the other hand, there is a 29%, 30%, and 48% increase in classifying a focused topic in a sentence. The findings showed that after the modular-type enhancement activity, there is an increased of MPS in classifying noun, adjective, and verb in sentence contrary to the pretest result.
It is evident that the findings of the researcher conform with (Malik, 2012) modular teaching approach compelled positive outcome on learning of users compared to the traditional approach.

DISCUSSIONS
Though the study showed a positive result, loopholes in terms of the word familiarity or vocabulary depth of respondents used in the activities of modules are to consider. Also, respondents are time restricted causing pressure in responding to exercises. However, the researcher concluded the following (1) Project COM-TEA is good for learners with skills in reading. (2) Modular-typed enhancement activity teaches pupils to work independently because of examples and a brief explanation. (4) Create modular-typed enhancement activity and workbooks for other learning areas.

KEYWORDS: modular-typed, enhancement activity,

**Project (Bright) Be a Reader in Grade one with their Happy Teachers:
An Intervention Program to Enhance Reading Level of Selected Grade I
Pupils**

Joy B. Olorvida, Francisco De Castro Elementary School

Abstract

INTRODUCTION
Beginning reading is important to Grade One. When a learner learns to read it tends to assure that children understand the basic language. To transfer learning effectively, they need to develop strategies or approaches that will work out in teaching reading.
An increase in the number of non-reader in Francisco De Castro Elementary School is one of the primary problems that teachers are facing.
It was instilled in the mind of the researcher that the importance of how we teach reading is the key to mastery.

METHODS
The descriptive research method was used. Data were gathered using a checklist administered to 50 pupils. Frequency and percentage were the statistical tools used.

RESULTS
Pupils Demographical Profile
The result shows that out of 50 respondents, thirty (30) or 60% are male and twenty (20) or 40% are female. Out of fifty (50) respondents, there are twenty-six (26) or 86.67% male and nineteen (19) or 95% female who ranged the age of 6. There is four (4) or 13.33% male and one (1) or 5% female who ranged the age of 7. The descriptive research method was used. Data were gathered using a checklist administered to 50 pupils. Frequency and percentage were the statistical tools used.

SUBMISSION ID: R04A-CAVITP-1236

Project 123 READ (Reading Enhancement and Development for Grades 1-3)

Rodilyn Crisostomo, Mary Ann Gregorio, & Lucy Lyn Tapia, Division of Cavite City

Abstract

INTRODUCTION

To help eradicate the problem on high number of slow readers, the CIP Team of Ladislao Diwa Elementary School crafted the PROJECT 1,2,3 READ (Reading Enhancement and Development for Grades 1 to 3) which aims to achieve 85% improvement of pupils from frustration reading level to instructional or better yet under independent reading level through enhanced remedial reading program by the end of the implementation stage of Project 1-2-3 READ.

METHODS

The researcher conducted a pre-test and post-test of Phil-IRI. Based on the result of the PHIL-IRI pre-test administered last Nov. 9- 10, 2015, out of 1, 580 pupils from Grades 1 to 3, it was found out that 153 pupils from Grade 1, 80 pupils from Grade 2 and 88 from Grade 3, fall under the Frustration Reading Level. The pilot stage (month of November) was administered in Primary Teachers from Grades 1-3 Like in the class of Mrs. Thelma M. Torres, Master Teacher I. Ten of her pupils fall under the frustration level in reading based on the PHIL-IRI result in the oral reading test she conducted. Teachers prepared a weekly remedial plan, used various reading materials and strictly monitored the attendance of her pupils in the remedial class.

RESULTS

There was a remarkable improvement in the reading level of Grade 1-Red. It marked a 100% progress among the pupils at the frustration level. This shows that the Enhanced Reading Program was effective in improving the reading level of Grade 1-Red pupils.

DISCUSSIONS

Teachers' dedication in conducting remediation and cooperation among the learners, parents and other stakeholders are essentials to ensure success in the implementation of 1 2 3 READ. Principal, program coach, instructional coaches, and other administrators will continue classroom walk-throughs and observations of teachers during instruction, to provide feedback, coaching and/or modeling of highly effective teaching practices, especially in teaching reading to ensure the sustainability of the program.

KEYWORDS: Project 123 READ

Project 2PAIR-C: A Community Approach to Address the Reading Comprehension Skills of Grades II, III and VI Pupils at Pajo Elementary School

Myra David & Marissa Ersando, Remulla Street, Pajo, Alfonso, Cavite

Abstract

INTRODUCTION
Reading is an activity with a purpose. A person may read in order to gain information, verify existing knowledge to enhance communication skills and language or just for enjoyment. In order to become more literate and competent in reading all children must increase their comprehension skills of what they are reading. All pupils comprehend at varying rates. Pupils need little help or to no help comprehending while others struggle to attend enough to accurately restate what they've heard or read. As teachers, we strive to help individual pupils increase their reading comprehension.

METHODS
This action research employed the used of the PHIL-IRI test administered to the pupils in Grade II.II and VI pupils last June 2016. This tool used to determine the respondents.

This study found out that many of the pupils in Grade II reads to have intervention first in developing their word recognition and then develop their comprehension. It was also reflected that many of the pupils in Grade II and VI are able to read fluently but still have difficulty in understanding what they have read. This is important in order for the pupils to be successful by incorporating reading strategies like group reading in a small group with the guidance of the teachers, parents, and volunteers from the community, to improve their skills and understand concepts in the different learning areas.

RESULTS
After assessing, the reading program focus on the intervention using a community approach to improve the comprehension level of the pupils through project 2PAIR-C. It set a goal to reduce the numbered of the identified frustration readers by the end of the program.

This reading program focused on 74 pupils wherein 23 pupils identified in the frustration level, 40 in instructional level and 11 in independent level during the pre-assessment comprehension test in the post-test, there were 10 pupils in frustration level, still 40 pupils in instructional level and 24 pupils in independent level.

DISCUSSIONS
It is clear from our action research project that Project 2PAIR-C improved pupils reading comprehension. It is recommended that the Project 2PAIR-C must continue and should be applied also to other grade levels. It shows that the project with the help of the community has a great impact on the reading comprehension of the pupils thus improving also their skills in different learning areas.

KEYWORDS: 2 PAIR-C

SUBMISSION ID: R04A-CAVITP-1185

Project 4Es - Enhance and Extend Enjoyable Exercises an Intervention Program for Grade 10 Learners with Learning Difficulties in Science

April Rose L. Sangangbayan, Dennis Zabala, & Mary Grace C. Martal

Abstract

INTRODUCTION
As time goes by, learners become more responsive in education. The ability of the educators' strategy must shift in the learners' abilities. 21st-century learners gain and spread information, study habits, way of socializing, and even on communicating on their parents is much different from the generation that we belong. As an educator, our methods of shaping the minds of generation X should be adapted to these changes as well. To become a better educator, we must know the kind of learners were dealing with.
21st-century learners can process their obtained information, inquire, analyze, and argue beliefs or decisions based on the acquired data. They do not contain themselves inside the box. They often think in a resourceful way proposing varied approaches to a certain challenge.
Two heads are better than one. Learners learn more with their co-learners, gain more power with the group and learn how to deal with different personalities in an effective and courteous manner.
The researcher used a different approach to challenge every learner of generation X and all the educators for applying the lesson in a real-life situation.

METHODS
The research used the result in the 60-item Second Quarter Examination which showed near below average performance of Grade 10 students in Science that might have a greater impact on their academic achievement. It also served as the pre-test and post-test to measure the effectiveness of the intervention program among the total population of Grade 10.
Multiple Treatment Design used and a Stratified and Purposive sampling were used in the study.

RESULTS
The different groups had improved academic performance in Grade 10 Science. There was an average of 12.60 differences on the pre-test and post-test mean score which implied that there was an improved performance in Grade 10 Science. This result shows that there is an interaction effect among the intervention strategies such as 4E's to improve the performance of the Grade 10 learners.

DISCUSSIONS
Giving training courses to Science teachers regarding the expansion of the use of multimedia in teaching educational subjects with an application in the real-life situations provided that these courses will be available over the academic year. It is highly recommended and given emphasize that the teachers who want to apply this study in Science must collaborate with those co-teachers major in Science or with a specialization in Science subject. This action research should be continued.

KEYWORDS: Project 4Es, Enhance, Extend, Enjoyable, Exercises, Intervention, Program, Ciudad Nuevo de Naic National High School

**Project 555: Link to Increase Concept Retention in Araling Panlipunan
for Grade 6 Learners**

Jean Gatdula, Buenavista - Cigaras E**S**

Abstract

INTRODUCTION
Because of the many information that is being discussed, learners find it challenging to remember a number of important personalities, dates, events, and places. Just like the usual experience of learners in every school, the Araling Panlipunan 6 teacher observed that some of her pupils have a short retention span. And as a help, she used Project 555 as a tool in increasing the concept retention of her pupils as well as to improve the learners' test result. This also inspired the researcher to develop another innovation that will help in enhancing more the level of retention of her present and future learners.
Project 555 includes instructional materials that contain five questions to be answered within five minutes that will be given every day before the lesson in Araling Panlipunan subject starts.

METHODS
This research is intended for 153 Grade 6 learners of Buenavista-Cigaras Elementary School. It was applied to them to know its effect on all types of learners.
The descriptive method was used in this study. This was done to determine the effect of Project 555 on increasing the level of retention of Grade 6 learners in Araling Panlipunan.

RESULTS
1. After the implementation of Project 555, the third quarter test result of Grade 6 learners in Araling Panlipunan increased.
The Grade 6 learners strongly agreed that the implementation of Project 555 increased their level of retention in Araling Panlipunan.
There is a significant effect on the implementation of Project 555 in increasing the level of retention of Grade 6 learners.

DISCUSSIONS
Project 555 is a big help to the learners especially to those who have low retention span because it can be their tool to easily remember and be familiar with different personalities, dates, events, and places discussed in the said subject area.

The Mean Percentage Score (MPS) in the Third Quarterly Examination in Araling Panlipunan has a big leap than that of the First and Second Quarter. Therefore, Project 555 has a significant effect on the learners' retention especially in improving their test result.

The Mastery Level of the Grade 6 learners improved after the implementation of Project 555. From 45% in the First Quarter and 70% in the Second Quarter, 75% of the Grade 6 learners during the Third Quarter has already reached the 75% Mastery Level.

KEYWORDS: Araling Panlipunan, Concept Retention, Project 555

SUBMISSION ID: R04A-LAGUNA-0128

Project ACT (Assess and Coach Teachers) at San Ignacio Elementary School: An Assessment

Rosemarie A. Almario, Department of Education - Rosario West

Abstract

INTRODUCTION
Based on the instructional supervision done by both the school head and the master teacher, most of the pupils do not perform well in class and that the teachers' skills and competencies in preparing the Daily Lesson Logs and instructional materials need to be enhanced. Teachers are also experiencing difficulties in the transfer of learning; thus, the researcher proposed and developed a project that would help improve their performance. The Project ACT (Assess and Coach Teachers) would contribute to the professional development of the teachers for them to provide good quality education to the learners. This was done for the school aims to improve the performance of both the teachers and the pupils.

METHODS
The descriptive research method was used by the researcher. All the six (6) teachers of San Ignacio Elementary School responded to a set of questionnaires which focused on the factors that affect their teaching performance and the impact of coaching in their professional development. The gathered data became the basis of conducting the Project ACT. After the implementation of the said project, another set of questionnaires was given. The researcher used weighted-mean to interpret the data gathered for the purpose of determining the effectiveness of the said project.

RESULTS
Teachers strongly agreed that the Project ACT at San Ignacio Elementary Schools affects their teaching performance in terms of curriculum, strategies and techniques, instructional materials and preparation of daily lesson logs. The said project had its effects on the areas cited as proven by the weighted means 4.97, 4.87, 4.77 and 4.93 respectively. The average weighted mean obtained was 4.89 with a verbal interpretation of strongly agree. Teachers perceived that coaching would help them improve their performance in teaching. This could be made possible through the help of the school head, master teacher and other teachers by suggesting and guiding them in the preparation of daily lesson logs, and selection of suited materials, strategies and approaches for their daily lessons.

DISCUSSIONS
The results reveal that coaching is very important. It improves individual performance and attains one's targets and goals. Master teachers and school heads should give the teachers the coaching they need for the attainment of the school's vision. Schools must have effective coaches and they should be seen among school heads and master teachers.

KEYWORDS: instructional supervision, coaching, strategies and techniques, approaches, daily lesson logs

SUBMISSION ID: R04A-BATANP-1274

Project ADLAS (Administering Diverse Language Assessment for Students)

Cristina Panganiban, Rinazel Pampan, & Rizelle Mugol, Department of Education

Abstract

INTRODUCTION

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistics activity but also a social activity. Thus, we at ADLAS ELEMENTARY SCHOOL came up with a program Project ADLAS (Administering Diverse Language Assessment for Students) for pupils who were non-readers to improve their reading ability, not just for cognitive progress but also for emotional and social growth.

METHODS

Focusing on the problem, a systematic proposal was designed to easily come up with a possible program to lessen the number of non-readers in the Grade V. The mixed method was used such as qualitative and quantitative. The clients were identified non-readers through the administration of the Philippine Informal Reading Inventory (Phil-IRI) Pre- Test conducted at every end of June. Thirteen (13) Grade 5 pupils who were identified non-readers undergone on several interventions such as phonics and phonemic awareness, modified Marungko approach, modeled reading and word wall. The clients were assessed to evaluate their progress.

RESULTS

After the duration of the program and the administration of the Phil- IRI Post-test, no non-readers were identified. Those thirteen (13) pupils under non-readers on the pre-test of Phil-IRI progressed to instructional readers and some were independent readers on the post-test.

DISCUSSIONS

The results only showed that the program was successful through the help of both the clients and the teachers as well. Focusing on the problem, the pupils who need enhancement and supplementary reading activities were given attention and emphasis. Thus, both their cognitive and social aspects were developed.

KEYWORDS: reading, non-readers

SUBMISSION ID: R04A-CAVITP-1363

Project A-formula 555 (Amaya FORMed a Unified Learning Assessment)

Felino Sidocon, Research Association of Tanza Educators

Abstract

INTRODUCTION
Several strategies on intervention and assessment to raise the learners' academic performance are vital in learning. Often, some of these strategies are implemented, yet fail. In our study, Project A-Formula 555 (Amaya FORMed a Unified Learning Assessment) adapted from Project 555 aimed to enhance the mastery of pupils regarding knowledge, skills, and attitude in all learning areas. The least mastered and least learned skills were strengthened through the 5-item test with 5 types of questions for 5 days in all learning areas. Also, the pre and post tests and NAT type-based test was administered for monitoring the learners' improvement. This project was continuously implemented not only to improve the mastery of the competencies but also for the pupils to be well equipped with the competencies in preparation for the National Achievement Test (NAT) in Grade 7.

METHODS
The qualitative method design was used in the conduct of the study. Using the qualitative analysis, assessment tools were provided to determine the level of pupils' competencies and to address their needs. The data of the Grade 6 pupils were collected as the focus of the study.

RESULTS
The need to improve the academic performance of the pupils is the utmost concern of education. Through Project A-Formula 555, a comparative analysis was presented and indicated the increase in the percentage of test results. Significantly, the essential indicators of pupils' progress were monitored.

DISCUSSIONS
Project A-Formula 555 served as a means for the pupils to move on to the next level of intervention. Furthermore, the effectiveness of the strategy was ensured as it was to be administered in Grade 5 and Grade 4.

KEYWORDS: Intervention, Assessment, Strategy, Unified, Competencies, Learning

Project AIM (Accuracy in Multiplication)- a Drill Intervention Program to Remedy Pupils with Lack of Computational Fluency in Basic Multiplication Facts

Jonalyn Perido, Cavite Association of Research Educators

Abstract

INTRODUCTION

Teachers of today seem to neglect the importance of mathematical drill activities in fixing the memory of basic multiplication facts where some of our pupils found difficulty in computation. It is very timely to make this research possible because many tasks across all domains of mathematics and across many subject areas call upon the recall of basic multiplication facts. Basic multiplication facts are considered to be fundamental for further advancement in Mathematics. They form the basis for learning multi-digit multiplication, fractions, ratios, divisions, and decimals. These underlying principles led the researcher to investigate the effects of Project AIM as a drill intervention program to remedy pupils with a lack of computational fluency in basic multiplication facts.

METHODS

The participants were divided into two groups: the controlled group and experimental group. Grade IV Mabini with 48 pupils was the controlled group and Grade IV Rizal with 49 pupils was the experimental group. This study used the purposive sampling procedure in the selection of the participants. The participants belong to the low average learners.

To assess the effectiveness of Project AIM as drill intervention program in the performance level of Grade IV pupils in Mathematics, the following research instruments were used: numeracy test in multiplication to determine the performance level of the pupils before and after the study and Project AIM was utilized by the teacher as intervention program using drill activities every day.

RESULTS

Based on the results of the study, it has been proven that the use of Project AIM constitutes as one of the effective forms of intervention in Mathematics. It has a high implication on the learning of Grade IV pupils specifically in improving the computational fluency of pupils in basic multiplication facts. The findings showed that the scores of the experimental group have improved a lot in their post-test compared to their pre-test scores.

DISCUSSIONS

Utilization of Project AIM has been effective in achieving multiplication accuracy and it has a significant relationship on pupils' performance in relation to Mathematics. It is highly recommended that the use of Project AIM be utilized as a form of intervention in Mathematics. Teachers shall make such intervention a daily part of the lesson to achieve positive results. Future researchers are encouraged to undertake another research study on the use of Project AIM to find out how truly effective is the intervention.

KEYWORDS: Project AIM, Computational fluency, Drill intervention

SUBMISSION ID: R04A-CAVITP-0137

**Project Aims: An Intervention for Basic Numeracy Skills of the Grade Vi
Pupils of Osorio Elementary School for the School Year 2017-2018**

Cristian M. Abulencia, Daisy P. Santos, & Smilyn V. Rocela, Osorio
Elementary School

Abstract

INTRODUCTION
Mathematics is considered one of the difficult subjects and it generates negative standpoints among students. Considering the Average MPS result of 50.75 of the Grade Five pupils for the S.Y. 2016-2017 wherein they fell on Rank 8 out of 12 schools in the District of Trece Martires City, thus Osorio Elementary School was challenged to raise the Achievement rate by at least 2% for the incoming periodical test result using project AIMS as an intervention to increase the numeracy skills of the Grade VI pupils starting September to December 2017.

METHODS
The study made use of the quantitative-descriptive method. Purposive sampling was used to determine the 30 participants of the study who earned the scores of 40 and below out of the 100 items numeracy skills pre-test. Project AIMS (Aid Instruction for Mathematics Skills) was used as an intervention for the pupils who have a problem in the four basic Mathematical operations. Explicit teaching was used to address the lack of mastery in the basic numeracy skills of the participants. Mean Percentage and T-test were applied in the data analysis. The questionnaire was also used to gather the data.

RESULTS
The comparison of test results from pre-test to post-test of 30 participants from Grade Six pupils. The mean increased from 6.17 to 58.77, likewise with the standard deviation from 3.46 to 16.27. The MPS also shows a large increase from 6.17 to 58.77 indicating the progress of the numeracy skills of the participants. The findings showed that there was a significant difference between the pre-test and post-test using t-test as the statistical treatment. The t-test computed value of 17.03 is more than the critical value of 0.05 level of significance with 58 degrees of freedom. A very satisfactory rating of 2.83 was also given by the stakeholders upon assessing its effectiveness. Generally, the result showed a great improvement on their numeracy skills. These results simply proved the effectiveness of the project AIMS as an intervention among Grade six pupils.

DISCUSSIONS
The results simply proved the effectiveness of the Project AIMS as an intervention among the Grade six pupils in developing their basic mathematical skills. In teaching the basic skills in Mathematics the teacher should start where the learners are and should provide a variety of learning materials that would suit the needs of the learners. The basic numeracy skills program should be extended at home. Likewise, the school should continue to use the program and enhance the areas that need improvements in Mathematics. The output of this action research will be the instrument to further address the numeracy problem not only of the pupils of Osorio Elementary Schools but also the pupils in the other district of Division of Cavite.

KEYWORDS: basic numeracy skills, intervention, mastery, effective

Project AISLE: Basis for Development of Learners' Module in Mathematics 8

Marilyn Lorzano, Department of Education - Division of Lipa City

Abstract

INTRODUCTION

To comply with the No Child Left Behind policy and to achieve the Education for All goal, the Schools Division Superintendent, Education Program Supervisor, Principals and Teachers in the Division of Lipa City develop a shared sense of mission, vision, and commitment to closing the gap in achievement for struggling learners in Mathematics. This challenges the proponent to venture to a PROJECT AISLE. Project AISLE focuses on assessing the student needs and designing appropriate learning tools to close the achievement gap for students at risk for failure. Personalized strategies were given to address each student's individual needs and to measure their progress. Cooperative learning activities, assessments and reviews and practice opportunities in a remedial class and the use of teacher-made module are some of these activities,

METHODS

The data gathering instrument used in this study were the survey questionnaire on the level of effectiveness of the project implementation and the problems/ issues met in the implementation of the project and the pre-test and post-test result. To determine the result derived from the given variables, the author utilized the descriptive approach using Percentage, Mean and Mean Percentage Score as the statistical tools.

RESULTS

The results revealed that it is a necessity for underachiever ranked number one to have an intervention. The average of 4.70 gained means that the struggling learners perceive the implementation of the intervention program/project to a great extent. Absenteeism, lack of classrooms for the remedial session and conflicting schedules were some of the problems met in moderate extent.

It also revealed an increase of 23.15 percent in the MPS. This means that there have been improvements in the level of academic performance of grade 8 students who are struggling learners in mathematics. This implies that the implementation of the project AISLE has a great positive impact on their academic performance.

DISCUSSIONS

Challenges evoke the researcher to conduct home visitations, parent-teacher conferences, video conferencing, mobile texting and calling, and remedial teaching. Remedial teaching requires a classroom for struggling learners to experience different guided learning activities. Unavailable rooms for remediation are the reason to have a modular approach. With this, the researcher developed a learners' module for struggling learners of the grade 8 level.

KEYWORDS: Project AISLE, Learners' Module, Mathematics 8

SUBMISSION ID: R04A-LIPAC1-0025

Project ALS (Advanced-Lesson Strategy): A tool to Improve the Performance of Grade 11 Students in General Mathematics

Jenelyn Samsaman & Mary Jane Sunga, Santisimo Rosario National High School

Abstract

INTRODUCTION
Schools and teachers are consistently being asked to change their practices by trying new programs to increase student learning and performance. According to Republic Act 10533, the curriculum shall be flexible enough to enable and allow schools to localize, contextualize and enhance the same based on their respective educational and social contexts. Pursuant to this, mathematics teachers of the institution planned, developed, and implemented Project ALS (Advanced-Lesson Strategy) which aims to develop independent problem solvers, critical thinkers, and life-long learners.

METHODS
The study focused on Project ALS and the performance of 128 Grade 11 students in General Mathematics that was conducted in Santisimo Rosario National High School. Descriptive-experimental method of research employed in this study and used purposive sampling. Teacher-made learning modules were prepared collaboratively and were given to the students a day before the class so that they can spend enough time to study the lesson in advance. The results of the pre-test and post-test were considered and a researcher-made questionnaire was also administered to the students to solicit their perceptions regarding the effects of the project. Frequency mean and paired sample t-test were utilized to illustrate the data.

RESULTS
The mean scores in pre-test and post-test of the students increased from 10.52 to 26.45 with a standard deviation of 3.71 and 5.83 respectively, with a p-value of 0.000001 which is less than 0.05 level of significance. The data showed great improvement to the performance of the students in the subject. As a whole, the students showed considerably "strongly agree" perceptions towards advanced-lesson strategy in every specific indicator investigated in the study. To be more specific, most of the students highly appreciated the lessons through well-guided modules that boosted their performance in General Mathematics. They also agreed that their learning experiences in Project ALS would have been better and more effective than traditional face-to-face lectures.

DISCUSSIONS
The results demonstrate that there is an extremely significant difference between the pre-test and post-test scores of the students before and after the implementation of Project ALS since the p-value of 0.000001 is less than 0.05 level of significance. Students perceived responses indicate that the advanced-lesson strategy is effective in improving the performance of the students in General Mathematics.

KEYWORDS: Project ALS (Advanced-Lesson Strategy), teacher-made learning modules

Project ARM- attend, Read and Mentor: An Aid for Reading Difficulties of Selected Students in Anuling National High School

Reimary Jane Bacos

Abstract

INTRODUCTION

Reading skills, in the context of Junior High School, should be well-developed so the comprehension of the lessons would have a better result. But, in some instances, reading problems in secondary schools arise because of the poor foundation in reading. This context led the researchers to conduct action research. This study dealt with the most reading miscue faced by the selected students of Anuling National High School and the reading scores of students who fall under frustration level before and after the conduct of Project-ARM (Attend, Read, Mentor) as well as its effectivity towards the development of the students' reading difficulties.

METHODS

The participants in the study were twenty-six selected students of Anuling National High School who fall under the frustration level during the pre-assessment in English reading. The researchers employed the weekly mean scores during the process of the Project- ARM and the frequency counts and its mean scores to examine the most reading miscue of the selected students and the effectivity of the Project- ARM.

RESULTS

The findings revealed that the most common reading miscue encountered by the students is substitution based on the mean score of their reading. The reading scores of the student's insight words and graded passages before the conduct of the Project- ARM are both Frustration level. However, after the conduct of the project, their reading level in sight words and graded passages are Instructional and Instructional/ Frustration respectively. Moreover, Project- ARM is considered to be effective since the weekly mean percentage scores from the first conduct of the study up to the weekly reading process is increasing and interpreted as Instructional.

DISCUSSIONS

In the view of the findings of this study, the students have poor vocabulary knowledge since substitution is their primary miscue while reading. Through the help of the Project- ARM, the independent readers serve as peers who help them improve the reading skills of the slow readers. In addition, the study also recommends that the teachers not only in the English subject but also in different areas that used English as a medium of instruction should also give vocabulary exercises to strengthen the student's vocabulary skills that may help them develop the way they read the graded passages. Also, the idea of having reading time during Fridays or any day depending on the school schedule should also be given attention to far developing the reading skills of the students.

KEYWORDS: Reading Miscues, Collaborative Reading, Reading Difficulties, Independent Readers

Project ARMs

Janice S. Sumague, Michelle C. Monteiro, Pamela Nelbie P. Color, & Rosanna
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(Adviser: Michelle Monteiro)

Abstract

INTRODUCTION
Department of Education Order No. 14 Series of 2018 states the Policy Guidelines on the administration of the revised Philippine informal reading inventory (PHIL IRI). Presently, the PHIL-IRI result of the Grade III pupils is the highest in terms of struggling readers. For the last three years, it was shown by the data that struggling readers from Grade III gradually decreased for a year about 5.68% but after abruptly increased by 11.24 %. The team had conducted another assessment in reading and proved that there is indeed a need to do a project to further help the pupils in terms of reading. This reflection led the CI team to originate Project ARMs (Aided Reading Materials).

METHODS
This study used a descriptive method to know the factors affecting the poor reading habit of the learners. The researchers had a dialogue with the concerned teacher, reviewing and analyzing of reading materials given to Grade III pupils and conducted some home visitation to some of the respondents

RESULTS
Eight out of fourteen pupils are struggling readers in Grade III. The factors seen for this are pupils' lack of interest, pupils' absenteeism, fear of reading, traditional reading materials, lack of interest, the materials are not suited to the level of the learners, no follow up from the parents. With these, the researcher uses the following as aid to increase the reading performance of the learners,
Aided reading materials suited to the level of the learners (power point presentation, attractive and readable tarpaulin, colorful flash cards, phonetic video clips, reading sheets) counseling the pupils about the importance of reading, and home visitation. And after using the different method the result showed that there is an increase of 54.28 in the MPS of Post Test given to 14 struggling readers of Grade 3 pupils. And with the help of Project ARMS, only three out of fourteen struggling readers belong to reading level.

DISCUSSIONS
The study originated due to the fact that for the last three years the reading performance of Grade three pupils of the school year 2016-2017 decreased. The researchers want to know the root of this so they decided to have a study/ project which they entitled project Arms (Aided Reading Materials).

KEYWORDS: Aided Reading Materials

Project ARTIST: Enhances Reading Performance of the Selected Grade III Pupils of Hugo Perez Elementary School, School Year 2017- 2018

Anna Marie Aranzanzo & Monica Dabuet, Hugo Perez Elementary School

Abstract

INTRODUCTION
The eradication of non-readers in Hugo Perez Elementary School is the aim of the study under the School-to-School Partnership Program (SSP) wherein Hugo Perez is the partner school and Bagong Pook Elementary School is the lead school. This study was adopted from the leader school and its already third year of implementation.

METHODS
Different statistical treatments were used such as mean, mean percentage score and Paired Sample t-test in measuring the difference of the scores before and after the implementation of Project ARTIST.

RESULTS
Out of 335 grade, three pupils, 50 or 14.93% of pupils were identified as non-readers. This study focused on the reading activity engaging various reading strategies and approaches since they were classified into syllable readers and word readers and in each ladder, they will be moving up to the next level until they reached the sentence reader. The results of the study implied a huge increase in the average mean score from pretest to posttest. Prior to the program, a mean score of 6.65 escalated to 44.74 with a difference of 38.09. All participants were sentenced reader.

DISCUSSIONS
The results implied that Project ARTIST is an effective reading program in developing the reading ability of the selected grade three pupils. The good collaboration of the leader school and the partner school contributes to the success of the study. Thorough planning and early assessment of the learners' reading ability lead to an effective intervention program. Tap other external stakeholders to partake with the school's program and activities. These factors will be taken into consideration for the improvement of the reading ability of the pupils.

KEYWORDS: Partnership Program, Reading Program, Non-Readers

Project Arts; a tool to Inspire Jose A. Gallardo Sr Elementary School Teachers on Making an Action Research for the Success of School to School Partnership

Annabel V. Gumobao, Jose A. Gallardo Sr. Elementary School, Department of Education - Laguna Pagsanjan District

Abstract

INTRODUCTION
Jose A. Gallardo Sr. Elementary School is one of the two Leader Schools in the District of Pagsanjan. As a leading school, we came up with a Project that can help the Partners school as well as the teachers of Leader school. This project is called Project ARTS (Action Research a Tool to Success). The main objective of this project is to help teachers in conducting action research which can help to solve problems in their classroom and also for their professional growth.

METHODS
This study utilized an action research design. Descriptive statistics such as frequency; mean and percentage will use to determine the status of the seven teachers in making of action research using Project ARTS as a tool to School to School Partnership success.

RESULTS
1. The teachers of Jose A. Gallardo Sr. Elementary School knew the different parts of an action research after the implementation of Project ARTS.
As initiative of the Division of Laguna, teachers were given opportunity to attend division and district training on action research.
Implementation of school project on action research can inspire teachers to make an action research.
The Project ARTS (Action Research a Tool to Success) strongly inspired teachers of Jose A. Gallardo Sr. Elementary School to make an action research for the success of school to school partnership.

DISCUSSIONS
1. Teachers should know the different parts of action research by attending different training/workshop about action research
Project ARTS should continue yearly so that the teachers can submit action research which can use during promotion and additional points in IPCRF and for their professional growth.
Implementing school project like Project ARTS for teachers should be sustain in order for them to continue making of action research so that they can solve simple classroom problems.
Encourage and inspire teachers in making action research to make the Project ARTS of School to School Partnership become successful in other way that this may help them to love "Action Research."

KEYWORDS: PARTNERSHIP, LEARNING

SUBMISSION ID: R04A-LAGUNA-0165

**Project AVM (Audio Visual Materials) in Word Recognition Skills
through Teaching and Learning Processes**

Elma Coligado, Department of Education – Laguna, Caesar Z. Lanuza ES

Abstract

INTRODUCTION
This study was primarily concerned with the Project AVM (Audio Visual Materials) in Word Recognition Skill through Teaching and Learning Process for Grade One Learners enrolled during the school year 2016-2017. Specifically, it aims to improve the reading status of the pupils in terms of recognizing words because learners find difficulty in reading and in comprehending stories in the second language.
The research was conducted to prove that Project AVM helps to sustain the advocacies of the Department of Education programs, Every Child A Reader Program and No Read, No Move. To ensure that learners will be able to recognize words, read phrases, sentences, and paragraphs then be engaged in reading stories.

METHODS
This action research was conducted from November to March, SY 2016- 2017 and used the descriptive method of research. The respondents were fifty-one Grade One learners. Statistical Treatments used were Percentage, Weighted Mean and Mean Percentage Score.

RESULTS
During the pre-test 29 pupils obtained 0, 2 pupils got 1, 1 pupil attained 2, 2 pupils got 3, 1 pupil achieved 4, 1 pupil got 5, 3 pupils
reached 6, 4 pupils got 7, 5 pupils attained 8, 2 pupils reached 9 and 1 pupil gained 10. Post-test reveals that 3 pupils got 0, no pupils gained 1,
2 and 3, 1 pupil attained 4, 5 pupils achieved 5, 4 pupils got 6,4 pupils attained 7, 5 pupils reached 8, 3 pupils achieved 9 and 26 pupils attained
10.
Based on the calculations, it showed that there was an increasing number of pupils who recognized words on each item test and reveals an increased in the Mean, Percentage and MPS. It proved that there was a significant difference in the word recognition skill of the respondents before and during the implementation of Project AVM. It implied that the use of Project AVM as an intervention in the teaching and learning process is effective.

DISCUSSIONS
Based on the findings, the utilization of Project AVM (Audio Visual Materials) in Word Recognition Skill through the Teaching and Learning Process help the Grade One learners to read words, phrases, sentences, and stories. Teachers' dedication to being resourceful and creative in preparing the audiovisual materials and school head's monitoring and evaluation brings out positive implications on the said programs of Department of Education.

KEYWORDS: Project AVM, Audio Visual Materials, Word Recognition Skill, Reading

SUBMISSION ID: R04A-LAGUNA-0058

Project BAMBOO: An Instructional Package for Beginning Readers of a Public Elementary School

Jessielyn Perno, Jocelyn Almanzor, & Rosalyn Galang CARE

Abstract

INTRODUCTION

Reading is one of the most important skills that learners should acquire because it serves as a vehicle in learning other learning areas. This prompted the teacher-researchers to find a way to make oral reading easy for the beginning readers through the use of appropriate reading materials and techniques in teaching reading.

METHODS

This study utilized the descriptive-qualitative method in determining the effect of the localized and teacher-made reading materials dubbed as BAMBOO (Basic Accessible Materials for Beginners, Open-Minded and Oriented) in getting the interest of the beginning readers in reading.

The researchers used different reading materials such as Bingo Basa, Siit ng Pantig, Luksong Salita, Tulay ng Salita at Bingwit Salita. These materials were written in Tagalog syllables, words, phrases, and sentences; integrated with photos and images; and hand-written in the indigenous material of the municipality-bamboo.

Pupils were selected through pre-reading assessments. Thirty (30) out of one hundred sixty-five (165) pupils of Grade Two belong to beginning readers. They were subjected to this reading intervention. This was conducted during the first and second quarter of SY 2018-2019 during the time of Power It Up.

RESULTS

Project BAMBOO was utilized in reading. The researchers exerted much effort to make all the materials used in this project possible. Through this project, pupils enjoyed much reading while learning.

Out of thirty pupils who underwent this study, 87% of them or twenty-six out of thirty pupils improved their reading level. Pupils' reading level was categorized as frustration, instructional, and independent. The result revealed that 4 or 13% of the pupils belong to the frustration level, 15 or 50% of them belong to the instructional level, and 11 or 37% of the pupils are now independent readers. The result showed the effectiveness of the Project BAMBOO towards improving the reading level of the pupils.

DISCUSSIONS

Project BAMBOO was really effective in improving the reading level and in boosting pupils' interest towards reading. It is a complete instructional materials package suitable to primary pupils. It helped them developed interest and love for reading. Intermediate teachers may also use these materials to their pupils who still belong to frustrated readers and may also conduct parallel study on improving pupils' reading level.

KEYWORDS: project, bamboo, maragondon

SUBMISSION ID: R04A-CAVITP-0769

Project BanCerREACH (Reading Achievement for Children)

Hazel Romano & Rosalie Ocampo, Banaba Cerca Integrated School

Abstract

INTRODUCTION
The Philippine Informal Reading Inventory (Phil-IRI) program is a yearly assessment that measures the pupils' capacity in reading and comprehension. This year, the pretest results show more readers on the frustration level. Thus, the need to help the pupils' cope up with reading gave way to the initiation of this project.
Grade III pupils were the customers of the project because of the yearly Language Assessment for Primary Grades (LAPG) that focuses mainly on reading comprehension. Phil -IRI in English results show that out of 49 pupils, 82% are at the frustration level while only 5% are at the independent level. This project aims to help the Grade III pupils enhance their capacity in reading.

METHODS
Project BanCEr REACH, a Continuous Improvement Program (CIP), used several techniques to identify the best method that will help increase the reading ability of pupils. The respondents' ability was determined through their Phil-IRI pre-test results. The survey method was utilized to identify each pupil's ability that led to a priority improvement plan. Root cause analysis and validation were done to identify the root cause of the problem. Three methods were implemented. Measures of central tendencies were used to determine the best method.

RESULTS
Reading the ability of third graders especially in English is essential in their track to a higher level of competencies. Among the three solutions applied, results showed that reading stories with pictures was the best. The pupils showed more progress using this solution. Using PowerPoint presentations was also appreciated. However, it was not the best solution due to the availability of the equipment. In addition, skimming the story again before the respondents answer each comprehension question is limited. Post-test results were determined using the Phi-IRI post-test materials. The results showed a significant increase in the reading ability of the respondents in English.

DISCUSSIONS
The results demonstrate the need for an effective strategy in raising the pupils' reading ability in English. Several factors could be vital in their progress; however, individual differences can also affect the result of programs implemented. The methods used in this program were sensitive to the respondents' needs thereby survey and the interview helped identify the improvement areas. A thorough analysis of the data gathered led to the identification of the best method for reads. The full implementation of the plan gave the success of the program.

KEYWORDS: Project BanCEr REACH (Reading Achievement for Children)/ CIP

SUBMISSION ID: R04A-CAVITP-1020

Project BASA (Building and Advancing Students' Ability in Reading)

Lorena Miranda, Department of Education - Cavite

Abstract

INTRODUCTION
The primary purpose of the research is to boost the reading comprehension of learners under the frustration level through the intervention program PROJECT BASA (Building and Advancing Students' Ability in Reading) which will be implemented through organizing reading classes that will cater to the needs of the concerned learners. The respondents were the learners who were under the "Frustration Level" as revealed in the pretest result of PHIL-IRI.

METHODS
The study used the descriptive analysis method to determine the profile of the learners in terms of age and gender, the main reason why they lack comprehension skill and the effectiveness of the intervention in boosting the learners' comprehension skill. A survey-type questionnaire was utilized. Mean, ranking, frequency and percentage were also used. The study was conducted for two (2) months.

RESULTS
The majority of the learners have limited background knowledge in reading and that was the main cause of the lack of comprehension skill of grade seven learners under the frustration level. It was concluded that PROJECT BASA roll-out played a great role in boosting the comprehension skill of the Grade Seven learners. The successful implementation resulted to a lower percentage of G7 learners under the frustration level as shown in the PHIL-IRI post-test result this year and the proponents recommend the implementation of the project not only to Grade 7 but also to other grade levels.

DISCUSSIONS
The introduction of consonant and vowel sounds becomes essential towards developing the word recognition and reading comprehension of the students during the conduct of PROJECT BASA roll-out. When organizing tasks and other activities, teamwork and coordination matter. The success of the project/program mainly depends on how well the persons' involved function or work as a team. The CIP Project serves as a wake-up call for everyone in terms of identifying the root cause of students' poor academic performance. The parents should play a vital role in developing the totality of his/her child. Teachers, on the other hand, should have strong compassion to meet the needs of students.

KEYWORDS: intervention program, reading comprehension, academic performance

Project Based Learning (PBL) Environment in Teaching Learning Process in Science

Ana Lee Maturan

Abstract

INTRODUCTION

In the traditional Science classroom, students take notes, practice, do an activity, review and are assessed. There are gaps identified in science education such as science textbooks, instructional materials, and faculty training. The researcher has observed that there was a diminishing gap between the "standards" and "alignment" in science education. The purpose of this study was to describe the use of project-based learning (PBL) in teaching Science among grade 4.

METHODS

This study utilized the descriptive method of research since the study described the use of project-based learning in teaching Science among grade 4 pupils. The respondents include 50 grade 4 and 3 pupils and Science Teachers in Janopol Elementary School.

RESULTS

Data reveals that the two topics that were engaging to students for the use of project-based learning in grade 4 include the digestive system and the skeletal system. A project-based learning environment is an effective approach to teaching Science as it enhances students' performance according to the learning domains - cognitive, skills, and attitude. In spite of the many advantages of the use of the project-based teaching-learning environment in Science, it still draws a lot of problems as perceived by the students and the teachers.

DISCUSSIONS

The researcher recommended to analyze the curriculum guide for in grade 4 science to evaluate wherein project-based learning may be adapted to make the students learning more engaging, and consider the use of project-based learning environment as an approach in teaching Science as it enhances students' performance according to the learning domains - cognitive, skills, and attitude. Moreover, the researcher recommended developing strategies to address the problems encountered both by the teachers and students in the use of project-based teaching-learning environment in Science.

KEYWORDS: PROJECT BASED LEARNING, strategies

SUBMISSION ID: R04A-TANAUA-0191

**Project BASUBIN- a solid waste management program of Student Pupil
Government in San Juan Elementary School**

Yolanda Figueroa

Abstract

INTRODUCTION
Nowadays we are suffering environmental dilemmas such as global warming and flood. One of the causes of these problems is the misbehavior of the people towards waste management. Some people are reckless in throwing their garbage. They do not think of the end results leading to the damaging environment and health problems.

METHODS
"¢   Descriptive type of research (questionnaire)

Research Questionnaire
This study aimed to know where the people in the community throw their garbage.

RESULTS
1.   Pupil and Community Respondents (176) Respondents Age   Sex   Total   Respondents Occupation (Pupil)   9-10= 35
11-12= 38
13 above=8   Male=59
Female=67   126   Students
(Community)   20-30=26
30-40=15
40-50=9 Male=23
Female=27   50   Construction Worker= 5 Housewife=17
Fisherman= 8
Brgy Health Worker=2 Factory Worker= 18
2.   Pupil and Community Responses Survey Item   Pupils Responses
(126 respondents)
Community Responses (50 respondents)
Common Type of solid waste materials produced at home
Bottles 92   38
Old newspapers   8   13
Fruit and vegetables peelings4   30
Plastics   60   38
Ways on how garbage is disposed
Segregated   78   29
Un segregated   88   37
Where the garbage is disposed?
River   47   8
Backyard 79   3
Collected by truck 93   30
composting   54   8
How often the truck collects garbage in a week?
Once a week   126   50

SUBMISSION ID: R04A-CAVITP-1373

**Project BEST (Bilingual Examination in Science and Technology):
Improving Reading Comprehension and Test Score**

Reyner Joseph Catle, Binan Integrated National High School

Abstract

INTRODUCTION

The action research was made from the problems experienced by the researcher as a science teacher where students were having hard time decoding the questions during examination. As a consequence, students have low performance in their examination as evidenced by low Mean Percentage Score. Through careful analysis of possible interventions, one immediate method was the use of bilingualism in examination with the help of Google Translate. The researcher created a project named BEST (Bilingual Examination in Science and Technology) to improve reading comprehension and test scores. It got its inspiration from movies and television shows with subtitles including certificates with Filipino translation.

METHODS

The researcher employed a cross-sectional quasi-experimental research design following a random sampling technique among grade 11 public STEM students. The experimental group received the researcher-made BEST style and a five-item Likert scale survey, while the control group received a regular examination in science. Both were subjected to validity and reliability using Lawshe Method, KR-20, and Cronbach's a. T-test was used for the test scores.

RESULTS

98% of respondents agreed that BEST helped them understand the questions clearly. In support, Tapang (2012) mentioned that students learn faster, better and with more enthusiasm when they were taught using their local language. There were 93% of students gave an affirmative response that the BEST style gave them more confidence and helped them learn new words. The result was supported by Trudell & Buhmann (2008) where students exposed to intercultural bilingual education have greater self-esteem and they acquire additional linguistic competencies from their first language. Another 93% of the respondents wanted their scientific tests to be written using the BEST style. Lastly, 92% of the respondents wanted to use BEST to other applicable subjects. Tapang (2012), cited that countries who teach their basic education in the local language with the integration of English like Hong Kong, Japan, South Korea, Taiwan, and Singapore consistently score and rank high in tests.

DISCUSSIONS

The result shows a strong and consistent positive response of the respondents towards the use of BEST style. The null hypothesis was rejected based on P-value therefore, there was enough evidence to support that there was a significant difference between the test scores of students in BEST style as compared to regular examination. Cohen's d is said to be "moderate".

KEYWORDS: science test biology K to 12 bilingual tests

SUBMISSION ID: R04A-BINANC-0000

Project BIBBO (Building it Up Before Breaking it Up)

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Abstract

INTRODUCTION
The Mean Percentage Score of 39.417 on the previous result of the Second Periodic Examination for Grade One indicates that pupils at this level did not attain the proficiency level of 75%. This project theorizes that just as children need to practice reading a lot and become fluent readers, math learners need to become fluent in basic operations before they can perform multiple methods of solving problems and can arrive at deep conceptual understanding.

After some thorough assessment methods, two groups of difficulties were identified - 13 non-numerate learners and 18 struggling Math learners. The team decided to choose those non-numerates who need more help. The project was then named as "Project BIBBO" which stands for "Building It up, Before Breaking it Out". As the acronym says, the name was originated from its Mother Tongue translation "bibo" which means "marunong o magaling" or on the other hand a word that describes a person who is active, quick and smart. This project aims to provide non-numerate and struggling pupils intensive continuous instructions to learn basic addition and subtraction facts, let them have mastery, and gradually let them go out of intensive care to perform more complicated tasks.

METHODS
To make it effective, the authors follow the Continuous Improvement Methodology of the Philippines-Australia Human Resource and Organizational Development Facility (PAHRODF) which was introduced to us by the Department of Education, Division of Lipa. continually asses, analyze and act the performance improvement of key process focusing on both costumer desired performance.

The following shows the Continuous Improvement Methodology and the steps that we ought to undertake. Stage 1: Assess Stage
Stage 2: Analyze Stage Stage 3: Act Stage

RESULTS
Pretest result got the average mean score of 1.046 on the five early math skills introduced by the project and post result gain the average mean score of 4.248 on the other hand.

DISCUSSIONS
After at least six months of project implementation, these pupils display a great improvement as seen from their pretest and posttest results of the different early math skills such as counting, conceptualizing, reading and writing numbers, and additional processes. Evident progress in the academic performance of the struggling learners was seen

KEYWORDS: Continuous Improvement Plan, Action Research, Mathematics, Intervention

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**Project BIGKAS (Basic Intervention Guide and Know All Sounds):
Enhancing Word Recognition among Grade 4 Struggling Readers at
Pinagtungulan Elementary School**

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Education - San Jose

Abstract

INTRODUCTION

Poor reading performance is one of the various problems that a teacher encountered as she teaches. There are pupils that have difficulties in reading and still reading to read, rather than reading to learn. Therefore, this action research aims to maximize word recognition skills among pupils particularly Grade Four struggling readers through the intervention activities at Pinagtungulan Elementary School.

METHODS

A descriptive method of research was used in the study to find out the reading performance of the pupils. Various results of the different oral reading tests (recognition level) such as PHIL-IRI results as the baseline gathering conducted during the period of the program were used. The data gathered were tabulated, evaluated and analyzed using percentages to identify the word recognition levels of the pupils. The researchers used data-mining as a data gathering procedure where the data and numerical figures are already tallied and presented. It is simply using an already published set of data.

RESULTS

The following were the findings revealed in the implementation of the action research. Thirty-four (34) pupils in Grade IV belonging to the frustration level of word recognition were covered by the study. They were grouped as a. slow readers, b. syllable readers, and c. struggling readers. Two tables on oral reading tests were presented, evaluated, analyzed and interpreted: (1) Phil-IRI Pre-Test, (2) Common Reading Miscues. Thirty- four (34) or 76% of these pupils need thorough assistance and remediation to maximize word recognition skills and develop reasonable self-confidence. They were the main subject of the study. Different types of miscues in word recognition were also identified to group the pupils under frustration level, specifically, the slow and syllable readers with common errors for intensive remedial teaching.

DISCUSSIONS

Based on the findings of the study, it was highly evident that the intervention activities are needed to maximize the word recognition skills among Grade IV struggling readers at Pinagtungulan Elementary School. The proposed intervention named as Project: BIGKAS (Basic Intervention Guide and Know All Sounds) will be implemented to Grade Four Rose to improve the reading ability of learners.

KEYWORDS: word recognition, struggling readers, intervention

Project BOOKWORM (Be Obsessed in Oozing Knowledge with Outstanding Reading Materials)

Raquel Jimenez, LCAPSTEI Eleanor M. Dimayuga, SEAL

Abstract

INTRODUCTION
The research paper evaluated the performance of G7 students at Lumbang National High School during the SY 2017-2018 up to the present. It was based on the result of the PHIL-IRI conducted by the English 7 teachers, namely, Perlita Macapagal and Rowena Cresino from June 26 to August 9, 2017. Out of 228, 86 were on the frustration level in reading in word recognition and comprehension. The CIP team composed of Raquel Jugado, Rowena Cresino, Eleanor Manila, Ireneo Llarina, with Beatriz Rubico as their leader and initiator, functioned actively. They decided to focus on the 20 readers on the frustration level who required immediate remediation.

METHODS
The descriptive qualitative type of study was utilized in gathering data. Parents and guardians were interviewed about the reading habits and of their children. It was followed by home visitations, interventions, extensive tracking, monitoring, collaborative reading enrichment activities, pocket reading and manipulation of information technology such as gadgets in the forms of star books, laptops, and multi-media with the organization of Project BOOKWORM (Be Obsessed in Oozing Knowledge with Outstanding Reading Materials). It addressed the reading difficulties and improved their comprehension levels. It ensued through getting permission from the parents to engage their offspring in the reading sessions from November 20 to March 28, 2018. Assessment and report about the overall change as well as the study on the effect of the CIP to those with reading difficulties were done.

RESULTS
After the piloting procedures in their reading comprehension, the said 20 students have been gradually included in the instructional level. Still, others have been assessed at the independent level. With the help of the G7 teachers, reading deficiencies of the learners in the recognition of sounds, syllabication, the phrasing of words, stress, intonation, diction, pronunciation was enhanced. With the drawing of tables, graphs, diagrams and verified by pictorials with narrative reports, the team acquired valid evidence of their communication levels.

DISCUSSIONS
Visualizing the usefulness and implication of innovative gadgets, ICT Coordinator, Ireneo Llarina maneuvered the starbook in the learning process, wherein they found eagerness. The results manifested the necessity to continue the reading program to foster and nurture the reading habits of the learners. It should be a continuous process.

KEYWORDS: multi-media, gadgets, big books, intervention, remediation, offspring

Project BOTEFUL U"Boost Out the Effort and Fulfill Unity"

Diosdado Magabo & Florida M.Magabo

Abstract

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KEYWORDS: discipline, waste management, segregation

Project Brain Train: Promoting Learners' Interests in Reading and Studying

Elsha Mae Malimban

Abstract

INTRODUCTION
Reading is essential for a child's success. Reading is the key to achieve our ultimate goal in studying, learning. It is one of the training done by students in order to gain knowledge about something. Reading is also part of the 3R's which are: Reading, Writing, and Arithmetic. It is necessary that a student should be able to read and understand the context he/she is reading. The Brain Train Center caters learning with difficulty in reading and understanding as well as students who want to learn more. Brian Train Center composes Children's books, resource materials, tarpaulin prints, and learning tools. It is a gazebo converted to reading and learning area to accommodate learners who also want to learn even they are outside of their classrooms and in their idle time.

METHODS
This study was implemented in the gazebo, now converted to Brian Train Center. At present, the implementation of the progress is still on-going. Books from the Library which were donated by the External Stakeholders were put in the center. Tarpaulin prints containing added information about every subject are being changed every quarter. During recess, lunch breaks and the end of class, learners can visit the center to read and learn.

RESULTS
Based on the analysis from the outputs of the students, there is a great impact on the speed of learners in reading. Also, based on the PHIL-IRI results of grade Seven (7) students, most of the students reached their specific grade level after several months of reading in the center. The comprehension level was also achieved during the program.

DISCUSSIONS
The purpose of the center is to gauge learners' capacity in understanding the content of what they have read. School Governing Council conducted a conference meeting regarding the abrupt decrease of students' interest in reading. The School Governing Council came up with an idea of converting the school gazebo to a Reading area which will be more usable for students. Last May 2018, the construction of the Brain Train Center was started using the MOOE allocation budget. By the start of the School Year 2018-2019, the class is ready and the Center is functional.

KEYWORDS: PHIL-IRI, BRAIN TRAIN, READING, SCHOOL GOVERNING COUNCIL, IMPLEMENTATION

SUBMISSION ID: R04A-TANAUA-0098

Project BT: An Intervention in Mathematics for Grade one Pupils

Aira Araguas, Camille Faustino, & Gina Belen, San Roque Elementary School

Abstract

INTRODUCTION
Grade one pupils in San Roque Elementary School has been poorly performing in Mathematics during their quarterly assessment for the past three years due to this alarming result the researchers implemented "Project BT" (Project Brain Train), an intervention to help the grade one pupils to do better in Mathematics. This intervention focused on practicing the least mastered skill in Mathematics. This research is anchored to the principle of learning (Law of Exercise) by Edward Lee Thorndike which states that constant practice will lead to the mastery of the skill.

METHODS
The researchers made use of a pretest-posttest experimental design in gathering and treating the data concerning Project BT and the performance of grade one pupils in Mathematics. The main instrument that was used in this study was a teacher-made pretest and post-test. The test includes thirty (30) items which are about the least mastered skill in Mathematics for grade one, then researchers compared the scores of the pupils to know if Project BT is an effective way to improve the performance of the grade one pupils in Mathematics.

RESULTS
Pretest result shows that most of the grade one pupils got a score between 6 to 10. The highest score obtained by the pupil was 23 out of 30 items while the lowest score obtained was 1 out of 30 items. This indicates that grade one pupils have poor performance in Mathematics while in the post-test result most of the grade one pupils got a score between 16 to 20. The highest score obtained by the pupil was 28 out of 30 items while the lowest score obtained was 1 out of 30 items. The mean score of the group during the pretest was 12.48 while the mean score in post-test was 17.78. Using correlated t-test the computed p-value was 0.000 which is lower than the level of significance which only indicates that using "Project BT" will improve the performance of grade one pupils in Mathematics.

DISCUSSIONS
The results show that the grade one pupils better after exposing them to "Project BT". This only means that the intervention implemented is an effective way of helping the grade one to do better in Mathematics. This also means that if the skills in Mathematics are repeatedly practiced by the pupils/students the higher the chance that the skills will be remembered and if they stopped practicing those skills there is a possibility that they will forget those skills in Mathematics. Future researchers may also test "Project BT" to other grade level and learning areas that need improvement.

KEYWORDS: Mathematics Project BT performance mastery learning

SUBMISSION ID: R04A-SANPAB-0003

Project BUS: its Effect on the Reading Comprehension Skills among Grade 3 Frustration Readers

Maribe Baltazar, Buenavista - Cigaras Elementary School

Abstract

INTRODUCTION
Learning to read is an essential part of basic education Reading is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Stem and Gould,1995). It is the cornerstone of education and the foundation of lifelong learning. It unlocks the unknown and carries the reader to new discoveries and learning. It equips the person with varieties of knowledge which they can use in everyday living. Reading has been a measure of one's understanding. It is established in school, from kindergarten up to grades 1-3, however, when they reach grade 3 there are still learners who were categorized in the frustration level from Philippine Reading Inventory Group Reading Test Result. On the other hand, reading comprehension is an essential skill for learners to master in order to ensure success in learning. Comprehension is reading with understanding and decoding meaning from the printed text not only in a single word or sentence but also of the inter-relationship among the sentences in discourse. Reading comprehension serves as a gateway to every student to learn the different subjects. Difficulty in comprehension may lead to difficulty understanding learning concepts in the different subject areas

METHODS
Project BUS implementation used the Reading Enhancement Activity Process was the _35 grade 3 frustration readers were asked to perform varied daily activities to include, Individual Reading with Comprehension Question, and Group Reading Activity with Comprehension Question. Frequency Count, Simple Mean, and MPS were used to analyzing reading assessment results.

RESULTS
The result of strategies implemented during the reading sessions which revealed that Group Reading with Comprehension Check a higher MPS. This supported Vygotsky's theory of Zone of Proximal Development who posited the idea that social interaction helps children learn, create meaning and grow into the intellectual life of those around them.

DISCUSSIONS
The application of the different methodologies as interventions in reading must be regularly used in order to have consistency and constant practice in reading. This will develop proper training, coordination and enhance the reading proficiency of the pupils. The school support to develop localized and contextualized reading materials, text and selection made learners develop a connection with text read and apply these in real settings. Parents' participation as a tutor is needed in uplifting reading proficiency.

KEYWORDS: Frustration readers, reading comprehension skills, group reading,

Project Calma Enhancing Grade 7 Students Science Process Skills and Achievement Level Using Strategic Intervention Material(Sim) in Chemistry

Amparo P. Mateo, Marichelle Dosol, & Mary Ann A. Espineli

Abstract

INTRODUCTION
Presently, most of Grade 7 students encounter difficulties in performing science-based activities such as observing, analyzing and interpreting data. They could not express themselves on what they are observing with their environment and even express results and data scientifically. Therefore, the researchers would create progress on how to bridge the learning gap of Grade 7 students through the formulation of strategic intervention material that would enhance students' science process skills in performing the activities. This study will be focusing on the science process skills and achievement level of selected grade 7 students in Cavite National High School.

METHODS
This study used a Pre-experimental design. It uses the four intact case study methods interpreting the significant relationship between the strategic intervention material and student's achievement. This study was conducted at Cavite National High School in the Division of Cavite City selecting a four intact class of Grade 7 Junior High School students. An observation checklist was employed SPS based. Developed and validated strategic intervention material and a 40 item Achievement test SPS based was used as an instrument for this study to evaluate the students' academic performance. The test was given as pre-test and post-test.

RESULTS
The results of the achievement test conducted by the researchers to the grade 7 students were the basis of creating and enhancing the student science process skills through strategic intervention materials, the t-test was used to determine the significant difference between the mean of the students' pretest and post-test scores in chemistry. The result of the t-test at (0.05 level) of significant was there is a significant difference between pre-test and post-test scores in chemistry using strategic intervention material SPS based. A significant difference was obtained showing that the mean of the post-test scores was 21.43 is significantly higher than the mean of the pretest of 9.37. Based on the result of the intervention was to increase the achievement level in science processes skills of the students

DISCUSSIONS
Based on the findings of the study and conclusion, the use of strategic intervention material in teaching chemistry enhances the students' science process skills. This study can be administered to enhance the material. Developed SPS based strategic intervention material on the topic such as General Science, Biology and Physics (Forces, Motions and Electricity)

KEYWORDS: SPS- Science Processes Skill, SIM - Strategic Intervention Material

SUBMISSION ID: R04A-CAVITC-0043

**Project CARD (Comprehensive Assessment in Reading Development):
A Reading Program for the Grade 7 Students of the Kaysuyo National
High School for the School Year 2018-2019**

Mauricia Pillerva & Juana Peñano, Department of Education

Abstract

INTRODUCTION
Department of Education adheres more cooperation, innovative and globally ready, wide and long partnership among schools. Department of Education order no. 44 s. 2016 explains that the program aims to provide positive and relevant results among the schools having a partnership which are means of having an effective school.

Project CARD (Comprehensive Assessment in Reading Development) was implemented through the collaborative effort of Kaytitinga National High School as the Leader School and Kaysuyo National High School as the Partner School. CARD aims to assess and identify the reading level of grade 7 Students as well as determine the priorities of the partner schools and what interventions and best practices the leader school can share or suggest. The leader school shared their best practices in dealing with finding and gaining the trust and confidence of stakeholders who can help during the conduct of the project and the process of how the program will best be implemented.

METHODS
Methodology
The researcher used a mixed method type of research. It involved descriptive, qualitative, and face to face research design. This is appropriate to determine the student's reading performance. All Grade 7 students were given a PHIL-IRI Reading Materials to identify the reading and comprehensive skill level of the students.

RESULTS
RESULT/FINDINGS/SALIENT POINTS:
The SSP Team evaluated all the raw scores properly. In addition. The results were validated through the informal interview with the learners and parents. They are thankful and positive for the conduct and outcome of the project.

DISCUSSIONS
Based from the pretest of week 1 to post-test of week 12, frustration level was deceased of 3% while the result for instructional level also decreased of 17% that made an impact of 9% increased for students on Independent level for SILENT READING

For Oral Reading (from week 1 pre-test to week 12-post-test), the graph shows that on frustration level there was a decrease of 9%, but the instructional level has significantly increase of 2 % from the pre-test of the first week and finally, a 5 % has significantly increased fall on Independent level

KEYWORDS: reinforcement, assessment, best practices, intervention, stakeholders,

Project CARE - Collaborative Activities for the Reading Enhancement of Grade 5 Pupils

Rubelyn Navidad

Abstract

INTRODUCTION

The Department of Education supports Every Child a Reader Program which aims to make every Filipino child a reader at his/ her grade level. In this regard, Bucana Elementary School developed a School-Based Reading Program to help improve the reading performance of pupils with reading difficulties. Based on the result of SY 2016-2017 Phil. IRI Pre-test in English, 16 out of 47 grade five pupils were identified in frustration level and four (4) out of 47 of the same grade levels are non-reader.

The study aims to reduce the number of identified frustration readers in Grade V by at least 75% or 12 out of 16 pupils and from 4 non- readers to zero by the end of March 2017.

METHODS

Pre-Assessment and Planning Phase which includes the Mid-Assessment in Oral Reading, Profiling of pupil beneficiaries, Orientation of teachers, pupil beneficiaries and their parents. SLAC's were also made to enhance teacher's skills in teaching reading and prepared and validated the intervention materials.

Initial reading interventions to frustration and non-readers were made to determine the result of the first 30 days implementation. Intensive reading interventions to target clientele were given.

RESULTS

PHIL. IRI Pre-Test and Post Test

Data shows that the number of pupils under the frustration level decreased from 16 to 4. Pupils under instructional level increased from 13 to 19 while the number of pupils under independent level increased from 14 to 24. The non-readers also improved from 4 to zero.

With the unequalled patience of the grade five adviser and collaborative effort of her co-teachers and parents, the pupil beneficiaries discovered how enjoyable reading is. They gradually showed interest in reading thus improving their reading ability from frustration level to instructional level and non-reader to reader.

DISCUSSIONS

Upon the completion of this reading program, the result shows that there was a reduced number of identified frustration readers in Grade V by at least 75% or 12 out of 16 and from 4 non-readers to zero. The pupils became better readers, they became more motivated to read, they improved in their Vocabulary and built self-esteem.

There should be a follow-up in the next grade level of the
pupils. Further enhancement of this project implementation should be done in all grade levels. Teachers and parents must have cooperation in making the pupils learn how to read.

KEYWORDS: nonreaders, instructional supervision, independent level increased

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Project CARE (Career Assessment towards Responsible Education)

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Abstract

INTRODUCTION
The Project CARE started in S.Y. 2017-2018 and continued its second year this S.Y. 2018-2019. The researchers come up with this project because young adulthood is observed to be fond of enjoying the products of modern technology rather than giving the utmost importance to education, hence, their decisions are affected particularly on the aspect of their missions in life.

Thus, the Edukasyon sa Pagpapakatao Department came up with a project CARE (Career Assessment towards Responsible Education) that will guide the young adults to be oriented, focused and enlightened on their missions related to their career in the near future.

METHODS
Researchers interviewed Grade 9 class advisers and subject teachers and students have undergone Project SACRED S.Y. 2016-2017. Then conducted a survey using the OASIS - Occupational Aptitude Survey and Interest Schedule) to determine their interest and dream profession. Afterward the Grade 9 selected students attended the Structured Learning Experience focusing on the following topics: This is My Own Track, What Road Do I Take? The World of Work, and I am a Worker.

RESULTS
It was found out that all Grade 9 CARE beneficiaries have 4 or more interests or dream career before CARE session was not yet implemented, after the session held by the EsP Teachers during the CIP Program, OASIS-2 Interest Schedule Survey test was then re-administered to the students, and it resulted that some of the students have two or one interest or job/ professions preferred particularly. Whereby, it indicates that the students develop fixed and certain decisions about their chosen career in the near future, they realize and understand their interest and skills towards their chosen profession.

DISCUSSIONS
As the project continues, it gives emphasis that students should be guided and enlightened on their missions related to their careers in the near future and helped them understand the professions that they will set as a goal. The said project was also the basis of another Continuous Improvement Project for Grade 10 students entitled Project STARE (Students' Tracking Awareness towards Responsible Education).

KEYWORDS: PROJECT CARE

SUBMISSION ID: R04A-CAVITP-0504

Project CARE (Concern Affection Reassurance Encouragement) with the Academic Performance of Broken Family Children in Grades 1-2

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Abstract

INTRODUCTION

Abnormal conditions of broken homes have detrimental effects on the school performance of the learners. The children from broken families need CARE from the teachers in school whom they spend much time from Monday to Friday. They should be treated normally and should never be discriminated from the rest of the class. With the current status of children from broken families, the researchers conducted action research about the impact of being children of broken families on their academic performance in Math. With the Project CARE - concern, affection, reassurance and encouragement from the teachers, it is believed that these children would have the right direction in life toward a brighter future.

METHODS

The researchers used the survey and simple experimental methods. With the survey, an interview with the concerned parents/ guardians was conducted. With the simple experimental method, the experimental group, as well as the control group, were made possible. The researchers got the mean and standard deviation of the pretest and posttest results in Math 2. The t-test was also considered to find the difference between the two means.

RESULTS

Figure 1. This pie graph focuses on the interventions from the selected teachers and parents/guardians utilized by the researchers in the study. The respondents consider Encouragement as the best intervention with 40%. It is followed by Concern with 27%. Affection has 20% while Reassurance has 13%, the least.

DISCUSSIONS

The respondents consisted of twenty children from Grades 1 - 2 classes. They were products of broken families. The academic performance in Math of the children is not actually affected by their status. The results of the t-test show that the concern, affection, reassurance, and encouragement from the teachers, guardians or the available parent contribute much to the children's achievement in school. Kids of tender age perform well academically unmindful of being products of broken families. Children from broken families need consistent CARE. They should never be unfairly treated in every situation. Other action research shows that the academic performance of children from broken families is easily affected. Their grades are lower than those with the complete family composition which is but natural. But not in this kind of study. Monitoring these children until they reach the intermediate level must be considered in follow-up research.

KEYWORDS: Keywords: broken family, academic performance, CARE, concern, affection, reassurance, encouragement, intervention

Project CARE: A Proactive Approach in Handling Discipline Problems of Grade Two Learners

Helen Grace Rodis & Lucinia D. Creencia, Department of Education - Cavite

Abstract

INTRODUCTION
Classroom management is an essential teaching skill. Teachers cannot teach and students cannot learn in a classroom plagued with disruptions. Using classroom management to control students' behavior is by far one of the most challenging tasks that teachers have. There are times, teachers are definitely unaware of what is going on in their students' home lives, which oftentimes is the reason for the students' undesirable behavior in school. Likewise, as students grow up, they have to deal with a variety of social and emotional changes that may result in the disruption of their behavior (Janelle Cox). This had been a usual situation for some of the learners of Buna Cerca Elementary School. Project CARE (Controlled Actions for a Rightful Education): A Proactive Approach in Handling Discipline Problems of Grade Two Learners was introduced to reduce the existing number of pupils with behavioral problems using the proactive approach.

METHODS
Project CARE: A Proactive Approach in Handling Discipline Problems of Grade Two Learners employed mixed methods of research utilized qualitative surveys and group discussions. The study aimed to reduce the number of pupils with behavioral problems from 17.50% or 10 out of 57 Grade Two pupils to 8.77% or 5 out of 57 Grade Two pupils of Buna Cerca Elementary School from July until January S.Y. 2018-2019. The interventions used by the Grade Two teachers included the following: (1) modeling the value of respecting others, (2) isolation of the seat of the disruptive pupil, (3) changing the teaching methods, (4) utilization of home-school communication, and (5) structured routines and clear reinforcements.

RESULTS
Results showed that even if there is still a little percentage of Grade Two pupils remained with behavioral problems after the conduct of the study, yet it was reduced to a difference of 8.73% from the original target of 17.50% or 10 out of 57 Grade Two pupils to 8.77% or 5 out of 57 Grade Two pupils.

DISCUSSIONS
The intervention used in the study such as: modeling the value of respecting others, isolation of the seat of the disruptive pupil, changing the teaching methods, utilization of home-school communication, and structured routines and clear reinforcements helped teachers, pupils, and parents in the success of the study. Continuous implementation of the program is suggested.

KEYWORDS: PROACTIVE, PLAGUED, DISRUPTIVE

SUBMISSION ID: R04A-CAVITP-0961

Project CARE: An Intervention in Enhancing Pupils' Reading Comprehension Skills at Carmen Elementary School

Florie E. Fernandez, Mileah M. Aquino, & Susana M. Marasigan, Department of Education - Cavite

Abstract

INTRODUCTION
Reading skills is a powerful weapon of every learner. An individual must know how to read to adopt every stage of learning. Reading without comprehension is a waste of time. An individual's ability to comprehend it would help them to process information. Reading without comprehension is useless. This may affect pupils' self-esteem and ability to perform well in class. Based on the result of the pre-test on Phil- IRI in the school year 2017-2018, 20 or 57.14 percent of grade four pupils from Carmen Elementary School belong to the frustration reading level. The status of pupils' reading proficiency level has led the researchers to conduct this study. This study explored the effectiveness of Project CARE (Children with Affection of Reading become Educated) in enhancing grade four pupils' reading comprehension skills of Carmen Elementary School, District of Silang, Division of Cavite, as the basis for an action plan, the school year 2017-2018.

METHODS
The study made use of quantitative research and pre-experimental in nature using one group to measure the improvement of pupils' reading comprehension skills after they were exposed to Project CARE.

RESULTS
The significant findings of the study were: (1) the target pupils belong to frustration level in terms of reading comprehension skills before Project CARE was utilized; (2) there are 7 or 35 percent of the target pupils who belong to independent level, 9 or 45 percent belong to instructional level and 4 or 20 percent belong to frustration reading comprehension skills after Project CARMEN was utilized; (3) there is a significant difference between the pre-test and posttest reading comprehension skills of the target pupils. This means that Project CARE is an effective intervention in enhancing pupils' reading comprehension skills.

DISCUSSIONS
This study was implemented on grade four pupils of Carmen Elementary School, District of Silang, Division of Cavite, in the School Year 2017-2018. Twenty (20) pupils participated in the utilization of the intervention. This research would be valuable to school administrators and teachers from the elementary level in planning and designing a reading intervention program in improving pupils' reading proficiency level.

KEYWORDS: Project CARE, Intervention, Reading Comprehension Skills, Carmen Elementary School

**Project CARE: Concerned Alliance for Reading Enhancement- a
Reading Intervention Program**

Maribel Ramos, Department of Education

Abstract

INTRODUCTION
The primary purpose of this research was to improve the reading abilities of Grade IV pupils of Mendez Crossing Elementary School under the frustration level of the Phil IRI. This research was conducted during the last quarter of the school year. The intervention/remedial reading program was conducted daily at 3:00-4:00 pm. The variable used in this study is the Phil IRI reading ability test result. This study also attempted to use the phonics approach to improve the reading abilities of the Grade IV pupils.

METHODS
This research used a purposive-experimental method. This used purposive sampling to determine the pupils' reading ability. The experimental action research attempts to influence a particular variable that is the reading frustration of the pupils. The research relied chiefly on the different oral reading tests conducted during the year. The data gathered were tabulated, evaluated and analyzed using percentages to identify the reading levels of the pupils. The t-test was used to determine the significant correlation between the pretest and posttest results in reading specifically in word recognition.

RESULTS
Eighty-seven (87) pupils of Mendez Crossing Elementary School belonging to the frustration level of recognition were grouped into slow readers, syllable readers and readers at risk. Six tables on oral reading tests were presented, evaluated, analyzed and interpreted: Phil IRI pretest, Phil IRI posttest, Results of the t-test of difference between the mean pretest and posttest scores in word recognition and the intervention plan for the grade IV pupils. These were all conducted in a different schedule by the school coordinator in English, the Master Teacher of the school and the remedial reading teacher.

DISCUSSIONS
The teacher made use of the Phil IRI pretest result of the grade IV pupils since they have the largest in number that fell in the frustration level. The teaching emphasized on the following: repetition and rhymes, letter and sound matching, letter reading and writing practice, pair games, picture and sound matching, rhyming words activities, phonemic awareness, sound blends, picture-word matching, word search/ games, re-ordering the letters, configuration clues, basic sight word reading, multiple passage segments and questions, sequencing using word order and grammar and paragraph reading with comprehension questions. These were done in 65 days. There was a significant improvement in the reading abilities of the Grade IV pupils.

KEYWORDS: comprehension, intervention, program, care

SUBMISSION ID: R04A-CAVITP-1443

Project CARE-SBFP (Collaborative Activity on Remediation & Enrichment thru School Based Feeding Program)

Odilon Ocampo, Department of Education - Pansin Elementary School

Abstract

INTRODUCTION
Baseline data result conducted by Banaba Cerca Elementary School on the nutritional status of pupils in July 2016, it was tallied that there are twenty-eight (28) & six (6) pupils under wasted and severely wasted status, respectively - a total of thirty-four (34) pupils. Its objective is to validate the effectiveness of the School-Based Feeding Program (SBFP) to thirty-four 34 pupil beneficiaries at Banaba Cerca Elementary School for five (5) months from October 2016-February 2017. It also aimed to reduce undernourishment by eighty-five percent (85%).

METHODS
A descriptive method is utilized in the application project. Purposive sampling was employed wherein the thirty-four (34) pupils under the wasted and severely wasted nutritional status were the respondents. Aside from the feeding program implementation, the following activity was also conducted to complement the project - orientation of parents and pupils especially the beneficiaries, advocacy campaign to gain stakeholder support, values formation to inculcate good eating habit, hygiene and sanitation and monitoring evaluation to gauge the progress, assess the strength and challenges of the project.

RESULTS
School-based feeding implementation results showed the reduction of wasted, severely wasted & normal nutritional status of pupils from 27 to 5 pupils, 5 to 0 pupils, and 2 to 29 pupils, respectively, for a period of five (5) months from October 2016-February 2017. Undernourishment was reduced by 85%, that is, 29 out 34 pupil beneficiaries having normal nutritional status after the duration of the feeding program.

DISCUSSIONS
School-Based Feeding Program (SBFP) is a worth continuing project of the Department of Education. Even though there are challenges on meager budget & community support, generally we can claim the success of its implementation. Aside from budget allocation, success can be attributed to the collaboration of all the kind-hearted stakeholders who shared their time & resources to make every meal & feeding experience for every pupil palatable & valuable.

KEYWORDS: Undernourishment, School Based Feeding, Nutritional Status, Wasted, Severely Wasted

SUBMISSION ID: R04A-CAVITP-1110

Project CATALYST: Mobilization of Stakeholders in Improving the Percentage of attendance of Grade Four Learners at Marciana P. Catolos Memorial Elementary School

Mark Lester Jugo, Ascendens Asia International Researchers Club

Abstract

INTRODUCTION
Learners' attendance plays a significant role in terms of their learning outcomes and social development. As teachers, we want only what is best for our learners yet this perennial problem concerning learners' school attendance still remains one of the many barriers to accessing education and a major factor contributory to their poor academic performance and oftentimes resulting to increased dropout rates which affects the overall performance of the school as a whole despite of free basic education offered and no collection policies strictly implemented by the Department of Education to completely eradicate "out of school youths" and rule out any reason for parents not to send their children to school. Habitual absenteeism also hinders children from the benefits of social interaction and development with their peers. Several school programs such as indicated in DO 51, S. 2016 otherwise known as the School-Based Feeding Program is also aimed at increasing school attendance, DO 20, S. 2002 or otherwise known as Reducing School Celebrations and Non-Instructional Activities and Maximizing Time for Learning is also being implemented by the Department of Education to address and resolve issues on classroom attendance. All of these, in consonance with the Education for All Goals of 2015 which is aimed at providing basic competencies for all that will bring about functional literacy for all.

METHODS
The study primarily aimed to determine if there is a significant difference between the percentage of attendance of grade four learners at Marciana P. Catolos Memorial Elementary School in the District of Tanay IB school year 2018-2019 and the level of the learners' percentage of attendance before and after undergoing several interventions through Project CATALYST (Combat Absenteeism to Acquire Learning and Yield Self-Transformation) such as orientation of parents on gender sensitivity and children's welfare reiterating the importance and benefits of sending their children to school regularly and home visitations to learners particularly those with frequent absences otherwise categorized as learners at risk of dropping out were mainly facilitated and co-conducted by stakeholders. Single Subject Research Design (single case experimental design) was utilized in the conduct of the action research. The subject of the action research was the grade four learners of Marciana P. Catolos Memorial Elementary School and the School Register Form (SF 1) and Daily Attendance Report of Learners (SF 2) were the main sources of data. Various statistical methods were also utilized to answer the research questions in determining the profile of the subject of the study, level of percentage of attendance, and the significant difference between the percentage of attendance of grade four learners before and after undergoing several interventions.

RESULTS
Of the 43 subjects of the study, 23 or 53% were males and 20 or 47% were females. With regards to age, 36 or 84% were 8-10 years old, 6 or 14% were 11-13 years old, and 1 or 2% was 14-16 years old. In terms of the level of the percentage of attendance before undergoing the interventions, the mean was 89.21 and a standard deviation of 7.40 with a verbal interpretation of satisfactory. After undergoing the interventions, the level of the percentage of attendance had a mean of 90.74 and a standard deviation of 6.19 with a verbal interpretation of very satisfactory. There was also a considerable significant difference between the percentage of attendance of grade four learners before and after undergoing the interventions.

DISCUSSIONS
Given the results of the conducted action research, it is truly apparent that mobilization of stakeholders in facilitating and co-conducting of the interventions through project CATALYST indeed contributed to the improved percentage of attendance of grade four learners of Marciana P. Catolos Memorial Elementary School and is therefore highly recommended to be undertaken by every grade level teacher, the school itself as well as other schools to ensure that learners have access to quality basic education and maximum participation through regular school attendance and come up with an ideal positive learning outcomes and social development in the process.

KEYWORDS: CATALYST, STAKEHOLDERS, ABSENTEEISM, ATTENDANCE, LEARNERS

SUBMISSION ID: R04A-RIZALP-0489

Project CATCH (Commending Action on Time Consciousness and Honesty)

Jonard M. Villanueva, Pinaripad National High School

Abstract

INTRODUCTION

In support of the project WATCH (We Advocate Time Consciousness and Honesty) of the Department of Education which focuses on the promotion of time consciousness and honesty. Project CATCH is devised to commend students on their simple act of honesty and punctuality in the classroom. This project aims to boost the self-esteem of the students to be responsible in the classroom. This project offers appreciation for every opportunity to do what is right of people who have different interests, traditions and family orientations. It provides valuable experiences that uphold the development of acceptable manners and conduct.

METHODS

Customized daily time records for students were provided for student's consumption weekly. Consolidation monthly was conducted by the proponent and shining students who manifest honesty by exemplifying time consciousness were recognized at the end of the month. Cash incentives and materials were given to the winners.

RESULTS

The result shows that the above intervention plays a vital role in placing honesty among the Grade 10-Rizal students of Pinaripad National High School for School Year 2017-2018. Out of 39 students, the majority of them got rewards at the end of the month. Putting a premium on honesty, time consciousness and punctuality leads also to the attainment of high performance of students with 35 of them have recognized during the moving-up ceremony.

DISCUSSIONS

Time Management is essentially the ability to organize and plan the time spent on activities in a day. The result of good time management is increased effectiveness and productivity. It is a key aspect of project management and involves skills such as planning, setting goals and prioritizing for better performance.

KEYWORDS: Time Consciousness, Honesty, WATCH

SUBMISSION ID: R002-QUIRIN-0105

Project CATCH-UP Care and Teach Children at risk of reading to Uplift their Potential of becoming a good reader

Baes, Myrla M. & Cuenco, Giezel V, Department of Education

Abstract

INTRODUCTION

Based on the latest reading validation done, it revealed that 5 out of 35 grade six pupils were on a great struggle in reading English words. Project CATCH-UP Care And Teach Children at risk of reading to Uplift their morale and Potential of becoming a good reader, this was created to teach and nurture those pupils who are at great risk in reading and tap their potential to become a good reader, so that they will have a full grasp of the school has to offer.

METHODS

Project CATCH-UP aimed to develop and enhance the potential and uplift the morale of the pupils-at-risk in reading English. 5 out of 35 pupils or 14.29% of Grade 6 pupils of Tambo Elementary School S.Y. 2018-2019 are at the frustration level in word recognition and reading comprehension.

The following strategies were done (1) reading validation (2) assessment of pupil's ability in reading (3) sounding of letters (4) utilization of Dolch list (5) close monitoring of the reading teacher (6) provision of take-home reading materials, (7) peer tutoring, (8) use of reward system

RESULTS

Results showed a significant change in reading performance of the pupils although they cannot be still classified as fast reader, they can now read words with correct pronunciation. 2 out of 5 reading-at-risk pupils who started from reading sounds and knowing the letters of the alphabet they can now read simple sentences, and the remaining 3 pupils can now read short stories. Based on the interview done by the school principal to the reading teacher, 2 out of 5 pupils show fear in reading selections. It is recommended to continue the CATCH-Up program to these pupils so that the fight for ECARP Every Child A Reader Program be fully realized.

DISCUSSIONS

Reading Validation assessment of pupils reading ability, sounding of letters, close monitoring of the reading teacher, utilization of Dolch list, provision of reading materials, peer tutoring, use of reward system contributed to the success of the project. Interviews and observations indicated that pupil's morale and classroom participation of these pupils were boosted, and every time they were praised for their reading capability, they wear a smile and one of them say, "Ngayon lang ako na very good!"

With a continuing struggle of keeping the pupils' attention and eagerness to read a longer set of selection, Project CATCH-UP is highly suggested to continue its implementation and further recommended to implement this project to other grade levels.

KEYWORDS: Project Catch UP

SUBMISSION ID: R04A-CAVITP-1276

Project CAVITEX (Continuous Academic Achievement through Vigorous Reading towards Excellence)

Cristina S. Mondido, Maricel A. Nicolasora, & Merlinda C. Legaspi,
Department of Education

Abstract

INTRODUCTION

CIP Project CAVITEX was conducted to resolve the problem in reading comprehension of students, for it greatly affected the results of NAT and quarterly examination across all learning areas, especially in English. This aims also determine the appropriate reading process or strategies be executed by reading teachers and the material to be utilized in order to get a favorable performance among the reading clients. This program used an experimental approach reading clients who were under frustration level were carefully selected through the use of PHIL-IRI Reading Assessment. They were grouped in one (1) section namely Grade 7 Faith. At present to sustain the needs for the improvement of reading intervention, another program was created for the Grade 7 students.

METHODS

The reading process of the teacher was conducted by the CIP team which they found out that the problem arose from the result of the evaluation. Through this, a modified reading process was formulated and the voice of the customers was gathered as well to devise a reading material that will be effective and suitable to the needs and the interests of the clients.

RESULTS

The pilot testing of pre-test and post-test results of Project CAVITEX manifests a consistent increase in the index of mastery. On the first selection, they were a 10% increase on the post-test, 13% second selection, 10% third and 19% on the fourth and 6% on the fifth selection.

DISCUSSIONS

After two weeks of pilot testing, the improvement from the reading comprehension of the clients was much higher than that of the previous utilized reading process and assessment. It is evident that Project CAVITEX successfully achieved its goal of attaining at least a 3% increase in the reading comprehension of Grade 7 Faith through ICT based reading materials. However, based on the index of mastery, it was proven it was just a slight increase in post-test scores of the students in the five-reading selection using the future state of the reading process. This shows that there will be a further study on reading comprehension.

KEYWORDS: reading, intervention, ICT based materials

SUBMISSION ID: R04A-CAVITP-0944

Project CELLS (Competency Enhancement Thru Vocabulary Literacy and Learning in Science): An itervention

Rona Dimaano, Department of Education

Abstract

INTRODUCTION

Science learning involves vocabulary literacy. The pupils must first know the meaning of the word before they understand the concept. Vocabulary is one of the basic components to help the students in mastering the subject. In any field, learning vocabulary is emphasized. Students have to develop their vocabulary. In order for them to effectively share ideas and investigate, they need the language to describe their growing understanding of the world around them. Vocabulary can increase learning and comprehension. It is important to maintain understanding and using science terminology once it's introduced.

This study was conducted to determine the effectiveness of Project CELLS to enhance competency in Science among Grade IV pupils of Loma Elementary School and to increase their academic performance from Below Satisfactory to Very Satisfactory.

METHODS

The Study utilized the descriptive method with document analysis. The subject of this study was fifteen (15) Grade IV pupils who got the lowest academic performance in Science during their Grade III Class. The data gathered from the respondents were subjected to statistical treatment which includes the computation of simple percentage, weighted mean to determine the efficacy of Project CELLS by using teacher made Intervention Materials, Science Modules, and Science Vocabulary / Nook Corner to enhance pupil's competency and to increase their academic performance in Science.

RESULTS

The findings of the study showed that Project CELLS successfully improved pupils Academic performance and their competencies in Science as evident in the differences in the result of the Pre-Test and Post Test administered to the pupils.

It was concluded that the pupils performed better after they were given differentiated activities such as modules, worksheets, activity sheets, and manipulative materials.

DISCUSSIONS

This study focused only on the capability of the learner enrolled in Grade IV for SY 2017-2018 before their academic performance in the previous school year. It is recommended that Science teachers should put up a Science Nook / Corner in their Classroom and intensify the use of differentiated/manipulative activities in teaching Science, seminars and in-service training regarding the preparation and utilization of intervention materials and should make that readily available in their classroom for maximum utilization.

KEYWORDS: Vocabulary Literacy and Learning, Competency Enhancement, Pupils Academic Performance

SUBMISSION ID: R04A-CAVITP-0816

**Project CERI and the Reading Comprehension of Selected Grade Six
Pupils of Talon Elementary School for SY 2018-2019**

Grace Angcaya

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. Reading therefore is one of the potent areas where the learners must be placed under and where an appropriate design may be addressed or utilized to assure the learners to learn effectively the basic skills in reading. Project CERI aims to prove how the utilization of short passages can improve the reading comprehension level of selected pupils.

METHODS
This action research is purely descriptive which used a pre-test/post-test approach. The respondents were grouped according to the results of the Pre-Test / Post Test. It was the Phil-IRI passage with eight (8) comprehension questions that were given to measure the comprehension level of 30 Grade VI pupils.

RESULTS
With the utilization of short passages, it was found out that there is a significant increase between the pre-test and post-test of the pupils in terms of their level of comprehension. This means that the post-test mean score is significantly higher than the pre-test mean score. This implies that the pupils improved significantly in their level of comprehension using short passages as reading intervention.

DISCUSSIONS
This study focused on the improvement of the reading comprehension level of 30 out of 49 (61 %) of Grade Six pupils who fall under Frustration level during the conduct of the Phil-IRI Pretest. The utilization of short passages as a strategy in Project CERI (Comprehension Enhancement through Reading Intervention) yields a positive effect on the improvement of pupils' reading comprehension level. It further shows that the pupils build proper attitudes and provide desirable experiences that make learning meaningful.
Since the utilization of short passages in reading had been found effective in teaching reading, teachers are encouraged to use this method in remedial reading instructions. The intervention program can be adopted by other grade levels in Talon Elementary School to help the pupils improve their reading comprehension and academic performance as well.

KEYWORDS: Reading Comprehension, Project CERI, PHIL-IRI, Frustration Level

Project CES: A Reading Intervention for Grade Two Pupils of Cabangaan Elementary School

Cynthia Natividad, Leah Mendoza, & Veronica Elauria

Abstract

INTRODUCTION
The primary purpose of this research is to identify whether and to what point can the reading intervention PROJECT CES could address the reading difficulties of the students. The said intervention is expected to affect students' word familiarization, reading speed and their views in the project. This study is pursued because the researcher wanted to help the respondents of this study (n=10) from grade 2 level of Cabangaan Elementary School who are considered by PHIL IRI result as having a poor performance in reading.

METHODS
The researchers made use of Quasi-Experimental Design were in 2 groups were selected the first group undergo the normal reading classes of a grade 2 and the other group would be understudied and to be introduced with the intervention

RESULTS
The salient finding of the study is that they can conclude that Project CES (Comprehensive Enhancement Stride) is indeed a good reading intervention for grade 2 participants since it has significantly increased students' performance before and after the series of comprehensive reading practices. It also reflects that the reading speed of the students significantly improves through the program. To support the positive results the views of the student about the intervention were also tabulated and show the positive impact of it to the students.

DISCUSSIONS
Although the researcher has a high belief on the study's result it is still highly recommended to have a further study for this type of intervention since there are also other factors that can be considered that can affect reading comprehension. The output of this paper can be used as an enhancement reference of the school

KEYWORDS: Reading, Reading Comprehension,

Project CLEAR (Comprehend Lessons in English After Reading)

Anna Lee Dimapilis & Criselda Inah Billardo, Teacher/SDO Calamba City

Abstract

INTRODUCTION

Reading comprehension plays a vital role in the academic performance of pupils. They need to comprehend and understand stories to be able to solve Mathematics problems and follow instructions in English and Science experiments or activities. Based on the PHIL- IRI results, the number of pupils who can read without comprehension increases this School Year 2016-2017 by 109 or 39% in Grade Three level only. This greatly affects the results of quarterly tests since these pupils cannot identify the correct answer because they are having difficulties in comprehending the stories or situations.

METHODS

A descriptive method design was used. We conducted Focus Group Discussion/ Interviews with Grade Three Teachers. The researchers had considered Grade Three Pupils under Frustration level based on the PHIL- IRI Results from S.Y. 2016-2017 and Six Grade Three Teachers as their respondents.

RESULTS

The graph shows the PHIL-IRI pre-test and post-test results. It can be noted that out of 109 pupils under the FRUSTRATION level, it went down to 32. In addition, 71% out of 75% of the target was attained.

DISCUSSIONS

The correct "˜process' of teaching - reading plays a key role in the improvement of pupils' reading levels. In addition, the use of localized/contextualized materials and observing correct time allotment for each part of the lesson help in the attainment of the learning competency.

KEYWORDS: reading comprehension, root cause analysis, root cause validation, localized materials, remediation program, reading level, focused problem statement, affinity diagram, process flow

Project CLEAR (Comprehensive Learning Enrichment Approach Reading): An Intervention on the Reading Ability of Grade 2 Pupils of Sta. Cruz (Bucal) Elementary School

Mylene Cabading, Department of Education

Abstract

INTRODUCTION
The Department of Education (Department of Education) aims to target that "Every Child Should be a Reader". Many pupils nowadays have difficulty in reading. Thus, it affects their performance in school. Philippine Reading Inventory result of our school for grades II-VI for the school year 2017-2018 showed an increase in the percentage of Nonreaders. The reason for the frustration level is that they cannot read the words that resulted in the effects on the comprehension level of the pupils. With this alarming case, the school had focused on cultivating helpful approaches to aid the reading problems that the pupils encountered.
This had required the school to identify what would make the pupils be engaged in reading.
The objective of this study is to minimize the number of non-readers of Grade II pupils by 50 % by the end of February 2018. It also aimed to lessen the number of pupils under the frustration level. The respondents of the study where 14 Grade 2 pupils.
Project CLEAR is an intervention program of Sta. Cruz (Bucal) Elementary School under the Continuous Intervention Program (CIP).

METHODS
Pre-test and Post-test in PHIL-IRI was administered by the adviser. The results showed that 14 out of 104 pupils were considered as Non-readers. Hence, Project CLEAR was implemented. Parents of each pupil who underwent the said program were informed and oriented on how the program would benefit their children.
Four reading warriors together with the helped of General PTA Officers were selected and tasked to help the Grade 2 pupils. Reading materials were given to each respondent. The CI was implemented from July to March every weekday. The reading program was allotted with an hour of reading remediation for four months.

RESULTS
After the Phil-IRI Post Test, one pupil was left in the Non-Reader level. This result shows that pupils who had undergone the CLEAR project had improved. Moreover, one pupil who was left behind needs to undergo other reading interventions. The research started in July 2017 and lasted in March 2018.

DISCUSSIONS
This study shows the effectiveness of the CLEAR program that the school had conducted. It also suggested that the project would not only benefit the grade two non-readers but it can also be applicable to other grade levels so they could cope up with their reading skills. There is also a suggestion of putting up a reading program that would improve the comprehension level of students at the intermediate level.

KEYWORDS: Project CLEAR: Reading Intervention

SUBMISSION ID: R04A-CAVITP-1583

**Project Climate: Enhancing Least Mastered Skills in Araling Panlipunan
7 through Cooperative Learning Instructional Materials**

Jocelyn Hernandez, Poblacion I Gen.E. Aguinaldo, Cavite

Abstract

INTRODUCTION
The study was carried out to explore the effect of cooperative learning instructional materials on academic achievement in enhancing the least mastered skills in Araling Panlipunan 7. In the local context, it was a unique experiment, as the chosen subject has been taught through a lecture or book method.
This research focuses on improving the Least Mastered Skills in Araling Panlipunan 7 during the second quarter period. Based on the result given during the second quarter school year 2018-2019 by the Division of Cavite South Cluster the Least Mastered Skills is PAGHAHAMBING SA KABIHASNAN SA ASYA.

METHODS
The research consists of two groups: treatment group (30 students) and control group (30 students) from grade 7 students of GEANHS-BAILEN, which was selected through a purposive sampling technique. A quasi-experimental design was used with cooperative learning as an instructional model and a traditional method as a control group. To measure the academic achievement of the two groups, students were given pre-test and post-test.

RESULTS
The mean scores of the experimental groups on post-test and pre-test shows a big positive difference in the level of their academic achievement. The two-tailed P value equals 0.0001 by conventional criteria; this difference is extremely statistically significant. The results indicate that Project CLIMATE, when used as an instructional strategy, has a positive effect on students' academic achievement.

DISCUSSIONS
The results of the study have proved its effectiveness in increasing the academic achievement of the Least Mastered Skills in Araling Panlipunan 7. Future research should focus on creating more cooperative learning instructional materials that can be used by diverse learners. Cooperative learning instructional Materials should be given more often to all grade levels to take full advantage of the ability of the students, and for the teacher to categorize student who needs an extra intervention.

KEYWORDS: Least Mastered Skills, Cooperative Learning, and Instructional Materials.

Project CLIMB: the Comprehension Level Intervention of Mathematics 4 Pupils in Bendita Elementary School

Victoria Aquino, Bendita Elementary

Abstract

INTRODUCTION
Mathematics is the learning area which not all pupils loved, others hated it the most. The researcher decided to study the effectiveness of the Project CLIMB in improving the Mathematics vocabulary of the pupils.
The worded problem or problem-solving has been an issue for the Grade 4 pupils because at this level only they utilized the second language English. It is because according to K-12 Curriculum Guide Mother Tongue learning should start with the mother dialect because it suggests fewer communication barriers which mean better grasp of concepts. Though English is offered as a separated subject, the hourly session might not be enough to establish good vocabulary which is used in understanding context and concepts. The idea of comprehension is being eyed as the major link between procedural math operation and worded problem. The comprehension of the jargon terminology and phrases would help the pupils translate the worded problem into a simple number sentence or equation. The Project CLIMB will provide more time for practice and exposure for new vocabularies. The intervention program is subjected to an assessment in order to determine the efficacy of the program.

METHODS
The researcher used a causal-comparative-descriptive method of research to determine the effectiveness of the intervention program of the pupils in Mathematics. The researcher used the t-test correlated data to compare the results and analyze the performance of pupils in pre-test and post-test.

RESULTS
The Grade 4 pupils of Bendita Elementary School were the participants to be tested in the study. They were 55 students and all of them were the respondents of the study. After a week of implementation of the intervention, a post-test was given to the participants and the results of the pre-test and post-test were being compared. Based on the result, it was found out that Math intervention increased the performance level of the pupils in answering worded problems.

DISCUSSIONS
The study highlighted the efficacy of the Project CLIMB, the results demonstrated the need of the pupils to adopt the intervention to improve and increase the performance level of the participants in Mathematics.

KEYWORDS: comprehension level, intervention

Project CoAsTaR-LIMS (Contextualized Assessment tools and Remediation Linking to Improved Mathematics Skills) for Better Understanding of Mathematics Lessons of Grade III Pupils of Taliba Elementary

Angelina A. Marasigan & Rachelle Almendral, Division of Batangas, Department of Education - San Luis

Abstract

INTRODUCTION
To develop mathematical competence students must be involved in a dynamic process of thinking mathematically, creating and exploring methods of solution, solving problems, communicating their understanding. Assessment, therefore, reinforce this view of the learning process. From a survey given to pupils, we found out that students continue to choose not to study mathematics and they are unable to learn it because it is too difficult to figure out. To cope up with Department of Education- Batangas drive to improve literacy and numeracy, the school came up with a project that will help pupils to understand the lessons, apply the skills learned and at the same time find enjoyment which we also think will help improve the respondents learning and perception about Mathematics.

METHODS
The descriptive survey method was used in this study. The researchers used questionnaires, observations, interviews, students' class work and other student outputs for this study. The questionnaires were administered before and after Project CoAstaR-LIMS was implemented. Student interviews were done informally before, during, and after classes. Several categories affecting Mathematics lessons understanding were being presented in the questionnaire.

RESULTS
To determine which grade level should be included in the project. The project Team uses the results of SMEA for SY 2017-2018. They used the survey method wherein a face to face encounter with pupils was organized, survey questions were prepared and questionnaire in checklist form is being accomplished. As a result, Grade III pupils need great development. Based on the conducted survey and administration of questionnaires among 23 pupils,14 or 62% reasoned difficulty in understanding Mathematics lessons. The findings implied that during the implementation of the project pupils perform better in Mathematics. Project CoAstaR-LIMS is an effective way of improving the class proficiency level and lessening the unmastered skills. Pupils who passed the formative tests average to 18 out of 23 or 78%. The class has increased proficiency level in Mathematics.

DISCUSSIONS
Developing localized instructional materials helps students understand the lessons well. The available evidence suggests that Mathematics teachers can help pupils in their consequential numeracy learning by assessing the learners' skills and capabilities as a basis of the next teaching step. Analyzing the result of the assessment made is essential in ensuring that learning really takes place in every classroom situation.

KEYWORDS: Contextualized assessment, class proficiency level

Project Codes (Concept and Development in Science): its Effect in formulating Concept in Science3

Luna Rosa Co, Buenavista - Cigaras Es

Abstract

INTRODUCTION
Based on the overall First Quarterly Test results in Science 3 for SY 2018-2019, the Grade 3 class got an MPS of 70.06% and
74.19 which was below the targeted 75% MPS. Likewise, grade 3 Pinya is the lowest among the four sections with the MPS result of 68.04 on first grading and 74.19 on second grading. After analyzing the test results, it was found out that the cause of low scores is the poor understanding of the science concept. Science is one of the components of the learning areas in the new K to 12 curriculum which aims to provide the Filipino learner "laboratory of life" or practice environment to demonstrate practical knowledge and life skills. In any field of study or inquiry, concepts, the building blocks of science, must first be clearly defined. Concepts are mental categories for objects, events, or ideas that have a common set of features. Concepts allow us to classify objects and events. In learning a concept, we must focus on the relevant features and ignore those that are irrelevant.

METHODS
The study involved the 38 Grade 3 learners selected purposively based on the result of the Second Quarterly Test. The study used Graphic Organizers, Colorful Activity Cards/Sheets, and ICT Assisted Instruction in formulating science concepts.

RESULTS
After 18 weeks of implementation, the data revealed that 35 (92%) of 38 learners obtained a 75% proficiency level using Graphic organizer. This can be ascribed to the Instructional materials used by the teacher in teaching Science. Likewise, quarterly assessment results increased by 4.15 and 4.80 gradually.

DISCUSSIONS
Graphic Organizer was the best tool in formulating Science concepts. It helped learners form ideas and understand how to use words in a different order, guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content.

KEYWORDS: Concepts, Effects, Formulating

SUBMISSION ID: R04A-LAGUNA-0103

Project COME SLAC

Elisa Arban, Department of Education

Abstract

INTRODUCTION

Department of Education Order No. 35, s 2016, THE LEARNING ACTION CELL AS A K TO 12 BASIC EDUCATION PROGRAM SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT STRATEGY FOR THE IMPROVEMENT OF TEACHING AND LEARNING. The

Rationale states that the Department of Education as an institution of learning works to promote and protect the right of the Filipinos to quality basic education that is equitable, culture-based, complete and allows them to realize their potential and contribute meaningfully to building the nation. To improve and enhance the learning strategies of teachers is to conduct School Learning Action Cell that will help to improve the learners in achieving the target mastery learning.

METHODS

The study used the descriptive-quantitative research design since the study aims to measure the quantity or amount of performance of the school in conducting School LAC ,the performance of the teacher during their class observation and the Mastery of Learning of the learners with the use of the test results during the conduct of the quarterly test , the First and Second Quarterly Test. The researcher uses the eight Elementary Schools in the District of Liliw during the conduct of Project COME-SLAC with the use of the LAC Monitoring Tool and the LAC Session Guide.

RESULTS

The result of the Project COME-SLAC helps the elementary School Heads to improve the Instructional Supervisory work in giving technical assistance through LAC Session and by using LAC Monitoring Tool and LAC Session Guide. This also helps the teachers improve their teaching strategies. There is also an increase in learners Test Results with Mean Percentage of 3. 66 % from First Quarter to Second Quarterly Test (73.97% to 77.63%)

DISCUSSIONS

The impact of the Project COME-SLAC to other studies is based on the result of the LAC Monitoring being used. Through this project, the School Heads were motivated to conduct a School LAC according to the plan and with the use of a session guide, the SHs were able to train the teachers with the new strategies in teaching.

Through this project it improved the teaching-learning process and improved the learning of learners, the school heads helped the teacher's content and pedagogical knowledge, practice, skills, and attitudes., and it also improved the learners results in Quarterly Test. The researcher aimed to do more and to help the School Heads in their supervisory work and for the teachers to gain more skills in teaching that will improve the performance of the learners.

KEYWORDS: Project COME SLAC

SUBMISSION ID: R04A-LAGUNA-0315

Project CORE (Collaboration of Research Enthusiasts) and Research Competence of Teachers: A Mixed- Methods Study

Apolonio Villanueva, Department of Education

Abstract

INTRODUCTION
Creating a culture of research in schools leads to the development of a community of practice and innovations. Conducting action researches play a vital role in the continuous improvement of teachers and administrators' competence, skills, and attitudes. It also continuously improves school processes which will result in the high performance of students.
Republic Act No. 10533 otherwise known as the "Enhanced Basic Education Act of 2013" requires the Department of Education to adhere to standards and principles in developing the K to 12 Basic Education Curriculum. The act emphasized that the curriculum shall be relevant, responsive and research-based. Dr. Diosdado San Antonio (2014) stated that a good educator is described as someone who is engaged in research.

METHODS
This study utilized a mixed- method research design. Mixed- methods research is both a method and methodology for conducting research. It involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry (Creswell et.al, 2007).

RESULTS
The implementation of Project CORE enhanced the research competence levels of teachers in the SHS in Malvar from Beginning to Developing. There is a significant difference between the research competence of teachers before and after the implementation of Project CORE.
The participants' interests, enthusiasm, perspectives and confidence about conducting research were improved through the implementation of Project CORE. The technical assistance provided by Project Proponents improved the knowledge and skills of teachers in conducting research. The responses of the participants in the interview validated the results of the survey on Teachers' Research Competence Levels conducted before and after the implementation of Project CORE.

DISCUSSIONS
The continuous implementation of Project CORE is highly recommended. More training on crafting research instruments and statistical tools used in research may be conducted since these skills got the lowest mean after the implementation of the project. A collection of researches conducted may be displayed in the school libraries. Members of the District and School Research Management Committee may be sent to the Regional, National and International Research Seminars to continuously enhance their research competence.

KEYWORDS: research enthusiast, research competence

Project CPL-READ: An Intervention in Improving Learners' Reading Level at Pasong Langka Elementary School

Jaymie Laza, Rosalie Destura, & Wilma Poblete, Department of Education - Cavite

Abstract

INTRODUCTION

Reading is a basic skill that should not be compromised in a humane society. The teaching of reading is a continuing challenge to parents and teachers. Reading instruction should be given emphasis and must be prioritized by a responsible government. In this age of information where morality is not enough to communicate to the world anymore, quality reading instruction among public schools should be a top priority. There is a need to increase efforts in effective literacy, which requires reflection. This study explored the effectiveness of Project CPL-READ in improving the reading level of grade two pupils.

METHODS

The study made use of quantitative research and pre-experimental in nature. In pre-experimental design, one group was exposed to a treatment or condition and measured afterward to see if there were any effects. One group pre-test and post-test study was employed in this research. The target pupils were treated using Project CPL-READ (Comprehensive Project for Learners-Reading Enhancement and Appreciation Development). The researcher employed purposive sampling procedure. The data in this study were collected, tabulated and analyzed with the application of the statistical procedure.

RESULTS

Grade Two pupils who participated in this study improved their reading level. The findings of this study were 1.) All the target pupils belong to the frustration level in terms of the reading level before Project CPL-READ was applied. 2.) The majority of the target pupils belong to the instructional reading level after Project CPL-READ was employed. 3.) The mean difference between the posttest and pre-test scores was 53.21, therefore there was an increase in the reading level of the target pupils. This means that Project CPL-READ is an effective intervention in improving pupils' reading level.4.) Based on the interview, teacher-adviser proved that Project CPL-READ can be the best intervention. It showed from the reading profile of the pupils that it enhanced the reading activities of the pupils.

DISCUSSIONS

The results of this research show that the implementation of Project CPL-READ in all grade levels is a great help in improving pupils' reading levels. The reading intervention, Project CPL-READ, has to be closely monitored by the school head. School head should also support and provide needed materials and technology resources for the implementation of the reading intervention. Future researchers should conduct a similar study to support the effectiveness of the intervention.

KEYWORDS: Reading Project CPL-READ Quantitative Research Frustration Level Grade Two

**Project CST: Empowering School Paper Advisers for Enhanced
Performance in Press Conference**

Cris Zita, Dr. Juan A. Pastor Memorial National High School, Ma. Veronica
Roxas, Lucsuhin Elementary School, & Mary Ann Marasigan, Tulay
Elementary School

Abstract

INTRODUCTION
In the edge of continuous competitions in Campus Journalism, every School Paper Adviser & every Student Journalist is aiming at bringing home the much-coveted award in a category that is being in the top list. This brings the school paper advisers at the forefront of preparing and equipping their student journalists to face the challenge of winning & outshining hundreds of competitors. Assessment of the existing knowledge and skills of SPAs in the District of Ibaan in the elementary level & the assessment of the problems and factors affecting the performance of the SPAs in training student journalists for competitions are the focus of this paper.

METHODS
The descriptive method was used in this study, 16 elementary public schools' SPAs were the participants. They were asked to give data & information with regards to their tasks and duties. Small Group Discussion (SGD) & Focus Group Discussion (FGD) were done to verify gathered data.

RESULTS
It was revealed that SPAs had been performing their duties from a range of 2 to 16 years already and the skills & knowledge of SPAs are not on the same level. Some SPAs have limitations in performing their duties since not all of them had the opportunity to undergo recent and hands-on training that will enhance and update their knowledge in campus journalism. They spend from 1 to 7 hours training in preparation for competitions while 3 out of the 16 SPAs don't have year-round activities intended for the development of their journalists. It was noted that some SPAs only conduct training for student journalists if there is an upcoming competition. The top 3 problems that the SPAs encountered were: insufficient time performing their task due to other ancillary works; lack of updated and hands-on training in campus journalism; and insufficient fund/budget to support training & producing the school paper.

DISCUSSIONS
Mentoring from a long time & new SPAs must be done to have an exchange of best practices in managing the school paper and training of student journalists. A year-round activity for the student journalists must be provided for continuous training and improvement of their skills. An Annual Enhancement activity for School Paper Advisers must also be provided to update them with new trends in Campus Journalism. School heads should also consider the duties and responsibilities of SPAs before assigning additional ancillary works. In this way, the effective execution of duties and responsibilities related to being a School Paper Adviser will be realized.

KEYWORDS: SPA, Campus Journalism, Empowering, Performance, Enhanced

Project Cute: Comprehension, Understanding and Text Enhancement

Jeffrey Noceda, Tambo Balagbag Elementary Education

Abstract

INTRODUCTION
Reading ability is an essential skill in being able to function in today's society. It helps people discover new things, expand their minds, and develop imagination. Children who can develop this skill acquire broader vocabulary; consequently, they perform better academically. On the contrary, those who are poor readers often have low performance in school. This has been prevailing in Tambo Balagbag Elementary School which contributed to the development of Project CUTE which stands for Comprehension, Understanding and Text Enhancement. This action research aimed to improve the reading ability of poor readers in Grade Four class, identified through the Phil-IRI Pre- test result.

METHODS
The study utilized multiple methods to address the existing problem in reading. The twelve-thirty reading habit was implemented and take-home reading assignments were provided. Reading materials were developed by the teachers. Results of Phil-IRI during pre-test and post-test were obtained to determine improvement in the reading performance of the identified pupils.

RESULTS
Results showed that after implementation of the program, the total number of pupils under the frustration level was reduced from 64.29% (9 out of 14 Grade IV pupils) to 14.29% (2 out of 14 Grade IV pupils).

DISCUSSIONS
The twelve-thirty reading habit, take-home reading assignments, and teacher-made reading materials were effective tools in enhancing the reading skills of the Grade IV pupils of Tambo Balagbag Elementary School. Furthermore, the involvement of parents in facilitating and monitoring take-home reading assignments contributed to the progress of the reading performance of their children. Thus, it was recommended to continue the implementation of Project CUTE in the next school year.

KEYWORDS: read, reading, comprehension, understanding, pupil, text, enhancement, CUTE, project, skill

Project DARE: (Direct Active Reading Engagement) the Alternative therapeutic Intervention on the Reading Problems of the Grade Four Pupils of Mces During School Year 2017-2018

Josefina B. Vergara, Mendez Crossing Elementary School

Abstract

INTRODUCTION
Reading is the key to learning. When one develops a love for reading, one creates a cycle of learning and understanding. He could then adjust himself to the world. This is why Project DARE is designed to help and develop the performance of the grade four pupils on reading with comprehension especially during the remedial time. The twelve O'clock habit on reading and DEAR (Drop Everything and Read) help pupils too on Direct Active Reading Engagement (DARE) so, it would then be expected that every pupil should come up with a high performance on reading.

METHODS
The target of this research was to give possible solutions and intervention on the reading problems of the Grade IV pupils of Mendez Crossing Elementary School, S.Y. 2017-2018. The respondents of the study were 36 selected Grade four pupils of MCES. The researcher used convenience survey sampling techniques in determining its respondents. The study used a descriptive quantitative design of research. Data were gathered through the use of self- conducted- questionnaires. The statistical model used was weighted mean, frequency, ranking, and chi-square to determine whether there was a significant relationship between two categorical variables.

RESULTS
It was concluded that the 36 selected pupils from Grade IV class who were included in the and remediation of the reading problems after 6 months which undergone the project DARE. It was recommended that the said project needs to pursue and to implement the reading comprehension. Hence, it continuously developed more reading capability of the pupils involved with high comprehension and fluency. The Therapeutic intervention program should be done every day after lunch time to maintain their good habit on Direct Active Reading Engagement until they become a fluent and good reader with comprehension.

DISCUSSIONS
Since the phonics approach in reading had been found effective in teaching reading, teachers are encouraged that pupils be grouped according to their abilities and level of difficulties to facilitate assessment and evaluation of pupils' reading abilities.; Activities of pupils with reading difficulties must be followed up and intensified at home and in the next grade level based on their identified reading abilities and difficulties.

KEYWORDS: Intervention, Phonics, Reading Abilities and Difficulties

Project DEAL for Reading: A Strategy for Struggling Readers in Grade Two

Ronan Ranillo, Department of Education - Tayabas City

Abstract

INTRODUCTION

Education for All (EFA) goal aim for high rate of functional literacy by requiring every child a reader and ensure that no child should be left behind but based on school reading evaluation report using Philippines Informal Reading Inventory(PHIL-IRI) it was found out that there were 22 non-reader and 15 pupils under frustration level in grade two aside from that is the absence of reading program. This result prompted the researcher to develop and determine the impact of Project DEAL for Reading (Development of Engaging Activities in Love for Reading) a proposed reading program as a strategy for struggling readers in grade two pupils in Tayabas West Central School II.

METHODS

This study utilized a quantitative method of research specifically descriptive type of study focused on the effectiveness of Project DEAL for Reading as a strategy to enhance reading literacy of grade two pupils. (45) selected grade two pupils were chosen purposively. The questionnaire was used as the primary data gathering instrument. The formula for weighted mean was used to treat the data.

RESULTS

Phil-IRI oral word recognition pretest result showed that there were 22 non-readers,15 pupils under frustration level, 5 as an instructional reader and only 3 independent readers in grade two. Project DEAL for reading was implemented to improve reading level of grade two pupils where-in teaching reading process used reading plan and engaging activities featuring five essential components in reading namely (1) Phonemic awareness (2) Phonics Rules (3) Fluency (4) Vocabulary (5) Comprehension. Meanwhile, after the implementation of the project, Phil- IRI posttest result showed that a number of non-readers became zero while the number of pupils under frustration level decreased and pupils under instructional and independent level increased thus reading program was proven effective. There exists a significant difference between pre-test and post-test result or before and after the implementation of the project thus null hypothesis was rejected. Lastly Project DEAL for Reading was strongly acceptable to all grade two reading teachers and selected administrators with a specialty in English.

DISCUSSIONS

Engaging reading activities is key to have engaged readers so that every child will be a reader. This study thereby proposed to continue the implementation of the reading program which is the project DEAL as a strategy for struggling readers but capacitates all teachers as learning resource developers. Provide feedback and recommend research-driven policies.

KEYWORDS: DEAL for reading, struggling readers, PHIL-IRI, reading program

SUBMISSION ID: R04A-TAYABA-0013

Project DEAR and 12:30 Reading Habit: An Effective Tools for Reading Development of Grade III Pupils of Bendita Elementary

Lyria Sangria & Rhea G. Reduca, Bendita Elementary

Abstract

INTRODUCTION

In line with the need to improve the reading comprehension of the Grade three pupils under the frustration level, the researchers decided to find appropriate reading strategies and measures that are suitable for their needs.

Since most of the grade three pupils are experiencing difficulty in reading and comprehension. So, for this matter, Bendita Elementary School launched an intervention program that caters to pupils with reading difficulties. This program is so-called Project Dear and 12:30 Reading Habit. The program offered more time of exposure, understanding reading strategies, and skill development through guided practice. This program served as a crutch that would walk the pupils to independence. It involved training and workshop in improving the reading level of pupils.

In addition, the intervention is concomitantly subjected to a study in order to determine the effectiveness of the program and eventually, the results will be utilized for the future development of reading programs in the district of Magallanes.

METHODS

The researchers used the pre-experimental one-group, pre-test -post-test design. Pre-test results using the Phil-IRI to determine the reading ability of pupils and Phil-IRI Post-test to determine the reading development of the Grade three pupils and the effectiveness of Project DEAR and 12:30 Reading Habit. In analyzing the data, the researchers used the behavior rating scale, percentage, mean, standard deviation, and T-Test.

RESULTS

Data came from 44 grade three pupils that were selected out of 57 students who answered the Philippine Informal Reading Inventory (PHIL-IRI) and at the same time, diagnosed to be in frustration level were the respondents of this study.

After a few months of the implementation of Project Dear and 12:30 Reading Habit, pupils were given a post-test using PHIL-IRI. Scores of participants in the pre-test and post-test were compared to find out if there was an improvement of a score. The result was from the frustration level during the pre-test became instructional level during the post-test. Based on the result, it was found out that there was a significant difference existed between the initial and final reading inventory assessment. This means that the reading intervention made was effective.

DISCUSSIONS

This study highlighted the effectiveness of project Dear and 12:30 Reading Habit. The results showed that pupils need such kind of project as intervention to improve their reading ability and comprehension.

KEYWORDS: reading development, reading habit

SUBMISSION ID: R04A-CAVITP-1546

Project DEWS21: An Intervention Program to Improve English Writing Skills of Selected Senior High School Students at Gen. E. Aguinaldo National High School

Edwin De Taza & Jennelyn Lopez, Department of Education-Gen. E. Aguinaldo National High School - Bailen

Abstract

INTRODUCTION
Using the English language is important to learners in order to communicate effectively especially to the subjects requiring its usage. According to the recent McGinitie test conducted by SHS English teacher, Ms. Jennelyn J. Lopez, there are more than 40 students who got low scores thus interpreted as "Frustration" and "Instructional". Likewise, Practical Research 1 teacher, Mary Ann B. Gatpandan identified that the major difficulty learners had encountered during the making of their qualitative researches is constructing English sentences. It is with these plights that SHS teachers decided to come up with the DEWS21 program.

METHODS
The researchers used a quantitative method to compare the level of English proficiency of the selected students before and after the 12 sessions implementation of the program, reflecting mostly on the figures from pre-test to post-test. The said test was created by the researchers. The purposive sampling technique was used in the selection of the recipients. Documentary analysis of the qualitative method was also employed to see if there were improvements in English sentence construction. The module created by the researchers was used as the major tool all throughout the conduct of the intervention.

RESULTS
Based on the result, there was a mean gain in the achievement level of 15.20 and the percentage of increase is 96.63. The posttest scores are remarkably better than the pretest for obtaining a mean score of 30.93 compared to 15.73. The results showed that (29) = 20.40, p is
<0.0001 is significant at p â‰¤ 0.05. It indicates that there is a significant increase in English achievement test scores from pretest (mean = 15.73, SD = 5.08, N= 30) to the posttest (Mean = 30.93, SD = 5.68). Therefore, there is a significant difference in the level of English proficiency before and after the implementation of DEWS21.

DISCUSSIONS
After the research, the following are evident: (1) that there is a significant increase in the level of proficiency of the students in terms of English grammar, (2) the data gathered proved that the program has positive effect on the students' achievement based on the purpose of the study and (3) some of the commonly identified students' difficulty in writing are the mechanics in writing like homonyms, correct usage of subject-verb agreement, use of prepositions, use of possessive pronouns and use of past and past participle of verbs which requires more activities in the module.

KEYWORDS: PROJECT DEWS21

SUBMISSION ID: R04A-CAVITP-0303

**Project DIDS: Improving Problem Solving Skills in Mathematics of
Grade V Pupils at JD Luna Elementary School**

Candelaria Abjelina, SDO Batangas, Julian D. Luna ES

Abstract

INTRODUCTION

Problem solving is the process part of Mathematics that has often been overlooked in the past in favor of skills such as addition, subtraction, multiplication and division. The reason why problem solving in Mathematics is now included in our curriculum is that it bases students' mathematical development on their current knowledge. Others say that it is an interesting and enjoyable way to learn Mathematics and it is a way to learn new mathematics with greater understanding and it produces positive attitudes towards the subject. Therefore, it is essential for the pupils to have mastery in this skill.

METHODS

A.   Participants and/or other source of data and information

The respondents of the study are all 46 grade 5 pupils at Julian D. Luna Elementary School since they are the only section in Grade 5 so the researcher decided to include them all in the study.

Data Gathering Method

To determine the performance level in solving word problems in Mathematics of the Grade 5 pupils, the teacher-made Pre-Test and Post-test were administered among the learner-respondents.

Data Analysis Plan

The researcher used the Mean, MPS and SD as the statistical treatment of the gathered data.

RESULTS

The researcher came up with the following results after the gathering and treatment of the data.

The grade 5 pupils got very low performance in solving word problems in mathematics as shown in their Pre-Test result.

After the Pre-Test, the researcher decided to work on an action plan for intervention. The main objective of the intervention is to uplift the performance of grade 5 pupil in terms of solving word-problems. The program is entitled Project DIDS which means Directing Individual's Decisiveness in Solving Word Problem.

After the implementation of the Project DIDS, the researcher conducted an assessment through the Post-Test. To get the accuracy and reliability of the result, the same test was given from the Pre-test which was consisted of 50 items. The table also show the result of the Post- test. It shows the difference and the improvement in the said skills.

DISCUSSIONS

The results show how Project DIDS took part in improving the word problem solving skills in Mathematics of Grade V pupils at JD LUNA Elementary School. The objectives and strategies were clearly defined. The persons involved, time frame, resources and expected output were also present in the action plan. The implementation of the Project DIDS was optimized by the researcher through its stringent implementation.

KEYWORDS: Decisiveness, Problem solving, Pre-Test, Post Test, Intervention

SUBMISSION ID: R04A-BATANP-0971

Project DIRECT (Differentiated Instructions in Reading Enrichment and Comprehension Target): An Intervention Reading Program for Grade II Pupils with Reading Difficulties

Connie Dela Cruz, Mendez Organization For Research Educators

Abstract

INTRODUCTION

Based on the result of Phil IRI conducted last June 2017, 71 out of 153 Grade II pupils fell on the non-reader level. It was an alarming situation that goes with other problems like absenteeism, non-participation in the class and low academic performance. Through brainstorming and rooting up the possible causes, the problem arose due to poor reading performance of the Grade II pupils. The team decided to hold a remedial teaching program for the Grade II pupils. Project DIRECT (Differentiated Instructions in Reading Enrichment and Comprehension Target) is the program presented to provide the needs of the pupils and make them achieve their success in reading.

METHODS

Mrs. Connie P. dela Cruz, as the captain of the ship, started the meeting proper by asking some pupils' data like results of tests, reading status and feeding programs. The subject area coordinator presented a picture showing the collaborative working of an organization. They have the common word used to describe the content of the pictures - collaboration. To deepen the discussion, the principal, discussed the domains of school's improvement comprehensively. These were pupil development, human resources, physical facilities, curriculum and instructions, and linkages. The matrix on the domains of school improvement was formulated. The principal solicited ideas on the possible solutions to be done. The common idea raised a pledge of commitment, a collaborative effort of the teachers, school head and external stakeholders. In this study, questionnaires were given to identify the causes of the problem. Descriptive analysis of data gathered was also utilized to facilitate and validate for planning and implementing the intervention program

RESULTS

From the initial test 71 fell on the non-reader level. After the implementation of the program, 64 pupils enhanced their reading level from non-reader to instructional. The number of non-reader in Grade II reduced. 90% enhanced their reading level from non-reader to instructional. 10% of them with their parents were advised to continue the reading intervention at home.

DISCUSSIONS

This project became an avenue and opportunity to enhance their reading skills; uproot and resolve the main causes of the problem. Focus and commitment on the part of the mentors and mentees are vital to realize the objectives. Sustainability of Project "DIRECT" is highly encouraged.

KEYWORDS: PROJECT DIRECT, DIFFERENTIATED INSTRUCTIONS, READING DIFFICULTIES, COMPREHENSION TARGET

SUBMISSION ID: R04A-CAVITP-0184

Project Drive Drop Outs Reduce through Intensive and Vigorous Enhancement

Emelita Diquit, Department of Education - Cavite Province

Abstract

INTRODUCTION

In today's society, educating one's mind and going to school are vital factors in achieving one's dream of the child and be ready for the future. In the learning and teaching process can address the pupil's needs and interests. School heads, teachers and parents, and the community are key players in attaining the goal of the institutions to boost the capabilities of one's child. This research Project DRIVE is an intervention program to reduce or eliminate school dropout, increase significantly the achievement level of the Pupils at Risk of Dropping Out (PARDO) and improve learning outcomes.

METHODS

The study utilized a descriptive method wherein the gathering of data of the current number of pupils at risk of dropping out were identified through the School Form 2 submitted by the adviser in all grade levels. The direct/ interview method was conducted as a form of home visitation to validate pupils' reasons for absences. Thus, those pupils who are at risk of dropping out were given intervention of using an alternative way of supplementary feeding and used of module prepared by the subject teacher.

RESULTS

The different causes of dropout of the pupils of Bucana Sasahan Elementary School for SY 2016-2017 are financially challenged, family conflicts and change of residence. The result of the dropout rate in BSES before the implementation of the Project DRIVE was 2.54% in the School Year 2015-2016. It is very evident that the Project DRIVE is a success program of the school because the results show a decreasing rate of dropouts after it is implemented. Intervention and different remediation programs are considered successful because of the result that comes from 2.54% to 1.27% with percent of decrease of 50%. There is significant in the previous School Year 2015-2016 to the current School Year 2016-2017 because of the implementation of Project DRIVE that reduced the pupils at risk of dropping out. Based on the researcher's assessment, the results of this Project DRIVE are suitable, feasible and acceptable.

DISCUSSIONS

Teacher-adviser must monitor and check religiously the background of the pupil/learner throughout the school year. Maximize the involvement of School Head, teachers, parents, and community to reduce the number of pupils at risk of dropping out. Encouragement from the parents must be highly promoted and prioritized. Continuous implementation of Project DRIVE is highly recommended. Planning for alternative ways is applicable for better results.

KEYWORDS: dropout, rate, enhancement, intervention, pupils, at risk

Project EAGER (Empowerment on Achieving Great Enhancement in Reading): Enhancing Reading Comprehension of the Selected Grade Four Pupils

Vivian Camson, Pila Elementary School

Abstract

INTRODUCTION
Understanding the text in a reading material must be the primary consideration of all. The ability of the reader to understand what they are reading, interpret ideas and comprehend the meaning of the printed words is comprehension. In this study, Project EAGER (Empowerment on Achieving Great Enhancement in Reading) the pupils prepare to get along in the advancement in education through enhancement incomprehension. It also serves to be aware of everything in one's environment and to have an ability to communicate well using English in order to pace the nowadays contemporary demand in the work that increases the chance to employ in a long run.

METHODS
The researcher used quantitative analysis to described the data carefully. Pretest and Post-test were given to Grade 4 pupils to identify the difference of pupil's performance before and after the implementation of the intervention program. T-test was applied to determine the significant increase in pupil's comprehension after the intervention.

RESULTS
The action research revealed that the mean score, standard deviation and standard error before and after the implementation of Project Eager. The mean score in pretest is 3.89 while in post-test is 10.75. The Standard Deviation in pretest is 2.62 while the post-test is 2.58 with the same standard error of 0.50.
Based on the statistical treatment used, the result of the study in their pretest and post-test wherein the t-value is -9.88316 and its p-value is 0.0001. This only means that there is a significant increase on pupils' comprehension in reading before and after the implementation of the program as a tool in enhancing the comprehension level of twenty-eight (28) Grade 4 pupils as their learning intervention.

DISCUSSIONS
As observed in the treatment done in the study, the researcher respectfully recommends that the teachers should conduct a reading intervention program to increase pupils' reading comprehension. Project EAGER as a reading intervention program must be used to address the lack of reading habits of the pupils. With continuous reinforcement, varied resources of materials at school and on the internet that suited the pupils will be a great help to return their love for reading that also developed their good study habit.

KEYWORDS: vivcamson061721

SUBMISSION ID: R04A-LAGUNA-0306

Project EARTH (Environmental Awareness as Rebound to Hazards): Identifying the Environmental attitudes and Ecological Behavior in Dr. Alcantara National High School: A Basis for Eco-Friendly School

April Joy Piamonte

Abstract

INTRODUCTION

Schools can be the best partner of the government in countering environmental education. It would only be fair to say that schools have a responsibility towards our future leaders, not only teach them how to count, spell, read and write, but also to have proper knowledge about environmental awareness. The school system is key for improving one's position in nurturing the environment. It can be made into an avenue of learning and practice that meaningfully influences proper conservation of the environment. It is in this context that this research emerges.

METHODS

The respondents were the 99 classroom officers and their 8 class advisers, with a total participant of 107. The researcher constructed questionnaires distributed to the respondents and the results were identified by identifying the mean. The study determined the environmental attitudes and behaviors of the respondents as they are the leaders in their classes and mentors of their students respectively.

RESULTS

The study revealed that on the environmental attitude of respondents, conserving water/electricity and recycling mixed papers were their preferred initiatives. When it comes to ecological behavior, the respondents said they conserve water and electricity in school and put their trash in the bins but they are unsure about how frequent they are doing these. This indicates that respondents know the best things to help the school in reducing waste but they find it hard to follow.

DISCUSSIONS

The researcher discovered that the respondents being the leaders in their classes and mentors know how to nurture the environment but find it difficult to practice. Therefore, the researcher suggests that another study shall be undertaken to determine the reasons behind this difficulty. Incorporating the topic of proper waste management in all subject areas shall also be considered. Symposia can be organized for awareness, not only for teachers and students but parents or guardians as well. Activities such as tree planting, clean-up drive, proper waste disposal, recycling that engaged the students and even teachers are also necessary for Dr. Alcantara National High School to be called an ecofriendly school.

KEYWORDS: environmental attitude, ecological behavior, waste management, eco - friendly school

SUBMISSION ID: R04A-TANAUA-0183

Project EAT (Enhancement for assessment Training) in Improving the Cabusao District Teachers' Competence in Bread and Pastry Production

Susana Dela Cruz, Department of Education

Abstract

INTRODUCTION

This study funded by BERF (Basic Education Research Fund) was undertaken to measure the impact of the Project EAT: (Enhancement for Assessment Training) in Improving the Cabusao District Teachers' Competence in Bread and Pastry Production as an intervention in the form of training for Cabusao District teachers handling TLE and THE classes with Bread and pastry production. The primary goal of the project was building the participants' confidence and providing quality assurance in passing the TESDA NC assessment by equipping them with the necessary competencies included in the said subject.

METHODS

This descriptive/qualitative method of research was made by getting and comparing the teacher-participants' level of confidence before and after the training. Among the special features in the training provided were the inclusion of major topics such as baking of basic dough/ bread, cookies, cake; making and decorating the cake with icing, packaging, and TESDA interview simulation. The assistance of the NCII student-holders was also crucial as they provided the instant tips and experience to what actual transpire during the assessment. There were also an actual demonstration of skills and return performances of the participants as among highlights of the training.

RESULTS

The main findings of the research include: the increase in the confidence level of teachers in going through the NC Assessment of TESDA and the high satisfaction rate regarding the training topics, methodology, and strategies used.

DISCUSSIONS

The results showed the positive impact of the project in enhancing the confidence and skills of the teachers in undergoing the TESDA assessment. It is thus recommended to have the intervention repeated during the summer vacation and be opened to other teachers interested. This strategy could also be utilized across specialization. Thus, those handling other TVL or TLE courses like SMAW, EIM, CSS could also benchmark on the same project and come up with their training for teachers with a similar purpose of helping them improve/enhance their competence on their specific field.

KEYWORDS: Bread Pastry Training, Enhancement of Bread and Pastry Competence

SUBMISSION ID: R005-CAMSUR-0097

Project E-FLOR (Enhancing Friendly Love for Oral Reading)

Florita Enmoceno, Project Arrest

Abstract

INTRODUCTION

The study focuses on improving the reading ability of the pupils most especially in enhancing the love of pupils in oral reading, particularly in Grade IV. The subject and the setting of the study were the Grade IV pupils of San Felix Elementary School who were identified under the Frustration Level in the Pre-Test of the Phil-IRI. Since it was based on the Oral Reading skills, many factors were considered why out of 36 pupils of the Grade IV pupils fell under the Frustration Level. Remedial classes, the used of Project BUS (Basahin, Unawain at Sulatin), Project SINORA (Simultaneous Noontime Reading Activity) of the Department of Education and the Project IRMA (Independent Reading through Mentoring Activity) of the School Head, the 15 pupils under Frustration Level became 12 Instructional and Independent Readers thus love for oral reading is attained. Based on the findings and conclusion, the researchers recommend phonics approach in oral reading, particularly in the slow readers.

METHODS

This action research depends chiefly on the results of the different oral reading tests conducted during the period of the program. A descriptive method of research will be used in the study to find out the level of oral reading performance of the pupils. Data was gathered, tabulated, evaluated and analyzed using percentages to identify the reading levels of the pupils. The researchers will use the remedial classes in the actual implementation of the research.

RESULTS

Based on the result of the Post Test the data showed that with the application of the PROJECT E-FLOR to the 15 pupils there was a big improvement in their oral reading skill. The different reading materials, approaches, and strategies the pupils who were hesitant to read orally became reader lovers. After a series of remediation through using the different strategies in the Project E-Flor, the researchers found out that if pupils were given assistance, love, and concern the level of reading ability in reading orally will definitely improve.

DISCUSSIONS

The data collected in the PHIL-IRI Results and assessment activities lead the researchers to identify the problems of the pupils in Oral Reading particularly in the Grade IV pupils where almost 64% of the enrollment belongs to frustration. Different reading materials were produced and differentiated activities/ strategies were applied in the remedial classes. Mentoring Activity of Project IRMA also helped in enhancing the love of pupils for Oral Reading.

KEYWORDS: READING; ORAL; INTERVENTION; ENHANCEMENT

SUBMISSION ID: R04A-LAGUNA-0069

Project E-GAMES (Elementary-Games Applying Mathematics Engaging Skills) for Grade III an Innovation

Norliza Tiemsem & Rowena I. Casalla, Department of Education

Abstract

INTRODUCTION
Many factors correlated with increasing learners' achievement, particularly in Mathematics. Several ways are created and suggested to solve the problem. One of the solutions is to use Math games which give pupils a fun way to practice math skills. This study aims to increase learner's achievement in Mathematics, determine reliable information to measure and identify learner's numeracy level, speed and accuracy on specific content and standard, design appropriate tool for diverse learners that would be suited to teachers teaching style and learners learning needs to cope the unmastered skills and competencies of the slow learners and on the other hand provide more complicated skills to advanced learners of TES for school year 2018-2019.

METHODS
Data has been gathered through a descriptive research design with the use of questionnaires or assessment tools constructed by the researcher in order to obtain data pertinent to the investigation. Questionnaires were prepared, validated, distributed, tallied and presented in tables to identify the extent of the pupils who undergone the E-Games assessment tool. A continuous improvement methodology to continually assess, analyze and act on the performance improvement of key processes focusing on both customer needs and desired performance was followed.

RESULTS
83 Grade III pupils in Tulay Elementary School were chosen to undergo the E-GAMES assessment tool. They had taken pre-oral and written assessments last July- October 2018. After the implementation of Project E-GAMES data shows that the pupils became outstanding in their performance after the intervention. Through the intervention and intensive follow up Remediation and Supervision of teacher their performance reaches an outstanding level. It really proves that the use of the Numeracy Assessment Tool and E - Games were very effective in improving Grade III pupils' performance in Mathematics. The data shows that there is a great improvement in the performance of Grade III, Sections 1, 2 and 3 in their post-test after the implementation of the Numeracy Assessment Tools for Diverse Learners.

DISCUSSIONS
A passionate teacher has the chance to combat some of the negative thoughts and attitudes that many pupils associate with Mathematics and inform young pupils' opinions of the subject while they are still developing them. Elementary educators should seek to help their pupils to recognize the beauty, utility, and importance of Mathematics.

KEYWORDS: innovation, E- GAMES, correlated, intervention

Project ELECTRICITY (Enhancing LECTure Regarding Increasing Concepts in electriciTY)

Maureen A. Quesea,Pedro Guevara Memorial National High School

Abstract

INTRODUCTION
At the beginning of the school year we planned out our entire curriculum and budget of work for each subject and how many days needed to complete each topic. But here we are at the end of every quarter with some subjects completed and yet others are FAR from being completed.

Mostly, the last module is the one being affected. Common reasons include the unexpected weather disturbances, suspension of classes due to meetings and programs, the prescribed non-working holiday and the school served as venue for Science Fair, STCAA, Palarong Pambansa, Press Conference and to others.

These circumstances greatly affect the academic understanding of the students on a particular subject because of the shortening of days and time and even the loss of time in discussing a particular topic.

METHODS
The use of E-Brochure (Electricity-Brochure) Guidelines in using E-Brochure:
1. The teacher will use the E-Brochure in discussing Module 6-Electrcity.
2. The teacher can use the E-brochure for 2-3 days
3. The teacher will distribute the E-brochure for each student
4. After reading the E-brochure, student will answer the questions that follows.
5. E-Brochure will be given to the students for 2-3 days.
6. A monitoring sheet will be accomplished by the teacher to track the students' progress

RESULTS
The results revealed that 128 out of 150 students were able to answer the test items correctly in electricity. With the implementation of E-Brochure, a significant increase of 75% of learners were able to understand the concept of Electricity.

DISCUSSIONS
After the implementation of the brochure during the instruction of lesson about electricity, the following observations were noticed:
1. Considering the interest of the students, E-Brochures are used instead of the LM's since it catches their attention more and it excites them when using new materials in the classroom
2. Use of E-Brochure lessen the time in the instruction of the lesson 3. Can be reproduce in greater number but in cheaper price
4.The E-Brochure will be used by the teacher to help the students during discussion about electricity. The brochures will serve as a supplemental material for the students studying electricity which is the result of observation done during the instruction of lesson in the previous year.

KEYWORDS: Electricity, E-Brochure

SUBMISSION ID: R04A-LAGUNA-0078

Project ELLEN (Engaging Learners to Lead and Excel Numerically)

Ernel Arandia, Department of Education - Calamba City

Abstract

INTRODUCTION

CIP is normally made to develop a set of procedures or a program that will serve as a standard operation that seeks to promote enhancement in the chosen area of development that concerns the school performance in general. The study entitled "Project ELLEN (Engaging Learners to Lead and Excel Numerically) is a Program targeting learners who are mathematically challenged. This study aims to improve the level of performance of Grade 7-Leeuwenhoek by decreasing fifty percent of the low performing students.

METHODS

In choosing the participants of the study, essential data were gathered. The NAT results of the school played a vital role in determining the subject to be given focus for the study. The results showed that mathematics garnered the lowest score among other subjects. This led to the decision of closely monitoring the MPS of math for the first and second grading periods to easily diagnose which grade level needs assistance from the program and this came up to the conclusion that grade 7 should be the participants of the study. To narrow down the number of customers, the MPS results of all sections of grade seven were examined. Leeuwenhoek appeared to have the lowest rating among all the sections which made them the direct beneficiary of the program. A series of class observations and post conferences were conducted to assist the process owner in providing the needs of the customers/participants of the Continuous Improvement Program.

RESULTS

The participants, in general, benefited in the Continuous Improvement Program specifically designed to address their Mathematical difficulties. The results of the daily assessment, take-home activities and performances of the learners it is evident that the interventions made were effective. The satisfaction of the participants was manifested by their quick understanding of the concepts discussed through the help of the improved teaching techniques and the self-guided handouts. The number of low performing was reduced.

DISCUSSIONS

The result proves that the necessity to give extra attention to the needs of the learners is significant. Since the school lacks books, it is really helpful that localized handouts were made to meet the demand of the learners. The design/structure of the handouts from the lecture, practices, drill, and exercises really helped in developing healthy learning habits to the participants. The teacher attitude is an essential factor that made a contribution to the success of the improvement made through the Continuous Improvement Program.

KEYWORDS: Mathematically Challenged, Interventions, Localized Module

SUBMISSION ID: R04A-CALAMB-0420

Project EMME: An Innovation Upholding Learners Numeracy and Competency among Grade Three Pupils of Paaralang Elementarya ng Loob

Erlinda Lina, Kamille Garcia, & Leah Villanueva, Paaralang Elementarya Ng Loob

Abstract

INTRODUCTION
Nowadays, the digital-based learning approach is widely used as an effective method in stimulating pupils' learning motivation. By simply using the Electronic Games (E games), learners can better enhance the learning performance of 21st Century Learners. The researchers decided to determine the level of performance pupils in solving basic mathematical operations to determine the development beyond the mastery of learners by launching Project EMME (Enhancing Mastery of Multiplication through E-Games) as the learning approach of the teacher and to determine if E-Games works on pupils' mastery and proficiency in the basic multiplication facts and concepts.

METHODS
The researchers employed a pre-experimental method of research and administered the pre-test and post-test evaluation. In finding the result, they used the descriptive method with the questionnaire as the primary data gathering method. The researchers used self-made electronic-games to be used by the teacher as her instructional aid in order to boost the interest of the pupils in enhancing their skills and learn mathematics in a positive way.

RESULTS
The findings imply that E-Games is an effective instructional technique for increasing and enhancing the fluency and proficiency of pupils especially those pupils who demonstrate mathematics difficulties in terms of multiplication facts and concepts wherein the study shows that the level of performance of the pupils in solving basic multiplication facts. With this, the researchers conveyed the difference of the results when they used the E-Games technique in instruction that shows a positive result beyond the study. There is also a significant difference between the result of the pre-test and post-test of the respondents. This means that using E-games as a strategy in teaching Multiplication to pupils would help them develop mastery in the Basic Multiplication Facts.

DISCUSSIONS
The research revealed the effectiveness of Project EMME as the strategy in teaching the concept of multiplication helps in increasing the pupil's ability in mastering multiplication facts. It also further enhanced the learners' enthusiasm and interest in learning basic multiplication facts.

KEYWORDS: E-games, innovation, numeracy, competency

SUBMISSION ID: R04A-BATANP-0266

Project Good Study Habits with Reward System: the Impact on the Academic Achievement in Filipino of Grade Two Pupils in JFES

Glademair Alcazar, Jessielyn Nemenzo, & Marilou Peralta, Department of Education - Cavite City

Abstract

INTRODUCTION

Acknowledging children's positive performance needs recognition. With this, the reward system is considered. Children often learn faster and more easily when parents offer rewards for good behavior. Instituting a reward system can also be an effective way to begin focusing on positive behavior instead of giving time and energy to undesired behavior (Hatter 2013). Learning is achieved when the students are well motivated. The researchers of this study believe that the reward system has a great impact on the academic achievement in Filipino of the grade two pupils in Julian Felipe Elementary School.

METHODS

The researchers used simple experimental research. Children with good study habits were selected using simple random sampling. The lottery method was used to come up with respondents for this study. There were 20 respondents used in this study. Ten (10) came from Grade II- Acacia and another ten (10) were from Grade II- Camagong. The researchers utilized the experimental and control groups. The experimental group was treated with an independent variable, the rewards in the form of stickers and ribbons. The control group was not treated
with rewards. Pretest and posttest were both conducted. To compare the difference between the two means, the t-test was used.

RESULTS

Figure 1. The Mean and Standard Deviation of the Pretest in Filipino 2
The graph shows the comparison of the results of the mean and standard deviation of the pretest in Filipino.
Figure 2. The Mean and Standard Deviation of the Posttest in Filipino 2
The bar graph presents the difference between the mean and standard deviation of the posttest results in Filipino.

DISCUSSIONS

A pretest and posttest in Filipino were administered. Good study habits together with rewards help improve academic achievement. The lessons in Filipino become more interesting with the presence of rewards.
For practical implications, getting pupils' interest to learn is a way of saving time and effort with rewards. Good study habits with the reward system are factors to enhance academic performance. Other action research uses a number of rewards at once to motivate. In this study, rewards are limited to ribbons and stickers to have full concentration on the teacher's creativity and budget for practical reasons.

KEYWORDS: good study habits, pretest, post test

SUBMISSION ID: R04A-CAVITC-0107

Project GRACE (Giving Recognition to the Accomplishments of Committed Employees)

Martires D. Consolacion, Dumabato Integrated School

Abstract

INTRODUCTION
The GRACE (Giving Recognition to the Accomplishments of Committed Employees) Award Project of Dumabato Integrated School aimed to support the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education (D.O. No. 9, s. 2002), the Search for Outstanding Public Officials and Employees that have been Conducted by the Civil Service Commission (CSC) annually (CSC Memorandum Circular NO. 3, s.2016) and the LUMINA (Leveling - Up to a Unique Management and Instruction for Noteworthy Accomplishment) Awards Project of Schools Division Office of Quirino.

METHODS
The GRACE Award Project covered elementary, Junior/ Senior High School categories vying for the prestigious award "Most Outstanding DUMIS Teacher. A week before the awarding ceremony scheduled on Foundation Day and Recognition Day, MOVs and other supporting documents aligned to the 5 KRAs that served as criteria for assessment were presented to the Rewards and Recognition Committee for assessment and validation purposes. TWG was formed through the headship of the School Head.

RESULTS
Project GRACE that was launched last S.Y. 2017-2018 continued its fruitful journey of recognizing employees of Dumabato Integrated School for fostering the highest degree of competence and expertise, commitment and dedication, and passion for excellence that contributed to the quality performance of the school. This innovation truly rekindled friendly competition among the educators, thus contributed to the realization of "culture of excellence" not only in the school context but in higher levels of competition. Project GRACE on its existence had recorded commendable accomplishments. As an Award -giving body, after thorough verification and validation of pertinent papers of nominees, results of the assessment were properly disseminated. Certificate of Recognition and a trophy were priceless but considered "golden harvest "handed to the recipients of the Award. This project had already 5 recipients who served as models worthy of emulation.

DISCUSSIONS
The GRACE Award Project is an innovation that gave due recognition to Dumabato Integrated School Teachers who have demonstrated a continuing commitment and outstanding performance in the school. Knowing that this innovation was crafted from the various Award Projects of SDO-Quirino, this project then is a stepping stone towards the achievement of more prestigious awards. Initially, this is a starting point of a wider horizon of achievements.

KEYWORDS: accomplishments, awards and incentives " culture of excellence"

SUBMISSION ID: R002-QUIRIN-0043

Project GRASP (Grammar Readiness and Speech Perfection): A Proponent towards Campus Journalism Development in BLMCS

Lylanie B. Valdon & Royii Peñaranda, Department of Education - Tanauan

Abstract

INTRODUCTION

The Campus Journalism Act 1999 is an act providing for the development and promotion of campus journalism and other purposes.

However, aspiring campus journalists lack the basic knowledge in grammar rules for writers, speech intonation and correct pronunciation in broadcasting.

In this regard, Bernardo Lirio Memorial Central School sought programs and practices which will improve the grammar readiness and speech perfection of our young campus journalists to increase the number of participants in the regional level in the School Press Conference contest.

METHODS

We made use of the Input Process Output (IPO) approach, where BLMCS school paper advisers launched grammar and speech camps during summer. The matrix includes an introduction to parts of speech, rules in grammar, spelling and vocabulary building with comprehension, speech preparation, sounds and pronunciation, reading with proper intonation and diction, assessment test an amazing race challenge which became the application of their learning. The results of the two consecutive Division Schools Press Conferences revealed the effectiveness of the launched camp in enhancing the campus journalists.

RESULTS

The previous results of the division press conference show escalation in the number of regional participants during press conference contest. The target of 100% participation rate every year almost hit our target this year with 29 out of 42 contestants who competed for the regional contest compared to the previous year's having 4 RSPC contestants in 2014, 6 in 2015, and 8 in 2016. Since we started our programs and practices last year; 2017, we had 23 participants who competed in the region.

DISCUSSIONS

The results prove that the increase in the number of participants is due to the writing and speaking skills acquired during the grammar and speech camp, furthermore, the early screening and additional hours of training is also a big factor, the Return of Investment style serves as a good practice too.

Some schools in other divisions and regions have their special program for journalism where they offer journalism as an elective
subject.

However, the need for longer preparation and more training is still a must in the process. Unfortunately, SPAs are also classroom
advisers and/or subject teachers.

The practice of having a special program for journalism in performing schools in the division is the best solution in order to focus on training writers with mastery and depth.

KEYWORDS: grammar camp, broadcasting, elective

SUBMISSION ID: R04A-TANAUA-0079

Project GRIT (Getting Ready and Inspired for tomorrow) Medium for Cultivating Passion, Perseverance, and Purpose among the Students

Talain Olivia & Jhurayda C. Nones

Abstract

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KEYWORDS: grit, perseverance, motivation

**Project Grows and Parents' Involvement in Paps of Magsaysay National
High School: An Analysis**

Richard C. Subia, Ph.D., Magsaysay National High School

Abstract

INTRODUCTION
Parental involvement has been a long-time issue on students' development, especially in school learning areas. Parents tend to neglect students' activities and participation due to personal concerns and priorities on their source of living. More than a decade has passed, records show that the parents' involvement in the different school programs, activities and projects of Magsaysay National High School is not given importance. Therefore, Project GROWS (Genuine Relationship and Opportunities with Stakeholders was conceptualized as an innovation to fully gain the participation of parents in the school for both academic and non-academic performance.

METHODS
Descriptive comparative design, survey, structured interview, and questionnaires were used in this study with 70 parents as respondents representing the seven feeder barangays of the school. A series of activities were undertaken as part of the research employing the Project GROWS such as home visitations, parental education, inviting parents to join related activities such as PTA meetings and assembly.

RESULTS
Findings revealed that the majority of the respondents (parents) are female and most of them are married, housekeepers and farmers as their occupational status and have an average number of children ranging from 3-4. The majority of them did not reach the higher forms of education, only five finished college education. The series of activities of the study found out the positive results in which participation of parents in school PAPs is very evident and significant particularly on their attendance in Brigada Eskwela, Homeroom PTA Meeting, PTA General Assembly, Parents Dialogue, Clean Act Drive, and Homeroom Projects. It further revealed that parents' profile has greatly influenced their involvement in the different school PAPs.

DISCUSSIONS
The results prove the need to employ and adopt Project GROWS in the school since it found out its effectiveness in gaining and winning supports of parents in the different school Programs, Activities and Projects. The execution of the series of activities of the innovation increases awareness and perceptions of the crucial role of parents in the school. School heads and teachers being the number one front liners in the school and community must sustain strong partnerships with the stakeholders particularly the parents for the total development and improvement of the school and in cognizance to the implementation of School-Based Management.

KEYWORDS: programs, activities, and projects, parents, involvement, GROWS

Project Gulayan sa Paaralan for Nutritional Status Improvement Scheme at Emmanuel Elementary School

Lea Lopez, Department of Education

Abstract

INTRODUCTION

Having a physically fit body is very vital in pupils' intellectual and physical development. One of the problems encountered in school is the high number of malnourished pupils which could be addressed by Gulayan sa Paaralan and strengthening the main source of commodities. This study aims to determine the improvement of the nutritional status level of the pupils as well as the perceived best practices of the full implementation of GPP in order to minimize the number of malnourished.

METHODS

This is descriptive qualitative research that aims to assess the improvement of the nutritional status of school children through the implementation of the Gulayan sa Paaralan Project as well as its perceived best practices. The respondents of the study are the learners who are evaluated based on their body mass index in baseline and end line. The researchers used two data gathering procedures namely, survey method and retrospective interview. Also, the following data gathering tools namely; checklist, and retrospective interview guide were used to meet the goals of this study.

RESULTS

After the full implementation of Gulayan sa Paaralan as the support system of the feeding program, there was a remarkable change in the number of severely wasted and wasted pupils. Malnourished pupils turned out to be normal which shows a successful strategy in improving pupils' health. It shows that sustain production of vegetables and crops ranked first in the perceived best practices because GPP should be sufficient enough to improve the nutritional status level of the pupils. It is followed by encouraging internal and external stakeholders to participate in GPP activities that will be the partners of the school in achieving the goal of this program. On the other hand, integration of vegetable production and consumption in Science and Edukasyon sa Pagpapakatao ranked third. Nutrition must be given emphasis not only for physical condition but also it aids to develop their ability to think. The least on the best practices' topic is, orient parents about the importance of GPP because the awareness on the nutrition of a child should start at home.

DISCUSSIONS

The result revealed that through sustaining and strengthening Gulayan sa Paaralan improvement in pupils' nutritional status could be achieved. Parents and teachers should also work hand in hand in developing children's mental and physical ability through proper nutrition. Learners must also encourage to do replication of vegetable garden at home.

KEYWORDS: Gulayan sa Paaralan, nutritional status, scheme

Project H2O (Hydrate 2b Ok) in Improving the Water Intake of the Students

Divine Grace Alipala, Southville IV NHS, Department of Education - Santa Rosa

Abstract

INTRODUCTION
Water in our bodies is vital for human life. Without it, we can't survive. Since the water in our bodies is continually being lost, it needs to be continually replaced, and the best fluid to replace it with is water. Sufficient water intake contributes to the development of overall health and well-being, enabling the body to maintain its physical and cognitive capabilities, and it helps in reducing energy intake and consequent risks of obesity. But it was observed by the researcher that most of the students do not drink enough water while in school. The researcher sought to know if the students' water intake will improve through the use of the different designed activities in Project H2O.

METHODS
This study is quantitative research. The data used in this study were gathered from Grade 7- students of Southville IV National High School, the school year 2018-2019. The study used pre-assessment and post-assessment as the basis of the students' water intake. The researcher conducted the pre-assessment to Grade 7-Zechariah. Then, the researcher implemented Project H2O to the students for two weeks. After the two weeks implementation of Project H2O, the post-assessment was administered.

RESULTS
The weighted mean of students' water intake before the implementation of the Project is 3.39. It was assessed by the respondents as Satisfactory. On the other hand, the weighted mean after the implementation of the Project is 4.53, which was assessed as Outstanding. Meanwhile, the computed t-value of 0.00 is less than the level of significance of 0.05. This means that there is a significant difference between the water intake before the implementation of Project H2O and after the implementation of Project H2O.

DISCUSSIONS
The results demonstrate that the use of Project H2O through bringing their water bottle, monitoring their water intake, and drinking together improved the water intake of the students. However, installing drinking water fountains is also of big help in increasing the water intake of the students. Moreover, the results show the need to campaign drinking enough water every day to the students. Installing posters and integration to the subjects of its importance are additional factors to be considered in the success of the project's implementation.

KEYWORDS: Water intake, wellness, Project H2O

Project Ham- SLAC Harmonizing Learning Action Cell

Jingle Moneda, Department of Education

Abstract

INTRODUCTION
Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (Department of Education) issues the enclosed policy on The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.
Dep Ed ORDER No. 35, s 2016, THE LEARNING ACTION CELL AS A K TO 12 BASIC EDUCATION PROGRAM SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT STRATEGY FOR THE IMPROVEMENT OF TEACHING AND LEARNING. The Policy
The statement states that Learning Action Cell aims to develop and support successful teachers by nurturing their knowledge, attitudes, competencies in terms of curriculum, instruction, and assessment in their work station, that is why School Heads are continuously implementing the School Learning Action Cell to help and develop the teachers and achieve mastery learning among learners.

METHODS
The study used the descriptive quantitative research design since the study aims to measure the quantity of performance of the teacher during their class observation (COT) and the Mastery of Learning of the learners with the use of the test results during the conduct of the quarterly test, the First and Second Quarterly Test. The researcher uses the 14 Elementary School Teachers of Taykin Elementary School in the District of Liliw during the conduct of Project Ham -SLAC (Project Harmonizing School Learning Action Cell). The researcher will use the Observation Checklist and the District Monitoring Tool for teachers and the researcher will use the Class Test Results for First and Second Quarterly test to identify the teacher and pupil performance. The researcher adopted the District Project COME-SLAC

RESULTS
The result of the Project Ham-SLAC helps the School Head to improve in giving technical assistance to teachers through LAC Session and by using LAC Monitoring Tool and LAC Session Guide. This also helps the teachers improve their skills and strategies in teaching through engaging themselves in collaborative learning session during SLAC. There is also an increase in learners Test Results with Mean Percentage of 3.53 % from First Quarter to Second Quarterly Test (76.92% to 80.45 %)

DISCUSSIONS
The impact of the implementation of Project Ham-SLAC is a great success to Taykin Elementary School based on the performance of the teachers during their Classroom Teaching. They used the strategies they have learned during the School LAC. The increase in the result of the Quarterly Test showed a positive effect of the project among learners.
Through this research, it is great to help among teachers and learners and the researcher is humbly sharing Project Ham-SLAC to the Department which may contribute to teachers and learners' performance

KEYWORDS: Harmonizing School Learning Action Cell

SUBMISSION ID: R04A-LAGUNA-0312

Project Happy Readers League: An Intervention Program to Develop Reading Skills in the Grade IV Pupils of Timalan Elementary School Sy 2018-2019

Juvy Jocson, Department of Education - Cavite

Abstract

INTRODUCTION
Reading is a core skill. Literacy skills are crucial for accessing the broader curriculum. It is one of the factors that affect the achievement level of the pupils. This intervention program was conducted to develop reading skills in the grade IV pupils to help them increase their performance level not only in reading but also in other subject areas.

METHODS
Continuous Improvement Methodology included the three stages; Assess, Analyze and Act. The first stage comprised of four steps. Based on the result of the Revised Phil IRI, pupils with reading difficulties were identified. On the analyze stage, root cause analysis was done through a survey questionnaires and interview to recognize the voice of the customer. And Finally, the last stage, pilot and roll out of the solution.

RESULTS
Based on the Phil IRI Group Screening Test (GST), 35 out of 94 pupils or 37.23% need to be assessed individually and undergo in the reading intervention program. After the administration of the Post Test, the result showed improvement. 20 pupils (57.14%) can read in their appropriate grade level while 15 pupils (42.86) reading level was advance at a higher level compared with the result of their Pretest Individual Assessment. This concluded that the reading intervention program is effective.

DISCUSSIONS
The results exhibit that the following factors contribute to the effectiveness of a reading intervention program: (1) Identifying the pupils reading level through the Individual Reading Assessment helps teachers to give suited remediation materials and strategies appropriate for the learners need. And (2) Pupils' performance level in other areas also improves and can be attributed to the development of their reading skills. The progress of the reading ability of the pupils toward success happens when given proper and appropriate reading intervention. The continuity of the program must be sustained for a more positive outcome.

KEYWORDS: reading skills, reading intervention program, reading level

SUBMISSION ID: R04A-CAVITP-0705

Project HaSTsiKo (Hanggang saan ang tsinelas ko?): Lived Experience of Balaytigue Elementary School Pupils from Grades 4-6 in Combating Lengthy School Distance

Rhomer Ularte

Abstract

INTRODUCTION
Going to school regularly is a crucial element to develop learners' social and academic skills, Murcia (2015). It is not only a privilege but also a right for each learner to be educated and not just to be a learned individual. Despite these benefits, some pupils of Balaytigue Elementary School are having a hard time to go to school because of the lengthy school distance added by inevitable factors that lead them to increase absenteeism and decrease academic performance towards classroom's activities. In this research, I found out the driven factors that motivate the pupils to improve academic performance and to decrease the number of student's absences through a project HaSTsiKo.

METHODS
This research was conducted at Balaytigue Elementary School in Nasugbu West District, Nasugbu, Batangas. There were five (5) qualified respondents out of eight (8) grades 4-6 pupils. They were chosen through a purposive sampling method and were interviewed based on a set of semi-structured questions. The qualitative research method was used to analyze and interpret the data.

RESULTS
The respondents have identified the driven factors that motivate them in combating lengthy school distance to improve academic performance and lessen absenteeism. These are; 1) personal interest for learnings to expand 2) family influence due to proper educational orientation 3) rewards and punishment orientation 4) inspiration for a stable future 5) peer's influence. On the other hand, the environmental factors are lengthy school distance, health and street hazards like a snake and stray dogs, possible landslide while the socio-economic factor is the proximity to the source of income. The activities that cannot be done after lengthy walking are; to do better group presentation, do the assigned homework, participate in the group activities well and concentrate well to the discussion.

DISCUSSIONS
Despite the prevailing factors that add to the problems of lengthy school distance just like the studies of Gasparovic (2015), Shadbolt (2014) and Vuri (2007), the results still showed that there are driving factors that can motivate the Balaytigue Elementary School pupils to improve their academic performance and lessen absenteeism through the project HaSTsiKo. This would help the school to link with the stakeholders to have their own school service added by quarterly monitoring of pupils' absences and academic performance by their adviser and parents/guardians. In contrast, these results could vary based on the type of pupils, location and other factors that could lead to further research of those who'll conduct the same matter.

KEYWORDS: lengthy school distance, academic performance, absenteeism

Project HELP Heart and Hands Extended to Learners Progress

Clariza Terrones, Department of Education

Abstract

INTRODUCTION
No Child Left Behind Policy emphasizes that educational opportunities can become an effective channel of reducing the dropout rates and help learners reach their lifelong journey for education.
To attain the above goals, it suggests for an effective intervention addressing school dropouts and helps students survive from difficult or different circumstances.
In response to this, the Heart and Hands Extended to Learners' Progress (HELP) project has been conceptualized to identify the students who are at risk of dropping out, determine the factors that hinder them to attend classes regularly, and provide them with necessary interventions making it a significant educational measurement tool that would give a great pictures for learners' as well as to teachers' potential and commitment in developing students to survive in basic education of realizing their dreams into realities.

METHODS
The self-made tool was used to find the hindering factors in attending classes regularly such as Domestic Related Factors, Individual Related Factors, Environmental/School Related Factors, Financial Related Factors, likewise the interventions administered to students at risk of dropping out (SARDO).

RESULTS
Table 1 shows the number and percentage of dropouts for the last 3 school years (2015-2017). and the percentage of dropouts from June to December 2018. it can be gleaned on the table that the dropout rate significantly decreases from 868 or 4.53 % of SY 2017-2018 to 113 or 0.42 % of June to December 2018.

DISCUSSIONS
It significantly shows that the HELP Program for saving SARDOS through the heart and hands of teachers is an effective intervention of helping students reach their life long journey for education.

KEYWORDS: Drop outs, Help Program, access

Project HENAGAK - Hele ni Nanay Gabay ni ate at Kuya

Elison M. Dones & Jenaluz P. Mendoza, Department of Education - San
Pablo City

Abstract

INTRODUCTION

This study determined the effectiveness of the reading program HENAGAK- Hele ni Nanay Gabay ni Ate at Kuya on improving reading comprehension and word recognition of Grade 2 pupils of Fernando A. Quisumbing Elementary School. Fifty pupils were involved in this study by giving a standardized Phil-IRI test to get the scores of the pupils. T-test was used to determine the significance of the study. Results indicate that reading with comprehension and word recognition improved in the post-test after the implementation of the program HENAGAK.

METHODS

The study used the experimental design in analyzing data about the HENAGAK (Hele ni Nanay Gabay ni Ate at Kuya) of the Grade 2 pupils of Fernando A. Quisumbing Elementary School. The study has utilized the pre-test to determine the score in comprehension and word recognition of the pupils. Post-test score result will be utilized to determine the effectiveness of the reading program HENAGAK.T-test will be used to determine if there is a significant difference between the pre-test and post-test score of Grade 2 pupils.

RESULTS

Based on the significant findings of the study, these conclusions are drawn:

There is a significant difference between the pre-test scores and post-test scores in terms of reading comprehension of Grade 2 pupils with the reading program since the p-value is .000 is less than 0.05

There is a significant difference between the pre-test and post-test scores in terms of reading word recognition of grade 2 pupils with the reading program since the p-value is .000 is less than 0.05.

DISCUSSIONS

In conjunction with this principle, Fernando A. Quisumbing Elementary School as a public-school Institution would like to adhere to this principle of envisioning quality education by providing the learner's programs and activities to improve their reading performance. Based on the result of the PHIL-IRI or Philippine Informal Reading Inventory for Grade 2 pupils School Year 2016 - 2017, the researcher provides intervention for struggling readers.

This study aims to determine the effectiveness of reading intervention HENAGAK- Hele ni Nanay Gabay ni Ate at Kuya for the Grade 2 pupils of Fernando A. Quisumbing Elementary School.

KEYWORDS: reading intervention, struggling readers

SUBMISSION ID: R04A-SANPAB-0073

**Project HOPER (Helping Our Pupils in Everyday Reading): A Bridge
to Address the Reading problems of Grade II Learners of Wawa
Elementary School**

Maylene Camiso

Abstract

INTRODUCTION
Teachers of Kinder to Grade Three develop an action plan to address the reading problem of their learners. Often, this plan is implemented, yet it did not succeed. In this recent project/ action plan we found out the different factors that hinder the successful implementation of the plan based on the analysis and data given and the ways to address them.

METHODS
Using the data, we focus on the Grade II learner which has 10 non-readers. We conducted a meeting with the School Planning Team. SWOT Analysis was used to identify the strengths, weaknesses, opportunities, and threats of the Project HOPER. Launching and orientation of the program were also conducted, parents of the 10 learners were capacitated on the step-by-step process of the reading intervention materials that they will use at home. Monitoring, Evaluation, and Reporting of Monthly Tracking were also conducted.

RESULTS
Out of 10 pupils, there were six (6) pupils who succeeded and improve their reading abilities and there were four who did not. Teachers who participated in this project experienced the following problems during the implementation, 1) pupils don't know the sound of the letters, 2) lack of parents follow up at home, 3) lack of pupil's initiative to read, and 4) some parents are illiterate. At some point, where parents are supportive, the reading abilities of their children were improving. It shows that if the teacher and parents are committed to helping the learner, the highest degree of success is achieved.

DISCUSSIONS
The result demonstrates the need for commitment and cooperation between the school, the parents and the learner in order for the project to be effective. The root cause of the problem must be addressed to ensure the effectiveness of the action plan. Stakeholders support is vital for the continuous implementation and improvement of the learners' achievements.

KEYWORDS: HOPER (Helping Our Pupils in Everyday Reading), SWOT Analysis (Strength, Weaknesses, Opportunities and Threats),

SUBMISSION ID: R04A-TANAUA-0151

Project I CARE (Improve Children's Ability in Reading) a Reading Intervention for Grade 3 Pupils

Zenaida Roque, Department of Education

Abstract

INTRODUCTION
The ultimate goal of reading is comprehension. It allows the reader to make sense of what the text is about. We must instill in our pupil's important strategic methods to improve comprehension. Strategic reading methods can help pupils achieve not only their academic needs but more importantly their life goals.

METHODS
To test first the pupils reading level of difficulties, the researcher used some short fantasy stories followed by questionnaire as her diagnostic test. The researcher also gives reading assignments to the pupils as parents guided practice. Through the help of their parents or guardian, it will enrich the pupils' vocabulary as a weapon decipher to reading comprehension difficulties.

RESULTS
After the intervention, it comes out that 68% of the student got the correct answer which was higher of 43% than the first result of the study. It shows that there was a 23% increase in the level of comprehension which evidently showed that pupils who were supported and guided by their parents and teacher got more comprehension that those times that they were not yet helped.

DISCUSSIONS
This study might be repeated using a larger sample such as an entire school using observations and achievement scores for an entire school year to see if the data and result would be the same. A more detailed study might be conducted to determine exactly what kind of impact a parent involvement program has on a particular group of students over an extended period of time. The intervention used may be repeated every quarter of the year to encourage pupils to study well all year round.

KEYWORDS: strategic, difficulty, impact, involvement, intervention, comprehension, academic, needs, achievement, sample

SUBMISSION ID: R04A-CAVITP-1202

Project I READ You

Hazel E. Lirio, Marita T. Obispo, & Roxanne M. Opeña, Department of Education

Abstract

INTRODUCTION

Philippine Informal Reading Inventory (PHIL-IRI) is a test tool given every year. Based on the last three years result, Grade Four had the highest number of struggling readers in English. They had 65 or 47% out of 138 in 2015-2016, 87 or 41% out of 213 in 2016-2017 and 57 or 41% out of 139 in 2017-2018. So, we created a reading program entitled Intensive Reading Exercises Assures Development in You (I READ You).

METHODS

We brainstormed for the strategies and steps of the program. Then, we talked to the teachers, parents, and pupils involved. A one-on-one interview to the pupils was done to get the factors affecting the pupils' ability to read. Next, we created an implementation plan and collected reading materials suitable for the learners. Frequent monitoring of the remedial classes was also made to supervise the pupils' progress and achievement.

RESULTS

The table below shows the number of struggling readers in the last three years based on the PHIL-IRI (Pre-test).

We targeted to reduce the 57 struggling readers of Grade IV by at least 34 or 60% at the end of February 2018. We decreased 37 pupils or 65% and remained 20 struggling readers.

DISCUSSIONS

Grade Four Pupils had the greatest number of struggling readers in the last three years based on the Pre-test of PHIL-IRI. Because of this, we created a reading program entitled Intensive Reading Exercises Assures Development in You (I READ You).

Under the reading program, we were able to decrease 37 pupils out of 57 or 65% and remained 20 struggling readers. Although we met the target of reducing at least 34 pupils or 60%, several struggling readers retained in Grade Four.

When we implemented the program, we aimed to help teachers and give instructional materials during remedial classes. But at the end of the program, we realized we missed to focus on the pupils who did not go to school every day. According to teachers, those pupils missed remedial classes and remained as struggling readers.

In the future use, we suggest making reading materials for home use so parents could teach and practice their children to read.

KEYWORDS: PHIL-IRI, Struggling Readers, reduce

SUBMISSION ID: R04A-CALAMB-0380

Project I Read: An Evaluation on the Reading Intervention Program

Annabel Rosanes, Josephine Atienza, & ofelia Rotairo

Abstract

INTRODUCTION
The conceptualization of this Project I Read originated from the Continues Improvement Plan which was conceptualized by Dr. Brenda G. Alegre and the proponents in 2017 to cater to the needs of Kaytitinga Elementary School pupils. The duration of this program runs from July to November 2017, total coverage of 15 weeks. Time allotment is during 11:00-11:30, 12:30-1:00 3:30 every remediation period. This project was given to 30 grade three pupils respectively which has been diagnosed under the frustration level of the Phil-IRI. They were given small group sessions with their teachers to give them remedial classes. Materials used in these remediation programs are Phil-IRI reading materials, DOLC's Basic Sight Words, textbooks, and localized modules.

METHODS
Adhering to the standard operating procedures of the Department of Education, Division of Cavite, researchers asked the permission from the school principal, Dr. Brenda G. Alegre, the teachers in the primary grades and together with the parents of the pupils for consent to let their children become the understudy of this research.

RESULTS
Findings reveal that only 5 (16%) pupils remained under the frustration level; 17 (57%) respondents were able to reach the instructional level; while 8 (26%) respondents have reached the independent level. Study shows that reading comprehension of respondents in English was improved after the implementation of Project I Read Research shows that the data obtained after the execution of Phil-IRI pre-test, pupil respondents' find it difficult to answer the questions about the event, problem and ending of the story. Phil-IRI pre-test pupil respondents' reading comprehension needs remediation.

DISCUSSIONS
As a result of the findings, Project I-Read Program will continue to be utilized. The fifteen-week timeline for the study was restrictive, teachers would have liked to have been able to extend the time to a minimum of a full school year term. By expanding the duration of the time used to study the effectiveness of the Project I-Read Program, pupils involved would have been given more time to understand the strategies being taught and perhaps develop some degree of independence as they have applied some of the key components of the strategies. Furthermore, it would have nicely correlated to progress report cards and Continuous Improvement Plan, offering additional information to be shared with the pupils and their families on their overall progress.

KEYWORDS: Project I Read, Reading Comprehension, Phil-IRI, reading difficulties

Project I READ: Intervention and Reading with Enjoyment and Development

Jo Ann Abril & Laarni Acelajado, Department of Education

Abstract

INTRODUCTION

Project, I READ (Intervention in Reading with Enjoyment and Development) is an intervention program of Julugan Elementary School, under the Continuous Improvement Program of the Department of Education, which aims to improve the reading skills of the pupils.

355 out of 372 Grade 2 pupils were identified under frustration level in English based on the results of the standard formula of the Phil-IRI administered last July 2015. Fifty (50) or 14 % of the pupils with poor recognition in words, phrases and sentences will undergo Project I READ.

METHODS

Different challenges of the program were sought like lack of understanding of the process, lack of support from stakeholders, CI Team do not expect a reward, failure to properly scope the project and failure to identify appropriate solutions.

The voice of the customers was the fifty (50) Grade two pupils under frustration level and the techniques for gathering voice of customers were as follows:

CI Team conducted classroom observations, interviews and survey and gathered and tabulated the data to determine the materials and strategies that will address the need of the clientele.

RESULTS

From the 50 targeted pupils out of 355 Grade two pupils, only 21 pupils remained under the frustration level or decreased by 58%. Different solutions and recommendations for improvements were implemented and intense effort exerted by the CI Team together with the reading warriors was achieved.

DISCUSSIONS

The reasons for poor word recognition in English were voiced out by the pupils and were validated. Using the Pareto chart for qualitative data, limited time allotment for reading session with a frequency of 20 or 40% cumulative and lack of interest with a frequency of 15 or 70% cumulative were the main reasons where the CI Team should focus more while insufficient teacher's training in reading strategies with a frequency of 10 or 90% cumulative and lack of parent's support with a frequency of 5 or 100%.

KEYWORDS: READ, SCHOOL-BASED, GRADE TWO PUPILS

SUBMISSION ID: R04A-CAVITP-1469

Project I Work to CATER: SSP Intervention Program for the Selected Grade Two Pupils of Kanggahan Elementary School

Diana G. Liveta, Ma Morena Nalunat, & Teresa De Guia, Department of Education

Abstract

INTRODUCTION

Reading proficiency was one of the problems that Kanggahan Elem. The school has to face due to the rapid increase of population where most of its clientele came from hazard zone areas in Manila and other neighboring municipalities. In order to improve the word recognition of 40 out of 578 Grade Two pupils who were identified as Non-Readers based on the result of 2017 Phil. Informal Reading Inventory Pretest in English, a reading intervention program was conceptualized, innovations were implemented and the study was investigated.

METHODS

The study made used of Purposive sampling and a descriptive comparative research design was applied. Statistical treatment such as mean, standard deviation, mean percentage score and T-test were used to know the significant difference between the pre- and posttest results.

RESULTS

Before implementing the reading intervention program, the pupils' mean score in the pre-test was 0.43% with an MPS of 8.5%. After conducting the reading program, the pupils' mean score in the post-test increased to 3.75% with an MPS of 75%. The pupils' mean score had significantly improved by 3.33% through the reading intervention program - Project I Work to CATER (Improving Word Recognition as Key to Comprehension Activities Through Extensive Reading). The selected pupils were able to improve their reading ability: 9 out of 40 or 22% were categorized in Independent Level; 21 or 53% were under Instructional Level; while only 10 or 25% fall under Frustration Level and 0 non-reader.

DISCUSSIONS

The results showed that a reading intervention program should be organized and systematic with direct instruction on phonemic awareness and phonics to meet the needs of the pupils whose reading achievement is lower than the proficient level. The school should allocate a budget for the creation of modules and other instructional materials in order for the teachers to be equipped in conducting the reading program. It should also provide a reading hub to encourage pupils to have fun and find reading an enjoyable hobby. Active involvement of the school head in monitoring the progress of the reading program, dedication of teachers and cooperation of parents were factors that made the innovation successful.

KEYWORDS: reading intervention program, pretest-posttest, grade two pupils

Project IMath: Performance Improvement in Mathematicss through Additional Tutorial Handouts

Johnie Olorvida, Kapalaran Elementary School

Abstract

INTRODUCTION

One of the current problems of the Mathematics teachers in Kapalaran Elementary School is on how to improve the numeracy rates of the pupils especially their basic skills in four fundamental operations of fractions which serve as the basic requirement in discussing the ratio and proportion, statistics and probability, algebra, etc. Therefore, the researcher finds a way on how to improve the performance of the pupils, this is through the Project Ï€MATH: Performance Improvement in Mathematics through Additional Tutorial Handouts that will surely help in improving the performance of grade six pupils in Mathematics.

The use of instructional materials specifically the additional tutorial handouts in Mathematics is one of the objectives of the researcher to improve the performance of the grade six pupils in Mathematics. This is the reason why the researcher prompted to conduct the study on the Project IMATH: Performance Improvement in Mathematics through Additional Tutorial Handouts

METHODS

The data for this research were collected using pretest and posttest. Each topic in Fraction has ten (10) questions for pretest and posttest. The different topics in Fraction were Addition, Subtraction, Multiplication, and Division of Fractions. The purpose of the tests was to determine whether the pupils had an improvement in their performance in mathematics through Project Ï€Math. Furthermore, for the effectiveness of Project IMATH which based on the obtained mean gain of each aspect, the following verbal interpretation was Very Much Effective, Much Effective, Moderately Effective, and Not Effective.

RESULTS

The study found out that there is an increase in the posttest means a score of the grade six pupils at risk after being exposed to Project IMath which means that the respondents gained more knowledge and their performance in Mathematics were improved.

DISCUSSIONS

The researcher used the Project IMATH for the remediation program of grade six pupils at risk. The developed Tutorial handouts were made as a means to improve the level of performance of the pupils in Mathematics subject. The handouts were based on the Least Mastered skills in Mathematics for the first quarter which is a fraction. The researcher focused on the four fundamental operations of fraction namely: Addition of Fraction, Subtraction of Fraction, Multiplication of Fraction, and Division of Fraction. Each topic has the same items which were distributed in the pretest and posttest.

KEYWORDS: IMATH, Tutorial Handouts

SUBMISSION ID: R04A-RIZALP-0108

Project Iampart: Program in Decreasing Tardiness, Absenteeism and Drop-Out Rate of Grade Nine Students of Rosario National High School

Cloyd Mena, Rosario National High School

Abstract

INTRODUCTION
Tardiness and absenteeism are the main factors that affect the performance of the students. Once the teacher cannot control these factors, drop-outs arise. Thus, this study aims to investigate the effectiveness of Project IAMPART [Implementation of Attendance Merit System to students with perfect attendance, Parental and Peer involvement, Attendance contract, Reduction of Illnesses and TorCH (Text or Call Hotline)] in decreasing tardiness, absenteeism and drop-out rate among grade nine students in Rosario National High School.

METHODS
This study used the Quasi-Experimental method. The chosen participants were the top 10 students who were identified at-risk for drop- out based on the attendance record (Student Form 2). The said students were chosen using a non-random or purposive sampling technique.

RESULTS
Results revealed that there is significant difference on the attendance of grade nine students from quarter 2 to quarter 3, quarter 3 to quarter 4 and quarter 2 to quarter 4.

DISCUSSIONS
This study revealed that the process of integration of Project IAMPART as part of the intervention program effectively decreased the tardiness and absenteeism of grade nine students and prevented them from dropping out. Moreover, this study is one of the initiatives that will facilitate school policymakers, teachers and parents to explore the ways of creatively decreasing the student tardiness, absenteeism and drop out.

KEYWORDS: Project IAMPART, Tardiness, Absenteeism, Drop-out rate, Pre-Experimental, Time Series Design, 10 Grade Nine Students, Rosario National High School

SUBMISSION ID: R04A-CAVITP-0470

Project I-Care (Ideal Context Apprehension in Reading with Enjoyment) through ERT (Extended Reading Time): Epektibo Nga Bang totoo?

Ledivinia Ogot, Department of Education - Cavite Province

Abstract

INTRODUCTION
As the Department of Education continuously serving the nation having the learners at its center and envisioned that every learner will be holistically developed as they will become the future leaders of the country. The school as its arm in reaching the children, teachers are tasked to train learners holistically. Physically, emotionally, socially, mentally and spiritually. The ability to read with comprehensions plays an important role in the learning process. Pupils will find it hard to learn when they have reading problems. Reading with comprehension leads to the success of the learning process not only in the English subject but also in all other subject areas. Hence this research was conducted. Research's purpose is to measure how effective the Project I-CARE through ERT as an intervention for the learners who have problems in reading.

METHODS
A Quantitative research study used experimental methods of Research wherein the subjects were measured before and after project implementation. Purposive Sampling was employed. Percentage and Z- test for two population proportions were utilized to analyze the data. The PHIL IRI administered to pupils of Balsahan Elementary School last June 22, 2016, showed that grade four has the highest number of readers at the frustration level. After remediation by the class advisers, 30 were in the level before the implementation of the Project I-CARE through ERT. They underwent thirty minutes of extended reading time each day, using materials made by the Project Team based on the needs.

RESULTS
In the pretest, 30 were under the frustration level. After the implementation of Project ICARE through ERT, the post-test showed that 2 out of 30 pupils became independent readers and 28 became readers at the instructional level.

DISCUSSIONS
A comparison of the results of pre-test and post-test showed that 100% or 30 out of 30 pupils from Frustration Level were raised to a higher level of reading. Twenty-eight (28) out of thirty or 93.33% in Frustration Level became readers in the Instructional Level and 2 out of 30 pupils or 6.67 % were raised to Independent Level. The implication of results showed that there was a significant difference between the results of and post-test
given to the thirty grade four pupils under Frustration Level before and after the implementation of Project I - CARE Through ERT thus, the project is said to be effective and worthy to be recommended for the adoption of other schools who have pupils with reading difficulties.

KEYWORDS: Extended Reading Time, pretest, post-test, Reading Level, Frustration Level, Instructional Level, Independent Level

Project iCARE (interactive Community Assisted Reading Enhancement): Helping Pupils at-Risk of Reading Failure Reach the Benchmark in Reading

Chrystal Guerra

Abstract

INTRODUCTION

Reading is very significant to a child's success in learning. It allows him to discover new things and builds his self-worth to the world he lives in. Unfortunately, not all students manifest strong reading skills. Many contributing factors causes a delay in reading including limited learning experiences and lack of interest due to poor reading strategies and materials. To address the issue, the researcher developed the Program iCARE to help pupils reach the benchmark of reading with the help of technology and the community. Studies show that technology can be used as a platform to support students word reading strategies and provide a number of advantages that enhance reading experiences.

METHODS

A qualitative approach was used in the study. The main goal of the study was to determine the attitudes of the pupils when using digital applications instead of the traditional approach in teaching reading. The program was participated by 23 struggling readers who took pre-assessment in reading but failed to reach the level of expectations. These pupils undergo six months of intensive reading intervention assisted by the researcher and the community volunteers. The pre-test and post-test scores of the participants determined the achievement of pupils on the implementation of the program.

RESULTS

The effectiveness of the reading program was measured by the test results gathered after the treatment. The results showed that the reading ability of the participants increased and the program brings significant transformation on student's attitudes towards reading. Community volunteers who participated also noticed a remarkable change on students. Students were more motivated, learn faster and was fascinated in learning reading with the use of technology. Their scores were high on the assessment after each reading lessons and gradually increased up until the end of the program.

DISCUSSIONS

The need for digital advancement in education is essential to improve learning. Evidence from the study shows that a child was more enthusiastic and enjoy learning when using technology. Vital to the implementation of the study are the resources that include access to sufficient technological application and materials for reading, parent involvement, and support from the agency during the implementation. Although technology enhanced reading ability, problems were still seen in some students who have difficulties in decoding words and these need another study that will focus on the child's reading disability.

KEYWORDS: benchmark, platform, traditional approach, digital advancement, parental involvement

**Project ICLLID: its Impact to the Reading Comprehension of Grade 5
Pupils in Lemery Pilot Elementary School**

Maricris Alvarez, Department of Education - Lemery

Abstract

INTRODUCTION

It is not enough that the learners can read only but without understanding, that reading strategies and learning strategies are tightly intertwined, and what is considered vital in the reading process is further applicable to the comprehension process.

In Lemery Pilot Elementary School, the existing reading and comprehension program is not well-defined. It can be concluded that the intervention program is not totally effective, thus needs improvement and proper implementation and this is what the project ICLLID (Improving Comprehension Level Leading to Intellectual Development) is all about.

In this assertion that the researcher became concerned to conduct this study to determine the impact of this project in the performance of the pupils in reading specifically incomprehension in order for her to make an intervention program that can contribute to enhancing the ability of the learners in reading and comprehension as well as their academic performance in other disciplines.

METHODS

The researcher utilized the questionnaire as the data gathering instrument in this study. Focus group discussion and in-depth interviews were also utilized to supplement other essential information of the study. The researcher also used statistical tools for data processing.

RESULTS

Based on the findings, it was revealed that there was a noticeable change in the performance of the pupils when it comes to comprehension after implementing the new process. From 198 pupils under frustration level, it decreased to 88 after 30 days of implementing the continuous improvement project. Although the researcher did not meet the target, the result was still really impressive.

DISCUSSIONS

Project ICLLID as the Continuous Improvement project of LPES is indeed a huge success. Impact of this project is too evident based on the increased of performance of 198 Grade 5 learners in Reading and comprehension as revealed by the pre and post test result.

There was a significant difference in the performance of the pupils as revealed in the results of the pre and post implementation of the program. Based on the highlights of the findings and the conclusions drawn, enhancement of the reading Instruction through the application of CI process could be of great help in order to increase the reading level of the pupils.

KEYWORDS: Reading Assessment, Continuous Project, Reading Instruction

SUBMISSION ID: R04A-BATANP-2267

Project ICSIIS (Improving Communication Skills thru Interactive Instruction Scheme)

Menchie Cepillo, AASMNHS

Abstract

INTRODUCTION
The Senior High School program envisions to develop not only communicative excellent individuals but globally competitive citizens as well. Part of it was the great role played by oral communication skills in an individual's success in any field, where the communicative competence of an individual is highly valued. Thus, in order to fully enhance and develop such skills, varied and appropriate materials are needed to be available. As such, this study intends to develop interactive localized intervention materials (IMs) that will help improve the communication skills of Senior High School learners.

METHODS
The researcher intended to assess the attainment of competencies and the availability of IMs in English as responded by secondary language teachers in the district of Mabini. Before this, an informal interview among learners was also conducted to determine the difficulties they encountered in speaking the language. A mixed method of research was employed and made use of checklist-questionnaire to determine the attainment of competencies in English, specifically Oral Communication, and also sought for the availability of IMs. The collected data were analyzed and interpreted using the coding system, and frequency, weighted mean, and ranking were applied to determine the results.

RESULTS
Learners found speaking in English difficult due to lack of confidence, afraid to commit mistakes, limited vocabulary, shyness, stage fright, fear of rejection and inability to construct sentences. Similarly, competencies in Oral Communication were determined to be averagely met. Competencies on the application of prosodic features of speech, basic grammar skills, principles of speech delivery, and communication strategies consisted of the lowest four in rank. Likewise, it found the teachers and modern IMs like the laptop as most often available IMs. On the other hand, worksheets and offline interactive presentations were found to be often available. From this, localized IMs were developed following stages; planning, design, and development. Localized IMs on listening, vocabulary, grammar, and disciplines specific oral communication activities were then developed.

DISCUSSIONS
The results depicted that the designing of IMs must not only be based on competencies but also be suited to the needs of learners, therefore, IMs must be localized using the available resources and community-related situations. It is expected that the proposed IMs would help augment the scantiness of appropriate instructional/intervention materials in developing the communication skills of students. Likewise, the utilization of IMs for independent learning to support classroom instruction in ensuring mastery of the basics, and further studies that would test the reliability and effectiveness of this study in developing the learners' oral communication skills, were highly recommended.

KEYWORDS: localized, interactive, intervention, realia, communicative strategies, My PETMALU, RODY-30, IPICS, LODI, MABAGSIC-WERPA

SUBMISSION ID: R04A-BATANP-1262

Project I-DRIM: Project Intensive Daily Reading Intervention Program

Aprillyn Albing, Jennifer B. Balani, & Kenneth M. Muya, Department of
Education- Division of Calamba

Abstract

INTRODUCTION
It is a general observation that many pupils are poor readers or even non-readers. Most of the pupils find difficulty in answering questions that begin with question marker how and why. Often times, they get low scores in examinations because they were not able to assimilate the given questions.

One of the most difficult problems which teachers encounter in teaching reading is the pupils' deficiency in basic comprehension skills due to limited vocabulary, inability to read by thorough unit and poor oral reading comprehension. There are many pupils who are poor in reading comprehension because of the inability to identify group sentence idea or the main idea of the paragraph.

METHODS
This study made use of multiple methods in the conduct of this research such as focused group discussion (FGD) to Grade 3 pupils whose results of Phil-IRI was poor for 3 consecutive years. Survey and interview were also conducted to gather data as a basis for a comparative analysis of data to determine the performance level of pupils through simple mean.

RESULTS
Through the active participation of the teacher, pupils and parents, the researcher was able to find the root cause on where the child finds difficulty in reading and what the like most to learn in a fun and easy way. Different strategies were used like maximizing the use of the mini-library during child's free time, learners find the reading buddies, one on one remedial session after class and during class discussion teacher were using different strategies and interactive materials that help learners to develop their reading skills. As a result of numerous activities and strategies used the performance of the learners under frustration level decreased out of 34 Grade III pupils, 2 or 6% belong to Frustration level, 18 or 53% pupils are under Instructional level and 14 or 41% pupils are Independent. In addition, the periodical result of the Grade 3 Pupils in English increase on their 2nd quarterly examination MPS result is 72.05% while the 3rd grading result was 74.20 which increase by 2.15. It was seen that the project resulted in an improved performance levels of pupils in reading as well as the effectiveness of the strategies and techniques used.

DISCUSSIONS
The result of this study will enhance the teachers to improve the teaching-learning process of pupils in reading. It is also seen from the results that the different strategies can be used for the continuous improvement of the performance of the learners, especially in reading. Innovation and strategic improvement are the keywords that a teacher can use in his battle for quality education.

KEYWORDS: Frustration, Low performance, Competency, Phil-IRI

SUBMISSION ID: R04A-CALAMB-0423

Project IISA'S Effectiveness in Increasing the Proportion of Students who are Satisfied in the way Senior High School Teachers Schedule and Give Performance Task

Noriel Reyes, San Pablo City Science High School

379

Abstract

INTRODUCTION

Performance standards that are tested during performance tasks are indicated in the curriculum guide and considered as evidence of mastery. However, most performance tasks were given during the exam week in almost all of the subjects which cause students to exert more time and effort beyond school hours affecting their health and socialization. Also, because of the overlapping of projects and submissions, the quality of output also suffers since students do not have time to plan appropriately. Thus, this project aims to schedule and encourage teachers to do the integration to lessen students' preparation time without sacrificing mastery of competencies.

METHODS

The project IISA was created as an answer from an existing problem elicited from the respondents. Based on the Focused Group Discussion and Survey,141 out of 222 or 64% of Grade 11 - Senior High School Students of San Pablo City Science High School were dissatisfied in the number of performance tasks given, time allotment and interval and schedule of submission during the first semester of the academic year 2017 - 2018. The project IISA focuses on finding the Root Cause of the problem, developing a Deployment Flow Chart, Implementation Phase and Evaluation of the Students' Satisfaction in relation to the Project IISA objectives and goals.

RESULTS

Determining the Root cause of poor satisfaction rating where adjudicated through the use of Why-Why Diagram. These results served as the basis of the Improve Deployment Flow Chart. The Implementation phase which includes Piloting and Orientation of Project, Development of Enhanced Budget of Work, Guidelines of the Project through School Memorandum, Monitoring and Evaluation of Project IISA. As a result, 71 out of 222 or 32% of Grade 12 - Senior High School Students of San Pablo City Science High School were dissatisfied in the number of performance tasks given, time allotment and interval and schedule of submission during the first semester of the academic year 2018 - 2019. The increase in satisfaction from 36% to 68% implies that the project IISA is an effective improvement program.

DISCUSSIONS

Institutions and organizations achieve their goals if members have a strong relationships and unity. Students' assessment of teachers' performance is vital for continuous improvement. Integration, collaboration, and scheduling of performance tasks are possible through constant communication. Assessment of performance tasks is best done through careful planning which entails budgeting and time management.

KEYWORDS: Continuous, Improvement, Collaboration, Communication, Satisfaction

Project IMPOGSSEL- a program in Improving the Mathematics Performance of Grade Six Sambal Elementary Learners

Rowena Villapando, Department of Education

Abstract

INTRODUCTION

Mathematics is one of the most important subjects in our life. No matter to which profession you belong to, you use mathematics everywhere. So, it is a must for every pupil to have a better understanding of the subject.

The researcher was motivated to conduct this study because as a Mathematics Teacher, she witnesses that every day is a struggle for the pupils in solving math problems even just a simple equation, so the need to address the pupils' problem in dealing with math subject must be given proper remediation and intervention to improve their mathematical performance.

That's why the researcher conducted research about Project IMPOGSSEL, as a program in improving Mathematics Performance of Grade Six Magnolia of Sambal Elementary School

METHODS

The participants of the study were the 50 grade six Pupils of Sambal Elementary School during the school year 2017-2018. The researcher used the Data gathering method wherein the 50 item Pre-Test in Mathematics for the First Semester was used. Pupils' scores were recorded, ranked and tallied. Item analysis was done to determine the least mastered skills. A questionnaire was also given to pupils for them to answer which was tallied, tabulated and analyzed. As to interventions, after identifying the least mastered skills in the Pre-Test for the First Semester, making Strategic Intervention Materials (SIM) or module in Math was made to address the pupils need for remedial and enrichment. As to strategies, each pupil was given Strategic Intervention Material (SIM) or module for them to answer. After this, the same test given during the First Semester in Mathematics, was given again during their Post Test. the result was analyzed and recorded and compared to their Pre- Test.

RESULTS

As to the level of performance of Grade Six Magnolia on their Pre-Test in Math, the respondents achieved below passing rate but it can be noted that there's a lot of difference in their performance during their Post Test after using the SIM. As to the Least Mastered Skills in their Pre-Test in Mathematics for the First Semester, there's a great difference in their percentage after the SIM implementation.

DISCUSSIONS

The results show the intervention made which is the Strategic Intervention Material has helped in increasing the performance of the pupils in reference to the result of the Pre-Test /Post Result which was given at the beginning and end of the first semester.

KEYWORDS: Intervention, remedial instruction, pre-test, post test

SUBMISSION ID: R04A-BATANP-0574

Project IMPROVE (Improving Mathematics IV Performance Rears Outcomes toward Vivid Excellence)

Amor Tuiza, Ana Julie P. Cruz, & Leilani Fortu, Department of Education - Division of Calamba

Abstract

INTRODUCTION
Pupils' academic performance and how they do well has become the most common concerns of CanES Teachers and stakeholders. Based on the average MPS of all the learning areas for the last three school years (2014-2017), Mathematics got the lowest MPS, 62.04% in SY 2014-2015, 54.33% in SY 2015 - 2016 and 56.17% in SY 2016-2017. Among the grade levels, Mathematics IV ranked last with an MPS of 56.68% SY 2014-2015, 48.45% for SY 2015-2016 and 50.38% for SY 2016-2017.
This study aims to find out the intervening factors that affect the pupils' performance in Mathematics. The study further looks for the best solution to uplift the performance of Grade IV pupils.

METHODS
Based on the record, 20 out of 33 or 60.61% struggling learners of CanES Grade IV pupils in SY 2017-2018 are consistently getting Low Performance in Mathematics.

RESULTS
There was an increase of 5.9% from the test result in 2nd Periodical to 3rd Periodical tests (PT). An accumulated increase of 8.69% was noted until 4th PT

DISCUSSIONS
After the conduct of Project IMPROVE to the struggling learners, the test performance of CanES Grade IV increased by 5.9% from 2nd PT to 3rd PT. This further indicates that Project IMPROVE reached 3.69% higher than the 5% target. Thus, we conclude that the project is effective.

KEYWORDS: Mathematics, Improving, Vivid, Excellence, Project IMPROVE, Struggling Learners, Periodical Tests, SIPOC, current state, future state

Project INN (intervention for Non-Numerates): A Continuous Improvement Research

Krizzette Anne Manuel, Marina B. Villarina, &Nelson Sepato

Abstract

INTRODUCTION

About 10% of Grade 7 population were being recorded non-numerates at the beginning of each school year. Various Mathematics intervention were implemented to address this concern, but none seemed to be successful. One major issue is always, the non-attendance of students. How can things be learned if they weren't present? That is the reason why Project Inn was implemented. In these intervention classes, students were taught the four fundamental operations; addition, subtraction, multiplication and division and they were programmed to attend all its session with gusto.

METHODS

The program applied the stimulus-response concept where it made sure to instill in student's mind the importance of merely being present in intervention classes through a basic stimulus; food. Students were given free meals at the beginning of every session. Its purpose was to ready the students physically and mentally for the next hour. The program believes in the importance of eating before studying. It helped students to focus more on the lessons and to accept and process information the best way possible. It also motivated the students to attend intervention classes on a regular basis.

RESULTS

Improvements in the study habit were clearly visible due to the present stimulus. The Project INN not only offered students with a variety of ways on how the four fundamental operations; addition, subtraction, multiplication, and division, can easily be learned, it also helped students to be organized, to manage their time well, and to see the importance of being in attendance to perform better as students. Those who were part of the Project INN showed major improvements in their studies. It is not just learning the fundamental operations in Mathematics, but teaching them to be disciplined and instilling into them a lifelong habit.

DISCUSSIONS

The results showed that sometimes we need not to look at things we thought weren't important because answers can be seen through the basic concerns we needed to address. There are different Mathematics intervention approaches and strategies around the globe but none of these can be implemented successfully if students will not be motivated to participate. There are many possible stimuli out there, and what we simply have to do is to make good use of it.

KEYWORDS: Keywords: stimulus, intervention classes, fundamental operations

SUBMISSION ID: RACE-NATOFF-0005

Project INSPIRE (intensifying Pupils Performance through Instruction and Result of Examination) in Ameliorating Mathematics Performance of Grade VI Pupils of Buhay na Tubig Elementary School

Carolina G. Claudio, Jannete T. Vidal, & Teresita S. Macapagal, Department of Education - Imus City

Abstract

INTRODUCTION

This study determined the impact of Project INSPIRE (Intensifying Pupils Performance Through Instruction and Result of Examination) in Ameliorating Mathematics Performance of Grade VI Pupils of Buhay na Tubig Elementary School. The main objective of this study was to intensify pupils' performance in Mathematics through instruction and results of the examination.

METHODS

The researchers made use of the quasi-experimental method of research. The data were gathered through the use of the result of examinations and interviews. The data gathered from the respondents were treated statistically using percentage, mean, standard deviation and ranking the respondents of this study are the teachers and pupils of Buhay na Tubig Elementary School. This study was undertaken to assess the level of Mathematics Performance of Grade VI Pupils of Buhay na Tubig Elementary School

RESULTS

The study revealed that the level of Mathematics Performance of Grade VI Pupils of Buhay na Tubig Elementary School is low. It was also gathered that there were least mastered skills in the competencies that need to be strengthened. These are finding the LCD, solving word problems using the AGONZA method and Solving Dissimilar fractions involving 4 fundamental operations. The different motivational strategies were based on the academic level of grade VI pupils. The topics that were identified as weaknesses were the bases in utilizing different motivational strategies.

The overall weighted mean of Pupils' Performance in Mathematics is 79.14. Based on the findings of the study, a proposed motivational strategy was crafted and should be adopted by the school for a better Performance in Mathematics.

DISCUSSIONS

In light of the findings, the researcher highly recommends that the different motivational strategies be adopted and used for the improvement of the pupils' Mathematics performance.

The gaps experienced by the school as assessed by the Continuous Improvement Team (CI) are the least mastered skills in Mathematics 6 competencies. These are finding the LCD, solving word problems using AGONZA method and Solving Dissimilar fractions involving four fundamental operations should be strengthened and need to be addressed for a better and more enhanced Action Plan and motivational strategies use in Mathematics 6 at Buhay na Tubi Elementary School.

KEYWORDS: Intensifying Pupils Performance, Ameliorating Mathematics Performance

Project Intensive Care for Unable Readers (ICARE4U), an Intervention Program to Improve Reading Level of Selected Grade I Pupils

Mercelita Salazar, Cavite Research Educators

Abstract

INTRODUCTION
One of the problems that the Grade I teachers and learners face in the teaching and learning process in Tagaytay City Central School (TCCS) is the pupil's difficulty in reading resulting in poor academic performance and at risk of dropping out.

METHODS
The action research aimed to improve the reading level of fifty-two Grade I pupils of the school for a period of four months from December 2105 to March 2016. The respondents of the study were the fifty-two (52) Grade I pupils who had struggles in reading Filipino. The experimental method of research following a case study format was used in this action research.

RESULTS
The result of the study showed that the entire fifty-two (52) selected grade I pupils included in the study could read "Pantig", "Parirala" and" Pangungusap" after the fourteen-week intervention program in reading. The number of pupils who could read Pantig, Parirala, Pangungusap, and Maikling Kwento had increased the reading ability of the fifty-two (52) selected Grade I pupils under the project Intensive Care for Unable Readers (ICARE4U). The respondents reading ability was improved, thus, the said intervention program effective and could help learners who have struggles in reading especially the non-readers.

DISCUSSIONS
One of the problems that the Grade I teachers and learners face in the teaching and learning process in Tagaytay City Central School (TCCS) is the pupil's difficulty in reading resulting in poor academic performance and at risk of dropping out. This Action Research aimed to improve the reading level of 52 selected grade I pupils at Tagaytay City Central School for the S.Y. 2015-2016. This was conducted in TCCS from December 2015 to March 2016. The respondents of the study were the 52 Grade I pupils who had struggle in reading Filipino. The study was limited to selected 52 grade I pupils of TCCS. The experimental method of research following a case study format was used in this action research. The result of the study showed that the entire fifty-two selected grade I pupils included in the study could read "Pantig", "Parirala" and" Pangungusap" after the fourteen-week intervention program in reading. The number of pupils who could read Pantig, Parirala, Pangungusap, and Maikling Kwento had increased the reading ability of the 52 selected Grade I pupils under the project Intensive Care For unable Readers (ICARE4U) was improved, thus, the said intervention program effective and could help learners who have struggles in reading especially to non-readers.

KEYWORDS: ICARE4U, Intervention Program, Reading Level, Unable Readers (for plenary)

Project Intensive Care for Unable Readers (Icare4u), an Intervention Program to Improve the Reading Level of Selected Grade I Pupils

Elenita Veloso, Department of Education

Abstract

INTRODUCTION

In teaching children how to read, they must know how to blend isolated sounds into words. First-grade pupils who don't know yet the letter and sounds will need a special catch - up instructions, in addition to such phonemic awareness, beginning readers must know the letters and have the basic understanding of how the words are to be read from left to right.

The main purpose of this study is to enhance the reading skills of the Grade I non-readers and struggling readers of San Gabriel II Elementary School, SY 2016 - 2017 and to determine the effectiveness of the Reading Program, Intensive Care for Unable Readers (ICARE4U).

METHODS

The descriptive research method was used in this action research. It was utilized in this research because reading progress of 53 Grade One pupil under this study was being studied and monitored. The experimental method of research following a case study format which is developmental design was also used in this action research.

In this study, the reading status was assessed according to the following indicators: "PANTIG, PARIRALA, PANGUNGUSAP, MAIKLING KUWENTO" and classified as: "Nababasa, Bahagyang Nababsa, o Hindi Nababasa" and given reading materials in Filipino on a weekly basis from January until March 2017.

RESULTS

To test the effectiveness of the ICARE4U reading program, the researchers were able to yield the large discrepancies on the values between the first assessment and the second assessment.

The study revealed that from being non-readers before the program, 34 out of 53 pupils were able to reach the highest reading level set in this study which is reading of the short story (MaiklingKwento). This constitutes 63.35% of the respondents.

DISCUSSIONS

Before undergoing the program, 53, identified Grade I pupils were non- readers and cannot even recognize symbols or letters. While undergoing the program, there is a 9.54 or 17.46% average rate of improvement on the reading skills of the children. This means that there are 10 children able to show mark improvement and can be classified to the next level of reading category. After the program, 34 out of 53 pupils were able to reach the highest-level set in the study which is the short story (Maikling Kuwento).

ICare4U Reading Program is effective as an intervention program for non-readers and struggling readers in Grade I. It was recommended that a similar study must be conducted to further validate the findings of this study.

KEYWORDS: reading intervention, poor readers, teaching phonics, basic vocabulary

Project IPAC (Imroving Pupils attendance in Class)

Jheda Adornado, Project Arrest

Abstract

INTRODUCTION

The research is concentrated on improving pupil`s attendance in the class of Grade I-III pupils.

All of the 15-grade I-III pupils were asking to complete a questionnaire. They rated various situations, reasons, and causes for being absent in the school.

METHODS

Descriptive method of research has been used and at the same output based in order to solve current issues, and concern on the pupils' absenteeism. All the data was then organized, tallied, tabulated and presented in a graph. Frequency counts, percentages were used in the analysis and interpretation of data. It should be noted that the questionnaires were given to the students in English and translated into Tagalog to increase the chance of responses.

RESULTS

It is really difficult to achieve perfect attendance no matter how a teacher tried to prepare an interesting and well-planned lesson. However, if these pupils are given attention there is a possibility that they will change the attitude in attending classes and on their studies.

DISCUSSIONS

After a series of home visitation, giving rewards to the pupils and frequent meetings with the parents of the pupils who always commit absenteeism, the researchers found out that the habitual absentee attended regular classes.

Going to school regularly is crucially important for a student's education and social skills. Chronically absent students are at a disadvantage both socially and academically. They miss out on a critical stage of social interaction and development with their peers, while simultaneously limiting their academic progress. This can result in low self-esteem, social isolation, and dissatisfaction that could well have precipitated non-attendance in the first place.

KEYWORDS: absenteeism; intervention; home visitation;

SUBMISSION ID: R04A-LAGUNA-0072

Project IRIC: Instructional Strategies for Readers Under Frustration Level of Bucal IV Elementary School

Herminia R. Borbon & Lara T. Padal, Department of Education

Abstract

INTRODUCTION
Success in reading relies on how relevant and exciting the content of any printed text or materials is. Project IRIC (Improve Reading Interest with Comprehension) was conducted to lessen the burden of teachers in reading. The poor reading abilities of pupils in Bucal IV Elementary School were observed in grades one to three. The researcher decided to conduct this project because pupils who promoted in the next level of learning could read but no comprehension based on the PHIL-IRI conducted.

METHODS
In this study, the researcher's most concern was the reading problem of pupils at the primary level of Bucal IV Elementary School. Pupil's reading ability was under FRUSTRATION based on the result of the PHIL-IRI pre-test administered in June 2016. Guest readers have motivated the pupils to read every day. Pupils were monitored to read at 12:30 in the afternoon and during the remedial class. Different strategies were used such as direct reading approach, read aloud, assisted reading practices and paired reading.

RESULTS
After collecting data using questionnaires, the researcher found out that the seventy-four (74) pupils from grades one to three improved their reading interest and ability to comprehend. Based on findings, a decreased in the number of students in FRUSTRATION LEVEL from August 2016 to January 2017 after administering the reading test to 74 pupils were observed. From 82% or 60 pupils in Pre-Test, it turned down to 18% which is 13 pupils in Post Test.

DISCUSSIONS
This study will be a great help to all reading teachers of all levels. Different instructional strategies used in this study tested effectively to pupils of Bucal IV Elementary School. Upon the success of this study for Grades I-III all reading teachers pursue continual implementation of the project for the next school year.

KEYWORDS: Project IRIC

Project ISEF (instructional Supervision for Effective Facilitation) at San Ignacio Elementary School: An Assessment

Margarita B. Silva, Department of Education - Rosario West

Abstract

INTRODUCTION

The researcher aims to improve the performance of both the teachers and the pupils of San Ignacio Elementary School. It has been observed during instructional supervision conducted by both the school head and the master teacher that many pupils were not performing well in class and that the teachers still have weaknesses in preparing the DLL and instructional materials. They were experiencing difficulties in the transfer of learning, thus the researcher decided to make action research on the effects of instructional supervision on the teaching performance of SIES teachers and pupils.

METHODS

The Descriptive Research Method was used by the researcher in gathering data. The researcher followed the steps in conducting instructional supervision: Pre-Observation Conference, Actual Classroom Observation and Post Observation Conference. Giving of technical assistance, mentoring and coaching are done based on their weaknesses. The survey-questionnaire and interviews on the effects of instructional supervision to curriculum, strategies, techniques, approaches, instructional materials, classroom management, and pupils' behavior were utilized to gather data from the 7 respondents. The researcher used weighted-mean to interpret the data gathered through the survey- questionnaire.

RESULTS

The 7 teachers of San Ignacio Elementary School strongly agreed that Project ISEF improved their teaching performance as reflected in the curriculum, strategies/techniques/approaches, instructional materials, classroom management, and pupils' behavior. The weighted mean obtained by each area of concern is 3.91, 3.89, 3.80, 3.61 and 3.51 respectively, with an average weighted mean of 3.74, under the verbal interpretation, Strongly Agree. Based on the comparative results of pretest and posttest in 5 core subjects administered to the 240 pupils from Grade I to Grade VI of SIES during the first semester of the School Year 2017-2018, there was a remarkable improvement as reflected by the average increase of 116.62% MPS.

DISCUSSIONS

The results signify that teachers need rigid instructional supervision to achieve the goals of the department. Teachers are in need of technical assistance to update and upgrade their knowledge and skills to improve their teaching delivery. School heads have that great responsibility to supervise teachers and guide them to perform efficiently and effectively. This Project ISEF is to be continued in the next school years.

KEYWORDS: instructional supervision, mentoring, coaching, curriculum, strategies

SUBMISSION ID: R04A-BATANP-1276

Project Joy: its Impact in the Grade V Learners' Reading Comprehension

Catherine S. Villela, Julie Tolentino, & Ludivinia Bayot, Department of Education

Abstract

INTRODUCTION
Acquiring reading skills is dependent upon the mastery of the following levels or dimensions of comprehension - literal, interpretative, evaluative and creative. Reading well entails academic success and a basic requirement for participation in civic life and the global economy. Based on PHIL-IRI result, seventeen (17) Grade V pupils of Silang West Elementary School fall in frustration level. A rigid intervention program must be done through Project JOY before letting them transfer to a higher level of learning.

METHODS
This study made use of a quantitative descriptive approach/design. It aimed to determine the comprehension levels of the 17 Grade V pupils of Silang West Elementary School through a standardized test. The teacher made pre-test and post-test were given to 17 pupils. Likewise, it aimed to determine the impact of Project Joy using intervention strategies such as the utilization of technology, peer teaching, cell group system using colorful and comprehensive materials and news media in enhancing the four levels of reading skills of the learners. Quantitative was utilized through the identification of significant difference before and after the program.

RESULTS
Before the implementation of the Project JOY intervention program, the majority of the pupils achieved low in four levels of reading comprehension, 17 or 100% in literal, 16 or 94.11% in interpretative, 17 or 100% in evaluative and creative, only 1 average pupil in interpretative. This result shows that pupils' reading comprehension is poor and it affects their ability to succeed in school. After the intervention, the majority of the pupils achieved the average and high level of comprehension, 13 pupils or 76.47% in literal, 9 pupils or 52.94% in interpretative, 8 pupils or 47.06% in evaluative and 10 pupils or 58.82% in creative. The results imply that Project Joy created a big impact on these four levels of comprehension. The decrease in a number of learners who fall under a low level and the increase in the number of those who fall under average and high levels indicate the helpfulness of the project.

DISCUSSIONS
Project Joy is really significant in enhancing students' ability to comprehend literally, interpretatively, evaluatively, and creatively. Moreover, it is realized that news media such as newspapers, magazines, television, and radio in the class help promote critical reading and thinking can encourage students to enhance critical listening and reading skills.

KEYWORDS: reading comprehension, intervention, learners

Project KAGKIM (Kinabukasan Ay Gaganda, Kung Ikaw ay Magbabasa)

Maricel Molinar, TCSHA

Abstract

INTRODUCTION
Reading is a subject of instruction and a tool employed towards the effective teaching-learning process. Every teacher experienced teaching reading as one of the challenging jobs that need expertise and skills, it is also vital and important in handling and helping learners with reading difficulty. The significance of teaching reading made clear that proficiency in Reading is directly related to success. There are many reasons why children have difficulty in learning to read based on the result of assessment using the PHIL IRI assessment tool. The major causes of failure why pupils unable to read and comprehend are lack of study habits and they are focusing on the gadgets. When they read, they have committed errors and mistakes in word recognition. These issues and problems led to the initiation of this study

METHODS
Conduct Pre- Oral Reading Assessment Test. Analyze the result of the assessment. Interpret the result of the analysis. Conduct an Intervention program for pupils who are identified as frustration readers. Conduct
Post- Oral Reading Assessment Test

RESULTS
Decrease the number of frustration readers from 89-39 by the end of March 2018.

DISCUSSIONS
Project KAGKIM will continuously implement for the School Year 2017-2018 so that Eighty-nine or 38.52% of two hundred thirty one learner was in the frustration level based on PHIL-IRI Test Result will improve their reading performance and nobody will be left behind.

KEYWORDS: Assess, Analyze, Interpret, conduct

Project KAP (Kaklase Aakay sa Pagbasa): A Case Study for Reader -at - Risk in Grade Five of Altura Elementary School

Leores Panganiban, Department of Education - Tanauan City

Abstract

INTRODUCTION
The focused of this study is a grade V transferee in our school. After the Phil-IRI assessment it was found out that he can recognize only letter A. This study addressed the reading program of Department of Education, DEAR (Drop Everything and Read) and ECARP (Each Child A Reader Program). It aimed to develop decoding and word recognition in Filipino texts and automaticity in reading Filipino texts. The program also developed comprehension on the reading of Filipino words and phrases which included phonics, syntax, syllabication and learning sight vocabulary.

METHODS
This study used a qualitative method of research. The teacher used the Phil-IRI (Philippine Informal Reading Inventory) results, academic records of a pupil, interview with pupil, parents and former teachers. To identify the pupil's reading interest, Garfield Reading Attitude Survey was used and to get the reading level Phil-IRI Standard Tool was used. To further assess the reading difficulty of the subject DOLCH basic sight words in Filipino was used.

RESULTS
The findings revealed that the respondent was still at the beginning reading despite his age. His difficulty in reading was neglected. He was not properly guided at home since there were no reading materials. Poverty is another contributing factor and the inferiority complex of the respondent was also considered because of the family situation who just lived in a Nipa Hut as tenants. He was always absent because he was forced to go on the farm to weed grass for additional fees to his family. Although his mother was aware that he cannot read she wasn't bothered because of her misconception that the K12 program has a mass promotion.
The respondent also revealed that he felt uncomfortable if the one teaching him reading is a girl or teacher so the researcher conducted a capacity building for the class, the boys who belonged to the top performing pupils were taught by the teacher/researcher so that they will know the sounds of letter that they are going to teach to the respondent.

DISCUSSIONS
MARUNGKO Approach, teaching reading through recognition of sound was used to the respondent. During reading remediation with the help of his classmates the respondent was able to recognize the letter of the alphabet and eventually recognized simple words in Filipino.
Reading materials with pictures also helped him to recognize words. Proper assessment and counselling also boosted his interest in reading and follow up at home. The respondent, still need continues guidance in reading, constant practice and motivation.

KEYWORDS: Intervention, Reader, Struggling, Program

SUBMISSION ID: R04A-TANAUA-0062

Project Katok Pasok: An Approach to Keep Sardos in School

Grace Caguete, Department of Education

Abstract

INTRODUCTION
One of the success indicators of an educational institution is the achievement level of its students. This action research aims to address the frequent absenteeism committed by the students of Malaking Pook National High School which when neglected can greatly affect the school's performance indicator particularly the dropout rate. It is anchored on the targets of Education for All (EFA) and the Millennium Development Goals (MDG), (DO.74, s 2010) which aims to reach out to every learner particularly those students at risk of dropping out (SARDO) and keep them in school to perform well and contribute to the achievement of zero drop-out rate.

METHODS
The researchers utilized the descriptive qualitative method of research. The record of attendance in the previous school year was used to identify the students who recorded a number of absences exceeding the standard 10% of the 201-total number of school days during the SY 2016-2017 and are identified as Students at Risk of Dropping Out (SARDOs). Preparation of questionnaires and administering it to the student-respondents were conducted which became the basis of plans and action to strongly motivate students to regularly attend classes.

RESULTS
Seven (7) out of 47 students of Grade 10 Bonifacio class had recorded 20-50 absences which exceeded the standard 10% of the 201-total number of school days during the SY 2016-2017 and are identified as Students at Risk of Dropping Out (SARDOs). The frequency of responses made by the students and their parents about the factors affecting frequent absences of the students reveals that students failed to come to school and attend classes due to sickness which has 6 responses and ranks number 1. Minor diseases identified from the respondents include headache, dysmenorrhea and mild ulcer. It is followed by taking care of younger siblings, waking up late, peer influence and lack of allowance which all recorded 2 responses each and thus rank 3.5 out of the 5 factors identified.

DISCUSSIONS
Project Katok-Pasok which involved strict monitoring of the attendance process also included a plan for the conduct and implementation of different interactive activities and training for students which will strongly motivate them to regularly come to school and be productive individuals as students. Constant implementation, as well as the cooperation of concerned individuals, would achieve the goal possible, thus, providing positive results in the school's performance indicators particularly the zero drop-outs.

KEYWORDS: Katok Pasok, SARDO, zero drop-out rate, absenteeism

SUBMISSION ID: R04A-BATANP-2064

**Project KFC asA tool in Minimizing Malnutrition in Kinagunan
Elementary School**

Grace Anne Q. Vasquez & Leonora Pabalay, Department of Education

Abstract

INTRODUCTION

KINAGUNAN ELEMENTARY SCHOOL, a complete mono-grade school, has a total enrolment of 357 with teaching and non-teaching staff which is consistent with the mandate of the School-Based Management.

Based on the result of nutritional status last June 2015, out of these 357 pupils, 16 were categorized as severely wasted and 37 fell in the wasted category which has an alarming total of 53 malnourished pupils. Added to this, the school was one of the schools in the district which was not able to be included in the School-Based Feeding Program (Department of Education Order No. 33 s. 2015) due to lack of information and miscommunication. In connection with this situation, the school decided to launch Project KFC (Knock-out malnutrition through Feeding with the Collaboration of the stakeholders).

METHODS

This school-based action research made use of experimental quantitative design to find out the effectiveness of Project KFC in eradicating malnutrition since the subjects were measured before and after the implementation of Project KFC. After the activities and the post, weighting was done the researchers began to assess the result and composed the study. Data were tabulated and analyzed statistically using the statistical treatment.

RESULTS

As per the tabulated data are given after the result of Post Weighing Assessment duly to the implementation of Project KFC, only 2(f) reported severely undernourished remained on the same category giving an approximate percentile distribution of 3.77(%) percent. In the least case of undernourishment within all assessed elementary pupils, 69.81(%) percent with a total frequency of 37(f) pupils were assessed to have a minor inadequacy in weight value for proper good nourishment. With an approximate of accumulated percentile distribution of 24.52(%) or 13(f), pupils were able to reduce the number of cases of undernourishment giving a 45.29(%) margin or 24(f) pupils was able to attain the purposive target data of the program. While 69.81% or 37(f) total number of elementary pupils was able to achieve the Normal weigh value after the implementation of Project KFC.

DISCUSSIONS

The result showed that there is a significant difference in the number of selected malnourished pupils in Kinagunan Elementary School before and after the implementation of Project KFC proving the effectiveness of the said feeding program. Likewise, the activities in this feeding program can be used as an alternative approach in addressing malnutrition and for giving awareness about proper nutrition.

KEYWORDS: MALNUTRITION, UNDERNOURISHMENT, FEEDING PROGRAM

Project KINDER (Kindergarten pupils in Developing Early Reading):
An Educational Initiative Fostering Parental Involvement and
Participation in Promoting Learners' Early Reading Competence

Elma M. Aritao & Loretta M. Cabahog, Department of Education

Abstract

INTRODUCTION
Reading is deemed to be the mother of all literacy skills. It is the foundation of all the other academic competencies that children need to develop and master to pave way for early learning achievements. The establishment of beginning reading skills serves as the springboard of the development of other emergent literacy skills vital towards children's academic growth and progress. Beginning reading skills like phonemic awareness and alphabet recognition are essential towards the first steps of developing children's early language, literacy and communication skills. Children who are well-exposed to beginning reading instruction at the earliest stage are more likely to benefit from instruction and the reading process.

METHODS
The study used the experimental design in analyzing data about Project Kinder. The study was utilized to analyze the level of the reading readiness of the pupils before and after the implementation of the Project KINDER, the factors that affect the early reading competence of the learners, the reading interventions and the level of improvement in the reading readiness.

RESULTS
Based on the result of the pre-test, it showed that a huge percentage of pupils among the four sections failed to reach the standard and targeted positive performance level in Kindergarten reading during the pre-test. The unsatisfactory level got the highest percentage that caught the attention of the researchers to make an intervention to raise the reading level of the Kinder pupils. There was a big difference in the number of pupils after taking the Project KINDER from 49% it went up to 84% which fell on reading readiness of Kinder pupils. There was a big difference in the percentage of pupils after taking the Project KINDER. It was shown that the level of reading readiness of the Kinder pupils increased. Based on the positive post-test results, it was found that Project KINDER was effective in improving the reading readiness of the pupils.

DISCUSSIONS
There is a significant difference between the pre-test scores and post-test scores in terms of reading readiness of Kinder pupils with the Project Kinder. Project KINDER was effective in improving the reading readiness of the pupils as attested by the improved post-test scores of the respondents. Based on the findings of the study, the used of Project Kinder is highly recommended.

KEYWORDS: Readiness, benchmarking, capacity building

Project LAMP (Less Absences More Performance) "Absenteeism Reduction Leading to High Academic Performance"

Kathlene June A. Tapia, Department of Education
(Adviser: Kathlene June A. Tapia)

Abstract

INTRODUCTION
Absenteeism affects the teacher's ability to present the classroom in a sequential and organized way. This can have an effect on the progress of all the pupils in the class. The aim of this program is to eradicate absenteeism among pupils. One way of addressing this problem is to identify the truancy, understand and analyze the issue that maybe addresses with specific action and measure. This will eventually result in the better performance of the pupils, teachers, and the school in general.
Based on the data gathered from June-September teachers noticed that there was an increased number of absences per grade level.
So that the researcher decided and participated to give attention to absenteeism

METHODS
The researcher has selected the experimental method because the present subject is related to the problem encountered by the school she is presently working. So, in this research, the researcher's intention is to find problems of Absenteeism among pupils and to find out remedies on the focus of the study.

RESULTS
Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, pupils who attend school regularly score higher contests than their peers who are frequently absent. Chronic truancy (frequent unexcused absence) is a strong predictor of undesirable outcomes in adolescence, including academic failure and dropping out of school.

DISCUSSIONS
The results imply the need for teachers to maintain and even improve the use of process simplification (in Checking of attendance), localized monitoring tool in checking of attendance used by the assigned personnel, visual management training, and parents' orientation. Resolving the challenges in the "Checking of Attendance" will also lead to the academic performance of the pupils. The Priority Improvement Area for this project focused on the following on the multi-tasking of the teachers and existing of unnecessary papers and documents.

KEYWORDS: Absenteeism, experimental method, chronic truancy

SUBMISSION ID: R04A-TANAUA-0120

Project LAMPARA (Linangin ang mga Aralin sa Masining na Pagkukuwento, Angat na Resulta ay Abutin): Lighting the Future

Aileen Sto Domingo, Kristine Ramos, & Mirriam Balines, Department of Education

Abstract

INTRODUCTION
Reading stories plays a vital role in the growth and development of children. However, Grade One learners showed disinterest in reading. Their attention span was very limited and was unable to pay attention for a longer period of time for a certain lesson. This research aimed to determine the effectiveness of Project LAMPARA among Grade One learners in uplifting their reading interests and skills. Project LAMPARA is an artistic way of telling stories through the use of costumes among Grade One learners.

METHODS
The study applied the experimental research method utilizing parallel group design. The cited design is relevant to the present study since two groups of grades one pupils were considered as respondents. The experimental group was exposed to Project LAMPARA or teaching reading through creative story reading while the control group was exposed to the traditional method of teaching reading. The respondents of the study were the two sections of grade one pupils both with 43 learners.

RESULTS
Almost all the pupils in the control group are in the need's improvement level before exposure while after exposure all are at a satisfactory level. The level of performance of all the pupils in the experimental group is in the need's improvement level before exposure while after exposure some were at the Excellent level. From the result, it can be implied that creative storytelling helped in improving the performance of pupils in Reading.

DISCUSSIONS
In Project LAMPARA pupils' interest in learning Reading is enhanced. Exposure to creative storytelling significantly affects the acquisition of skills in Reading of elementary graders. This research paved the way for a more artistic and innovative way of telling stories.

KEYWORDS: creative story telling reading skills

Project LAPIS PIERC (Learning Assistance Program for the Improvement of Selected Pupils in English Reading Comprehension): A Reading Intervention for Grade III Pupils

Lina Sevillena, Sungay Elementary School

Abstract

INTRODUCTION
Reading is an important skill to help people from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is like opening the door of understanding to human's past, where it can serve as a looking glass for our present. The primary purpose of this action research is to determine the effectiveness of Project LAPIS PIERC and to give a possible solution to reduce poor reading comprehension of the Grade III pupils of Sungay Elementary School. The target participants of this study were composed of 20 pupils enrolled in Grade 3 who were classified as frustration level in the PHIL-IRI Pre-test administered last June 2017

METHODS
The researchers used purposive sampling techniques in determining its respondents. The study made use of descriptive research. Data were gathered through the use of a self-constructed questionnaire. The statistical model used was weighted mean, frequency and ranking to determine whether there is a percentage increase/decrease of the reading level of Grade III pupils after exposing to the project

RESULTS
An increase of 30% was noted in silent and oral reading of the respondents who were classified under the instructional level and an increase of 7% was noted in silent and oral reading of the respondents who were classified under the independent level. A decreased of 10 % was noted in silent and oral reading of the respondents who were classified under the frustration level. This means that the reading intervention Project LAPIS PIERC improves the reading ability and reading comprehension of the Grade III pupils

DISCUSSIONS
The results demonstrated that pupils should be given an extensive reading intervention so that they may not have difficulty in reading. The parents should be partners to teachers so that they will have close monitoring of their child's ability in reading. Teachers may provide support to their pupils who need more attention because of the different factors that influence their reading ability. They may apply different teaching methodologies and strategies to meet the needs of the pupils.

KEYWORDS: Learning Assistance Program for the Improvement of Selected Pupils in English Comprehension

Project LEAN: Key to Improve Reading Comprehension Skills of Grade 4 Readers at Risks

Aileen Aguilar

Abstract

INTRODUCTION

The primary objective of this study is to find out what reading interventions would improve the reading comprehension skills of Grade 4 readers at risk. The findings of the study would bridge the gap between the information presented in the written text, and the knowledge the learners possess.

METHODS

The subject of this study was 24 Grade 4 students: selected purposively from the list of frustration and struggling readers. The study used reading intervention/ enhancement activities with the provision of free afternoon snacks for 30 days. Teaching strategies such as the individual, group reading, graphic organizers, and Multi-media was used, to find their effects on reading comprehension of Grade 4 readers at risk.

RESULTS

Group reading interventions proved to be more effective in improving the skills on reading comprehension of students; 21or 88% out of 24 readers at risk raised their level of reading status from frustration to instructional & independent readers.

DISCUSSIONS

The results of this study have implications for the potential positive response of students to comprehend fully on written texts. The paper begins with an overview of how important comprehension skills is in reading texts, furthermore, it gives importance to the nutritional need of students before allowing them to read so they were given free afternoon snacks. The author then proposed several enhancement reading strategies thereby affecting student comprehension skills in varying degrees.

KEYWORDS: Comprehension skills, readers at risk, improve

SUBMISSION ID: R04A-LAGUNA-0119

Project LEAP (Love for Extensive Academic Progress through Reading): A Grade Two Reading Intervention in English of Pansin Elementary School

Joyce Michelle Mascarina & Shiela Marie Solomon, Alfonso Municipal Association of Research Educator

Abstract

INTRODUCTION
In this study, we explored to improve the reading capabilities of grade two pupils, to lessen the number of children in the frustration level and to describe the students' reading comprehension through extensive reading activities. This action research also aimed to benefit not only the grade two pupils of Pansin Elementary School in the District of Alfonso but also the other pupils in different schools who have similar concerns in improving the reading level and performance of pupils, especially in English.

METHODS
The purposive sampling was used to determine the participants in this action research. The participants were selected based on the result of the Phil IRI pre-test. 85 grade two pupils (54% of the total enrolment of grade two pupils in Pansin Elementary School) were identified under the frustration level. These pupils served as the participants in the Project LEAP (Love for Extensive Academic Progress through Reading). Pre-test, Mid-test and Post-tests were given to them to monitor if the program would be effective and a successful one.

RESULTS
Based on the results drawn, Project LEAP made a significant impact on the 85 grade two participants of the program who were categorized under the frustration level. After 6 months of implementation of the program, the participants' reading level improved from frustration to instructional. The CIP program (Project LEAP) was truly a big help for the grade two teachers and the pupils involved. Out of 85 pupils during the pre-test, 39 pupils or 25% remained at the frustration level. On the post-reading test, from 39 pupils under the frustration level, only 4 pupils or 3% of the total enrolment of grade two remained in the frustration level.

DISCUSSIONS
The results confirmed that Project Leap made a significant impact on the improvement of the participants' reading level where most of them improved from frustration to instructional. With the modern strategies and plans of teachers, pupils could also learn and be motivated so that their reading level will be alleviated. In the implementation of the program, skills, full support, and cooperation of the school head, teachers, parents, and pupils are greatly needed for the program to become successful.

KEYWORDS: TEACHER JOYCE

Project LES-READING (Learn and Enhance Skills in Reading)

Angelita Escantilla, Department of Education - Cavite

Abstract

INTRODUCTION
Learning to read is one of the important early aspects of schooling. Learning to read also makes the difference between literacy and illiteracy. In the field of improving reading skills, we know that slow readers read one word at a time and vocalize each word. Fluent readers read more than one word at a time and do not vocalize as they read. Some of the adverse problems experienced by oral readers include vocalization (reading aloud or with lip movements); excessive eye fixations (reading one word at a glance instead of whole phrases or "thought units"); distortion of the author's intent (usually a matter of reading so slowly that inattention distracts the reader from the text); and failure to grasp meanings of unfamiliar words (rather than achieving an understanding of an entire thought unit). Project LES-Reading will serve as a tool to enhance the reading skill of every pupil in Lumampong Elementary to develop skills in reading needed to make them better readers.

METHODS
Intervention Plan and Implementation Plan is followed accurately. Different reading strategies are applied to enhance the skills of 28 Grade III pupils identified as children with low reading skills during the administration of the Pre Phil IRI Oral Reading Test in English. At the end of the project, pupils are assessed through the conduct of the Post Phil IRI Test.

RESULTS
Almost 50% of the pupils who underwent the intervention are found to become an Instructional Reader during the Post Phil IRI Test. They were able to attain the expectation of the project's objective to become a better reader after 3 months of implementation.

DISCUSSIONS
Benefits of effective reading include the exploration of a wide variety of reading materials; learning how to read with purpose; and confidence in dealing with all forms of reading, whether for school, or leisure. The successful evolution of oral reading includes learning to give proper attention to different kinds of reading material; determining the most important ideas of reading text; grasping main ideas with minimum eye fixations; tying together closely related ideas in the text; achieving comprehension of the text without difficult; and subconsciously determining what might be best for recollection later.

KEYWORDS: LES-Read

SUBMISSION ID: R04A-CAVITP-1005

Project LEVEL UP, Learn to Visualize, Enhance and Localize to Upgrade the Performance in HEKASI/AP

Carmelita Reodica, Department of Education

Abstract

INTRODUCTION

In line with Department of Education Memorandum no. 43 s. 2014, entitled "Conduct of National Observances and Commemoration of Historical Events" which aims to raise the level of historical/cultural awareness and consciousness of elementary pupils and secondary students and to instill in their minds the greatness of the Filipino race, the legacy of the national heroes and the ideals of nationhood. In this regard and based on NAT results in HEKASI/AP in three consecutive school years, in SY 2012-2013 was 59.67%, SY 2013-2014 was 53.39% with a decrease of 6.28% and in the school year 2014-2015 the result was 53.25% and has a decrease of 0.68%. This shows that there is a continuous decrease every year in the NAT results. It was found out that one of the reasons was difficulty in understanding the lessons in HEKASI/AP that leads to low MPS. It has been the focus of the Project LEVEL UP, Learn to Visualize, Enhance and Localize to Upgrade the Performance in HEKASI/AP be implemented.

METHODS

Based on the different interventions used, the 20- item teacher-made test was utilized for pupils' weekly tests. The percentage was used in treating the data that came from the results of the weekly assessment administered. Results of Pretest and Posttest have been compared to find out whether there was an increased in their performance in Araling Panlipunan.

RESULTS

Through the implementation of Project LEVEL UP, the MPS of 58 pupils increased by 23.84%. Therefore, the percentage of pupils who got Low Proficiency in Araling Panlipunan decreased by 59%. The learners under Average Proficiency increased by 19% and the pupils under High Proficiency lifted to 40%.

DISCUSSIONS

Through the implementation of Project LEVEL UP, an improvement in the performance of Grade 6 pupils In Araling Panlipunan has been achieved. There was an increase of 3% in the Periodical Test. The interest of the pupils in studying AP was enhanced through the use of multimedia, localized, indigenized and contextualized materials. The love for AP was instilled in them as they tackled the different historical places in town. Active participation in many group activities was achieved, local history, culture, and traditions had now meanings and enjoyed by all.

Project Lift and Leap

Rinia Dorado, Department of Education

Abstract

INTRODUCTION

Batay sa nakalap na mga datos mula sa resulta ng Unang Panahunang Pagsususlit ng Matematika sa Ikalawang Baitang nang Panuruang Taong 2014-2015
ang asignaturang ito ang nakakuha ng pinakakamababang "Mean Percentage
Score" (MPS) na 75.43% noong Panuruang Taong 2015-2016 ito ay bumaba ng 2.10% (73.23%).
Noong 2016-2017, nagtala ito ng pinakamababang Mean Percentage Score (MPS) na 66.41%. Nagtamo ng pinakamababang kasanayan ang mga mag-aaral sa Ikalawang Baitang sa paglutas ng suliranin na may kinalaman sa pagdadagdag. Ang mga datos ay nagpapakita ng patunay na pagbaba ng MPS sa kasanayang kung kaya't ang proyektong "Lift and Leap" ay inilunsad upang mabigyan ng kalutasan ang suliraning ito.

METHODS

Ang mga interbasyon ay isinakatuparan tulad ng:
Hanap Bilang
Sungkitin at Bilangin
Putukan Na
Paggamit ng "Simplified-Localized Materials"
Nagkaroon din ng lingguhang pagtataya gamit ang iba't- ibang interbensyon.

RESULTS

Ang "Project Lift and Leap" ay nagdulot ng pagtaas ng MPS mula 66.41% tungo sa 82.80%.

DISCUSSIONS

Sa pamamagitan ng paglulunsad ng Project "Lift and Leap" natamo ng mga mag-aaral ng Ikalawang Baitang ang mga sumusunod;

Pagtaas ng" MPS" sa limang magkakasunod na pagtatayang isinagawa.
Higit na nakaganyak ng pakikilahok sa proseso ng pagtuturo at pagkatuto ang mga lokal na kagamitan at gawain sa pagtuturo dahil sa ang mga ito ay mas madaling maunawaan at may kinalaman sa pang-araw-araw na karanasan ng mga mag- aaral.
Ang paggamit ng ICT/Multimedia sa mga aralin ay nakapagpapaunlad sa layunin ng pagkatuto.

KEYWORDS: KIKO

SUBMISSION ID: R04A-LAGUNA-0349

Project Lingap: Link towards Improved Nutrition and Reading Comprehension

Severa Versola, Buenavista Cigaras ES

Abstract

INTRODUCTION
Nutrition is the key factor that brings about cognitive processes and memory retention in an individual. Proper nutrition among children is critical to maximize and enhance their learning. On the other hand, reading comprehension is an essential skill to master to ensure success in learning. Reading comprehension serves as a gateway for learners to understand learning concepts in different subject areas. Taking action today to provide positive options in schools to set students up towards achieving desired grade level competency standards in the K-12 curriculum. This action research implemented Project LINGAP to improve the reading comprehension of the 24 frustration readers with Wasted and Severely Wasted Nutritional Status.

METHODS
This action research is anchored to Ross (2010) wherein the 24 learners at risk who were purposively selected were provided with free afternoon snacks in the school canteen. The learners were encouraged to eat comfortably and converse with each other before taking the reading enhancement activity for 30 days. Three strategies namely group reading, graphic organizer and ICT assisted instruction was used during reading enhancement activity. Simple Mean & Frequency Count were used to analyze reading assessment while the anthropometric measure was used to determine BMI and nutritional status.

RESULTS
Results revealed that after the 30 days project implementation, 100% of the learners reached normal nutritional status while 21 or 92% raised their reading proficiency to instructional & independent both in using Filipino and English Text. Reading assessment showed improved learning outcomes using group reading with 85.71% MPS compared to using graphic organizer and ICT assisted instruction with 73.21% MPS and 76.79 MPS respectively.

DISCUSSIONS
Project LINGAP linked nutrition and reading comprehension using Science and Araling Panlipunan least learned concepts in grade 4 that makes it original and heuristic The findings are in consonance with Ross (2010) who posited that there is an important link between nutrition and learning, also with Vygotsky's theory Zone of Proximal Development which supports the idea that social interaction helps children learn, create meaning and grow into the intellectual life of those around them

KEYWORDS: Learners at risks, severely wasted, wasted, nutritional status, reading comprehension

Project LSIM

Jeana V. Angeles, Virginia Reyes & Melanie Saturno, Department of Education
(Adviser: Jeana Angeles)

Abstract

INTRODUCTION

Education Act of 1982 is an act that shall apply to all government both formal and non-formal systems in public and private schools in all levels of the entire educational system. This shall promote the right of the nation's cultural communities in the exercise of their right to develop themselves within the context of their cultures, customs, traditions, interest and belief, and recognizes education as an instrument for their maximum participation in national development as an instrument for their maximum participation in national development and in ensuring their involvement in achieving national unity. In the past three years of the national achievement test in Taykin Elementary School, science subject resulted the lowest; 77.20 for 2012-2013, 58.25 for 2013-2014 and 60.42 for 2014-2015.results were analyzed and discovered that the lowest competencies were science v. Follow -up test was given and resulted with a low mps which is 39.2.this considerations led the ci team to formulate the project LSIM - localized science intervention materials.

METHODS

In this research the survey method is used to collect and gather data about the use of Localized Science Intervention Materials. The interpretation of data was interpreted through the Descriptive method. The teacher made use of the materials found in the vicinity to check on how it would improve the performance if pupils particularly the grade five pupils. After the use of LSIM, the teacher will check its effectiveness by giving related exams or questionnaire.

RESULTS

The result of the effectiveness of the LSIM is measured after the teacher had presented the lesson. Test was given to see if there is an increase in the MPS during the evaluation. The result will further help determining more related localized materials to aid in teaching particularly in Science V. Pretest and posttest were given and then compared to check on the validity of the project.
Significantly, there was an increase in the test result proving that the used material was effective.

DISCUSSIONS

The effect of this study is to be used by the teacher to utilize more localized materials in teaching pupils. This also helped increase the MPS in Science V since the use of familiar learning materials are present. Furthermore, this made learning productively and was able to introduced pupils more about the available products in the place. Thus, this made learning more fun and interactive because the materials used were familiar to all.

KEYWORDS: Project Localized Science Intervention Materials

SUBMISSION ID: R04A-LAGUNA-0361/R04A-LAGUNA-0364/R04A-LAGUNA-0365

Project LUKPRA (Level Up Knowledge of Pupils Reading Ability)

Anabel Manatad, Tagaytay City

Abstract

INTRODUCTION
Project LUKPRA is conducted for the benefits of each pupil to address their reading ability specifically in English learning areas. In 2015, Bagong Tubig Elementary School identified 13 (62%) of Grade IV pupils reading at the frustration level in English. Due to this, the school has implemented a Big Brother and a Big Sister Program known (BBSP) to address the high number of frustration readers. From the number of incoming Grade IV pupils, frustration readers decreased to 13 (62%) of the total population in 2014.
This year, after the administration of PHIL-IRI, 13 (62%) out of 21 pupils in Grade IV pupils were identified as reading in the frustration level based on the standard formula of the Phil-IRI Assessment Test.
This data was further validated resulting in only 4(19%) out of 13 identified frustration readers. From the 21, zero were classified as Non- readers, twelve as Instructional, and five as independent readers.
13 out of 21 Grade IV pupils were identified reading in the frustration level in English based on the standard formula of the Phil-IRI administered last June 2015.
The 13 pupils in the frustration level ate at the core of Project LUKPRA.

METHODS
We surveyed to find out the materials and strategies required by the key customers through the checklist form. We also gathered and tabulated the data on the result of the VOC - Voice of the customer. Reading intervention is highly recommended throughout the year. Stakeholder orientation is held to inform them about the project and their support. CI team crafts different M&E tools for monitoring and evaluating the project. With these tools, the school as a whole becomes involved in the project since all teachers are given a chance to observe. The CI project is launched and attended by LGU, teachers, pupils PTA. Mentoring is one of the processes of the project, giving simple rewards and recognition is shown to motivate the pupils to love reading.

RESULTS
Reduce the number of the identified Grade IV frustration readers by at least 50percent or 8 of the 13 pupils by the end of December 2015. For further administering the project the pupils under frustration level reduce in 4 or19 percent in 2016. And at the phase of third-year administering the project the frustration level resulting in zero (0%) percent in December 2017.

DISCUSSIONS
Handling of the project to the English department. Encourage pupils that reading is essential as a foundation of learning in every phase of their lives.

KEYWORDS: Datanam

SUBMISSION ID: R04A-CAVITP-0739

Project LURC (Levelling Up Reading Comprehension)

Renelyn A. Antonil, Subay Elementary School

Abstract

INTRODUCTION

"Reading makes a full man". It opens the gates to wisdom. Therefore, it is the thrust of education to make every child a reader, one who reads and comprehends.

Based on the 2014 PHIL-IRI pretest, there were 51 frustration readers out 81 pupils in English Grade II. This was the reason why SUBAY ELEM. SCHOOL launched the project LURC (Levelling up Reading Comprehension), an intervention program whose primary aim was to raise the reading levels of the said pupils. This was also in response to the call of the Continuous Program of the Division of Rizal.

METHODS

The extensive remedial program among the pupils was religiously conducted for the whole year. Problems were met with the aid of the teacher-made methods; Basic Sight Words (five words a day), words with pictures (vocabulary development) five words a day, sentence sense, big books, partner method (Ate ko, Kuya ko), STAR method (Stop and Read) wherein five minutes before the classes began, the pupils read short stories/sentences assigned by their advisers, class remediation (30 minutes every day, after the class session) and reading time in the DLRC of the school.

RESULTS

The Program revealed a partly successful outcome since the PHIL-IRI posttest for Grade II noted the result of 26 frustration readers. The same courses of action were taken by the CI team and reaped a very good product of five frustration readers.

DISCUSSIONS

This school aimed to implement the program continuously in all grades for a better pupils' performance.

KEYWORDS: intervention strategies, levelling up comprehension

SUBMISSION ID: R04A-RIZALP-0330

Project LUSOG (Linking Underweight Students with Opportunities)

Irma Adolfo, Project ARREST

Abstract

INTRODUCTION
San Felix Elementary School strives to fulfill its duties to groom each new generation into becoming upright citizens of the country.it also recognizes the fact that in order to increase the students' chances that San Felix Elementary School has been trying to overcome. For the past years, there has been a notable increase in the number of malnourished and underweight students from 25 to 28 and from 28 to
38. Therefore, the school has devised a new plan to tackle this pressing problem in the form of Project LUSOG ("Linking the Underweight Students with Opportunities for Growth ")

METHODS
The method used in the study is the percentage method. The researchers got the voice of the customers through the affinity diagram. The basis of the study is the result of the Nutritional Status of the pupils taken from the School Coordinator.

RESULTS
It was obvious that the different reasons why pupils who are under SBFP program were still the VOC were due to their wrong attitude of eating nutritious foods particularly the vegetable. The secondary was the ignorance of their parents in preparing nutritious food. 13 out of 38 or 34
% of the severely wasted pupils who underwent Project LUSOG (Linking Underweight Students with Opportunities for Growth) became of normal health which indicates that the desired objective of Team GANA (Gain Adequate Nutritious Aid) is partially achieved.

DISCUSSIONS
San Felix CIP Team GANA (Gathering Adequate Nutritious Aid) conducted a survey on why the level of performance of pupils/ students in academics did not increase as it is expected. The team found out that the main cause of these is those pupils/students who still belong to the underweight level has resulted in the BMI (Body Mass Index). In spite of the feeding program initiated by the school through canteen and SBFP, there were still students who did not improve their BMI.

KEYWORDS: underweight, nutrition, intervention

SUBMISSION ID: R04A-LAGUNA-0102

Project M&M (Me and Mom) an Intervention on Improvement of Grade one Pupils Reading Performance

Thelma Torres, Division of Cavite City

Abstract

INTRODUCTION

Its importance cannot be overstated for it is believed to be the key to academic success.

However, in spite of the acclaimed importance of reading, it cannot be denied that there are really pupils who will be assessed as Non-Reader. This ineffectiveness in reading could lead to serious problems in the future. When a pupil does not learn to read, it is expected that the pupil would suffer from difficulty with all other subjects and activities not just in Grade one but in other succeeding Grade levels as well.

Reading the performance of Grade one pupils may be affected by various factors. These factors include home-related factors, teacher-related factors, parent-related factors, and student-related factors. The researcher is suffering from the same problem every school year. This prompted her to conduct this study.

METHODS

This chapter presents the methods and procedures employed in this study. Specifically, this chapter includes research design, participant selection, research instrument, data gathering method and analysis, and statistical treatment necessary to evaluate the data obtained from this study.

RESULTS

The researcher made use of a thirteen-item survey questionnaire in collecting data. The survey was conducted in Ladislao Diwa Elementary School Grade one classroom in the City of Cavite. The researcher went to the respective classrooms of each respondent to distribute the questionnaires and conduct the survey. Before the survey session, informed consent was given to the respondents. The results of the survey were collected, coded, were statistically treated using the arithmetic mean and analyzed. Statistical tests were performed using Microsoft Excel.

DISCUSSIONS

The indicators Interest in Reading and Laziness under Student-Related Factors have the greatest effect on a pupil's reading performance. On the other hand, the indicator Number of Siblings under the home-related factors have the lowest effect among all other indicators. Based on the findings, it was concluded that several factors pose a high impact on a pupil's reading performance with Student- Related Factors topping the list. But even though student-related factors have the highest mean and have a very high impact, other factors are still deemed to have a high impact on a pupil's reading performance.

KEYWORDS: Project M&M (Me and Mom) Reading Engagement

SUBMISSION ID: R04A-CAVITC-0070

Project M.A.G.B.A.S.A. (Metacognitive Activities Gearing Bartolomians Aiming for Scholastic Achievement) to Improve Students' Inferential Comprehension Skills

Glen Welle Anne Suarez, Department of Education - San Pablo

Abstract

INTRODUCTION

Reading comprehension has been a problem for many secondary students. San Bartolome National High School's result in last year's secondary pre-reading inventory showed that 36 out of 220 grade 8 students were at the frustration level of reading. Hence, the poor result in Mean Percentage Score (MPS) since the level of learners' reading comprehension affects not only their test-taking skills but more so their ability to understand their lessons in different subjects.

This research sought to find out if Project M.A.G.B.A.S.A (Metacognitive Activities in Gearing Bartolomians Aiming for Scholastic Achievement) helped improve the inferential skills of grade 8 students. Their improvement in inferential-making skills is hoped to help advance their reading comprehension skills.

METHODS

This study utilized a purposive sampling. Respondents were all Grade 8 students of San Bartolome National High School who were at the frustration level of reading determined through Secondary Pre Reading-Inventory.

This study employed mixed-research design. The instruments were Teacher-made Pre-reading and Post-reading tests on making inferences, validated researcher-made survey questionnaires and Focus Group Discussion (FGD).

RESULTS

Project M.A.G.B.A.S.A and its use of Metacognitive Strategies as validated by the significant difference between the mean pre-test and post-test scores is an effective reading program.

Respondents claimed to have learned how to make connections between their background knowledge and new information during the Predict, Locate, Add, Note (PLAN) Strategy. They also agreed that Reciprocal Teaching taught them how to determine the main idea of a text. Think Aloud Strategy taught them how to visualize, question, and evaluate the author's ideas.

DISCUSSIONS

The results reveal that metacognitive strategies in teaching reading help improve inference-making skills which in return, will help them improve their reading comprehension skills. Subject specialists may develop reading programs which target specific reading skills to improve overall reading comprehension. Similar studies may also be conducted in different learning areas to further determine the effectiveness of metacognitive strategies not only on students' inferential and reading skills but also their scientific and mathematical skills.

KEYWORDS: Metacognitive Strategies, Inferential Skills, Reading Comprehension

SUBMISSION ID: R04A-SANPAB-0086

Project MABAGSIC - WERPA (Mastering Basic Grammar Skills Thru Interactive Coaching - Worksheets, E- Exercises, Remediation, Parent-Peer Assistance)

Dina Ilagan & Mary Joy Morcilla, AASMNHS

Abstract

INTRODUCTION
The common problem language teachers faced in the classroom is the hesitation of learners to participate in discussions because they cannot express themselves in English. This is due to the fact that some learners perceive that grammar matters only in school and not necessarily important in their daily lives. However, this misconception of some students leads to poor performance in English because they cannot communicate well. Since grammar is the foundation of communication, correct grammar use is very important to easily understand the purpose and meaning of the message someone is trying to convey. In this regard, this study aims to improve learner's competence in English through mastery of basic grammar skills. Likewise, it seeks to boost learners' self-confidence in speaking toward better communication skills.

METHODS
The study used descriptive research and made use of pretest and posttest scores to determine the effectiveness of the project. Forty-nine Grade 9-students of Anselmo A. Sandoval Memorial National High School served as the respondents of the study. No sampling was applied in determining the respondents. Focused group discussions and interviews were also conducted. Frequency, percentage, ranking, weighted mean and t-test were the statistical tools used in quantifying the data gathered.

RESULTS
The results of the study shown that the majority of Grade 9 learners have low mastery of basic grammar skills. Also, most of them agreed that communication activities provide limited emphasis on grammar leading to learners' low mastery of grammar skills. Thus, the strategic activities and interventions that can be used to enhance the students' mastery of the basic grammar skills were a journal, e-games, worksheets, and peer and parent's assistance.

DISCUSSIONS
Through the comparison of the pretest and posttest results, it clearly gleaned the effectiveness of the interactive coaching and intervention activities on basic grammar skills done all throughout the month which provide students opportunities to gain meaningful and relevant learning in grammar that they can use in daily life. Thus, the proposed program ensures mastery of basic grammar skills among students for them to be an active and proficient communicator of the language at the same time promote interactions and positive social skills.

KEYWORDS: interactive coaching, peer-parent assistance, basic grammar skill

SUBMISSION ID: R04A-BATANP-1322

Project MABAGSIC - WERPA (Mastering Basic Grammar Skills Thru Interactive Coaching - Worksheets, E- Exercises, Remediation, Parent- Peer Assistance)

Fritzie S. Mabido, Teacher III

Abstract

INTRODUCTION

Reading with comprehension is very important because it is a gateway to understand the instruction and directions in life. It is also a vital skill in finding a good job. It develops the mind muscle to children and adults to focus on what someone else is communicating. For people of technology age like students, there's no need to read newspapers and books, instead of having a load and open Mr. Google for any preferences. They gathered the information from the television in different search engines. Students are fanatic on social media. They pay attention to surfing rather than reading on the different stories. They use Facebook to elicit strong opinions. The greatest motivating factor for grade 7 students to use technology is to connect and socialize. The mastery in reading is somewhat an indicator that students are always ready to learn something new in learning lessons. Failure to attain mastery affects the performance of the students.

METHODS

The research determined how effective the "FACE-A-BOOK Program" in improving the reading level of 79 Grade 7 students in Margarita K. Yusingco National High School. The variables used were the reading tools in Oral Reading Proficiency Test. To analyze the results, the researcher made use of the descriptive-comparative method employing the mean on the performance of the students. This is to note if there is a significant comparative difference after the intervention. It came out that the applied intervention had a substantial impact on the students' reading skills.

RESULTS

The data resulted that there was a significant comparative difference found in using the reading intervention "Face A-Book Program" after the grade 7 students.

DISCUSSIONS

With the intervention used, it was found out that the "FACE-A-BOOK Program" contributed wide-ranging impact in improving the word recognition and reading comprehension of students because instead of chatting with their friends in Facebook they find themselves busy posting their understanding on the text read. So, it helps a lot of students' improvement in terms of reading and comprehension. The increase in reading proficiency stipulates that the intervention applied is excellent.

KEYWORDS: interactive coaching, peer-parent assistance, basic grammar skill

Improving Subject -Verb Agreement Knowledge using Literacy Tools

Randy Panganiban

Abstract

INTRODUCTION

The problem of subject-verb agreement in English among second language speakers is becoming more obvious and rampant cutting across various educational levels. Right from primary to the university level many students speak and write without obeying the rule of subject-verb agreement. The errors related to subject-verb agreement are very common in the written work of the students, even in the work of the tertiary level students. "Error" refers to a kind of mistake that takes place for the lack of right information or knowledge, especially, in grammar. While analyzing the kinds of mistakes students make in written work, it was apparent that most of the students make similar types of errors in the uses of subject-verb agreement.

METHODS

The study dealt with the subject-verb agreement in students' written production. Written work can test the students' comprehension and production of the grammatical rules students learned more properly. The study is quasi-experimental research and data is collected at different periods - pre and post experiments to find out samples' development of writing ability at different times. The participant chosen in this study were the two sections of the Grade 10 students as the experimental group while the two sections served as the control group. The participants were given five levels of tasks in which in each task, the participants were asked to choose the correct verb that agreed to its subject. The task was done separately from each other.

RESULTS

The use of Literacy Tools to improve the knowledge of Grade 10 learners on subject-verb agreement enhanced their knowledge in constructing sentences following the correct subject-verb agreement patterns. The common errors of students on the subject-verb agreement were also identified. In addition, the material served as the basis on how to maintain students' active participation in learning. The results further strengthen instructional approaches to motivate students to engage in different learning aspects and the teacher as well to continue designing their own tools that will lead them to motivate learners to study and achieve high.

DISCUSSIONS

The results give valuable information to strengthen instructional decisions to make teaching and learning effectively. It aids teachers in development programs that concern effective teaching techniques and methods in their schools. The student learning is affected by the methods, strategies, and materials used inside the classroom.

KEYWORDS: literacy tools, errors, subject-verb agreement

SUBMISSION ID: R04A-BATANP-1062

Improving Teacheres' Effectiveness in the Classroom through In-Service Training and Development

Rina Espanol

Abstract

INTRODUCTION
This action research entitled Improving Teachers' Effectiveness in the Classroom through In-Service Training and Development investigated how teachers' effectiveness in the classroom can be improved through professional development. Teachers who have a positive attitude about themselves and their profession are more effective to increase the quality of student learning. This is the reason why in-service training and development is essential. Training of teachers provides them the knowledge, skill, and ability that are continuously relevant to the professional life of a teacher.

METHODS
A survey-questionnaire was distributed to discover types and aspects of training and seminars that can affect improvements on teachers' effectiveness in the classroom.

RESULTS
Teachers generally have a positive attitude towards in-service pieces of training and seminars and their usefulness in classroom situations including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students. It was concluded that if teachers engage in high-quality professional training and seminars, then it will help improve their effectiveness in the classroom.

DISCUSSIONS
The sample consisted of 12 females and 8 male Senior High School teachers of the Department of Education. Seventy-five percent of the respondents or 15 out of 20 senior high school teachers have seven years or less teaching experience and the rest have been in the service for eight to fifteen years. Sixty-five percent of the respondents have attended one to seven pieces of training and seminars in the last five years. Thirty-five percent have attended eight to fifteen pieces of training and seminars. Only five percent have attended more than 25 pieces of training and seminars. The majority, fifteen of them have stated that the reason for their attendance was because it was required by their administrators. One hundred percent of the respondents have attended subject-matter related or updates on curriculum seminars. Seventy-two percent went to pieces of training that enhance their professional skills like test construction seminars, technology-based pieces of training, etc.

KEYWORDS: Senior High School Teachers, In-Service Trainings, Professional Development

SUBMISSION ID: R04A-LAGUNA-0254

Improving Teacheres' Teaching Competencies through Enhanced Instructional Supervision in District VI

Aida Gutierrez, Department of Education

Abstract

INTRODUCTION
As observed, teachers in recent times manifested unwholesome attitude towards discharging their duties as evident on records showing that teachers go late to school, exhibit rudeness to school authority at the expense of teaching. So, the researcher conducted the present study to improve teachers' teaching competencies through enhanced instructional supervision in District VI, Division of Batangas City.

METHODS
The researcher used the descriptive method of research. A questionnaire formulated from the CB Past Form 3A and the Philippine Professional Standard for Teachers (PPST), Department of Education Order no 42, series 2017 was used in the data gathering responded by 100 teachers and 10 school heads in the district which were chosen through simple random sampling method.

RESULTS
As demonstrated from the results of the study, school heads need to intensify the instructional supervisory activities and could focus on Domain 3 - Diversity of learners and Domain 5 - Assessing and Reporting. It was also suggested that capability building program or School Learning Action Cell could be the avenue to enhance teachers' teaching competencies with a focus on the latter domains.

DISCUSSIONS
The major findings showed that interaction between teachers and instructional supervisors has a significant influence on teachers' classroom performance. The use of instructional materials suggested by the instructional supervisor's has a significant influence on teachers' classroom performance. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly concerning their perceived influence of supervision of instruction on their classroom performance. Also, the opinions of male and female teachers did not differ significantly concerning their perceived influence of supervision of instruction on their classroom performance.

SUBMISSION ID: R04A-BATANC-0254

Improving Teaching Practices through TAG

Jocelyn Reyes, Department of Education, Santa Rosa City

Abstract

INTRODUCTION
The Department of Education is putting more time and money for various training and seminars for teachers. Experts say that teachers should be able to learn on the job with more opportunities for collaboration and individualized support. In Labas Senior High School, five new teachers are non-education majors. They have quite an uneven classroom management. They commonly use the lecture method. Pencil and paper tests and more of knowledge-type questions are used in the assessment. This research was conducted to provide teacher professional development opportunities through the Technical Assistance Group (TAG).

METHODS
The teachers were grouped into five TAGs. Each TAG consists of two teachers from the same learning area and a teacher capable of giving technical assistance. Two teachers collaborate in lesson preparation. One implements the lesson, the other two observe the class. The post-conference was held after each observation. After eight TAG sessions, interviews were done among teachers on how TAG impacts their teaching practices. Thematic content analysis was used.

RESULTS

On Classroom Management: Teachers in TAG were able to maintain classroom discipline through the implementation of rules. Classes were in order and activities run smoothly. The reward system was used to motivate students to behave properly and be attentive. Time-management skills have also been improved which allowed students to finish tasks earlier.

On Teaching Strategies: Teachers in TAG apply a student-centered approach. Collaborative and cooperative activities are common. HOTS and open-ended questions are also utilized by the teachers. ICT integration is a common practice. This sustains students interest that resulted in students "~ active engagement in class.

On Assessments: It was observed that teachers use non-traditional forms of assessment. Peer and self-evaluation are utilized. A collaborative assessment is employed. Rubric scoring was used for students' performance and outputs. Teachers also use HOTS questions in their assessment.

DISCUSSIONS
TAG has improved classroom management, teaching strategies and assessment. Classroom management is more structured and classes, more disciplined. Classrooms are more child-centered. Assessment includes a pencil-paper test with the use of HOTS and open-ended questions. Rubrics scoring is commonly used. TAG may be adapted by schools to substitute costly training that takes teachers out of their classrooms. TAG improves teaching practices that improve students' achievement.

KEYWORDS: teaching practices, technical assistance group

Improving the Teaching-Learning Process through the Facilitation Skills of Social Science Teachers

Ma. Aillen Averilla, Tayabas City Division Standalone SHS

Abstract

INTRODUCTION

According to Lev Vygotsky, social interaction plays a fundamental role in the development of cognition. Therefore, the 21st-century classrooms should integrate collaborative, engaging and exciting classroom activities. Teachers are now facilitators of student learning and creators of productive classroom environments in which students can develop skills necessary in their future workplace. Teachers must, therefore, embrace new teaching strategies and plan of school-based activities suitable to characteristics of learners, understand that students have different learning styles and preferences, and provide learning opportunities for students to learn. Teachers as facilitators of student learning are still the most important person considering their task in preparing relevant activities that will develop student's attitudes, skills, aspirations, and behavior.

METHODS

This study used a quantitative method of research employing a survey questionnaire with statements indicating the skills of teachers in facilitating learning and observation as the tool to gather relevant data. The researcher used the result of classroom observation results of Social Science teachers during July and August of the School Year as the baseline data.

RESULTS

The result of the classroom observations revealed that Social Sciences teachers are satisfied with regards to the delivery of their teaching-learning process. Furthermore, it shows that teachers have rated themselves low in facilitation skills. This means that they lack confidence in demonstrating current knowledge of the subject matter at all times. Therefore, teachers in Social Science preferred to help through coaching and mentoring.

DISCUSSIONS

Based on the results, the researcher found that teachers should (1) continue the coaching and mentoring program for teachers; (2) expand the coaching and mentoring to other teachers; (3) develop a year-round activity for coaching and mentoring; (4) create a technical working group to work full time on the process of coaching and mentoring; and (5) continue evaluating the results on the impact of coaching and mentoring to teachers.

KEYWORDS: Facilitation skills; Social Science; teaching-learning process

SUBMISSION ID: R04A-TAYABA-0016

Improving the Ability of Grade III Pupils to Identify Letters and Sounds through "Kaibigan Ko Si Titik" Program

Analyn Ronquillo, Teacher II

Abstract

INTRODUCTION

San Agustin Central Elementary School with a total population of five hundred thirteen (513) students encountered issues of difficulty in identifying letters and sounds resulting in absenteeism, students' misbehavior, low performance in the class and the like. At the start of the school year, the teachers assessed students in recognizing letters and sounds through the Initial Letters and Sounds Identification Assessment Score Index. Out of thirty-six (36) students in Grade III, there were (6) identified students who had difficulty in identifying letters and sounds. The researchers employed the "Kaibigan Ko Si Titik Program" to address the pupils difficulty in identifying letters and sounds. If this problem will not be given attention, the pupils will be retained or will pass but still suffers difficulty in reading.

METHODS

"Kaibigan ko si Titik" Program was an intervention conducted to cater to the problem in identifying letters and sounds of students that aimed to make students become successful readers. A 3- month intervention through the "Kaibigan Ko si Titik" Program was given to 6 Grade III students who cannot identify initial letters and sounds that greatly affect their performance rating. This intervention was purposely given for them to identify correctly initial letters and sounds from October 2017 - December 2017. Their attendance was checked and monitored regularly in every session. Their performance rating for the last quarter will be used as the basis for the analyses of results.

RESULTS

The result shows that the ability of Grade III students in identifying letters and sounds was improved after the implementation of the "Kaibigan ko si Titik" Program. This simply indicates that the said intervention was very effective. Hence, the researcher encourages other teachers to employ said intervention to improve students reading skills.

DISCUSSIONS

The research respondents of the study were the 6 Grade III students of San Agustin Central Elementary School, School Year 2017-2018 who had problems identifying letters initial letters and sounds. The Meta-Comprehension Strategy Index (MSI) was used in gathering data and had three strategies on identifying letters and sound acquisition. Part 1 of the MSI consists of a statement about the strategies before the identification of letters and sounds. Likewise, part 2 of the MSI consists of the improvements of the letters and sounds after using worksheet phonic strategy, domino phonic strategy, and phoneme phonic strategy.

KEYWORDS: Worksheet Phonics Strategy, Domino Phonics Strategy, Phoneme Phonics Strategy

Improving the Academic Performance of Aloba Elementry School Grade III Pupils in Mathematics through the Use of Differentiated Thinking Tools

Marilou Balbuena, Department of Education, Aloba Elementary School

Abstract

INTRODUCTION
Many teachers experienced the difficulty in teaching mathematics, especially in elementary grades. The lack of interest, lack of practice in solving problems, low retention skills, ineffective teaching pedagogy, and not enough materials to use are just five of the many reasons why pupils performed poorly in mathematics. Aloba Elementary School is not an exception to this problem. Of the eighteen (18) Grade-III pupils, eight (8) have the difficulty in learning the subject based on their grades in the first quarter. This problem propelled the researcher to design and employ a more pupil-centered intervention that would allow students to explore and learn more even outside the classroom and after class hours. With so many positive things about the use of worksheets and problem sets, the researcher designed more contextualized and differentiated thinking tools to help improve the performance of her pupils in mathematics.

METHODS
The researcher included all the eighteen Grade-III pupils as participants in the action research conducted. A simple descriptive method was used to determine the effectiveness of the intervention employed. Grades in the mathematics of all the pupils in the first quarter were used as baseline data. Then, the grades of the same pupils in the second quarter were used to determine whether the intervention worked positively. The researcher's focus of the study was to compare the average grade of the pupils during the first and second quarters, thereby, the comparison between means or simple descriptive statistics was used.

RESULTS
The average grade in the mathematics of all the 18 pupils during the first quarter is 79.38 which is 4.06 lower than the average grade in the second quarter which is 83.44. This data implies that there is a positive effect on the use of differentiated thinking tools in the performance of the pupils in mathematics. From an informal interview, pupils revealed that they became more interested in doing the activities in the thinking tools because they could use it freely with much time.

DISCUSSIONS
The result implies that the use of differentiated thinking tools improved the academic performance of the pupils in mathematics and developed an interest in learning the subject. Thinking tools helped them improve their skills in computation, problem-solving, and consequently retention. It also helped the pupils easily recall the different mathematical concepts and formulas taught by the teacher. In some cases, it helped them explore and learn independently.

KEYWORDS: differentiated thinking tools, academic performance in mathematics

Improving the Academic Performance Level of Grade VI Learners through Project EDGAR (Edukasyong Dekalidad tungo sa Garantisadong mga Aral ng Araling Panlipunan)

Edgardo Leona Delfin, SDO Camarines Sur

Abstract

INTRODUCTION

Teachers have the difficult task of bringing together diverse elements and blend them into a harmonious whole. Considering the grassroots, the teacher-researcher conducted action research focuses to assess the significant improvement of the academic performance of Grade VI learners in Araling Panlipunan. He introduced the Project EDGAR (Edukasyong Dekalidad tungo sa Garantisadong mga aral ng Araling Panlipunan) an intervention that includes the following strategies implemented inside the classroom; Pagkilala sa Natatanging Galing, Bat-Ang Galing, I Am A LEAD-dear, Balon ng Karunungan, and Question in a Bottle. This study utilized one-shot case study with a total enumeration of 25 students of Sooc Elementary School as the respondent of the study.

METHODS

A standardized test was used in the study. The teacher-researcher is the one who made the questionnaire based on the competencies in the curriculum guide and it was checked by Master Teachers, School Heads and approved by the Public Schools District Supervisor. Weighted Mean for dependent samples was used to determine the significant difference between the first quarter test results and the second quarter test results of the students. Also, thematic analysis was utilized in grouping the responses of the students regarding their experiences in the intervention activity.

RESULTS

All the data gathered were subsequently organized, analyzed, and interpreted to answer the questions posed in the study. The study attempted to answer the following level of performance of Grade VI learners based on the first quarter test results, significant improvement of Grade VI learners as reflected in the mean final rating after the implementation of the project and lastly, the level of effectiveness of Project EDGAR.

DISCUSSIONS

Based on data gathered using weighted mean 76% or 19 out of 25 students got a very high level of performance after the implementation of the intervention as compared to the previous quarter that they obtained 100% very low performance. As reflected on the records, the performance level of the students in the second quarter test results increased to 36.72% from 49.92% in the first quarter, it rises to 86.64% performance level. In terms of the level of effectiveness, the total weighted mean of the Project EDGAR is 4.36% it implies "highly effective" interventions on the students. Therefore, the intervention that the researcher was made is very useful to encourage 100% participation and retention of the lesson to the mind of the students.

SUBMISSION ID: R005-CAMSUR-0068

Improving the Academic Performance of Grade Eleven Students through CIS-Oriented Homework

Emelia C. Hernandez, Maria Lina A. Untalan, & Mariel G. Hungoy, Alupay National High School

Abstract

INTRODUCTION
Homework is an important factor that increases student achievement - a challenged intensified by the implementation of the K to 12 Curriculum. With the increasing numbers of students with special needs and the increasing pressure placed on students to make academic gains on standardized tests, it is important that teachers are equipped with the tools necessary to effectively use homework as a learning instrument. Increasing the effectiveness of homework is a multifaceted goal. To meet the challenge of the new curriculum, the researchers maximize the utilization of CIS (Collaborative, Incentive-Motivation and Skills Development) oriented homework to improve the academic performance of selected Grade 11 students. This strategy is based on the Vygotskian social constructivist ideas. CIS-oriented homework is intended to encourage the students to intensify learning and further develop their skills through collaboration with peers.

METHODS
This study utilized a descriptive method to analyze the effect of using CIS-oriented homework on the academic performance of the Grade 11 STEM students. The study was conducted among the 27 Grade 11 STEM students of Alupay National High School. The students were exposed to several homework and other tasks. The general average of the Grade 11 STEM students during the third quarter served as basis in assessing whether the application of Vygotskian social constructivist ideas is effective.

RESULTS
Through the Vygotskian social constructivist ideas, it was expected that a series of CIS-oriented homework was instrumental for the students to learn as they were motivated to achieve their targets while interacting with their peers. Based on the study conducted, the researchers have found out that the students improved in their academic performance during the third quarter (Second semester) of the school year 2018-2019.

DISCUSSIONS
CIS-oriented homework established a more beneficial social process of learning among students. Collaboration geared towards attainment not only the actual development of the students but also their potential (skills) development. This highlights the interdependence of the students and the social process in co-constructing knowledge in a social setting which later will improve their academic performance. With this, the researchers have planned to prepare a compendium of CIS-oriented homework for teachers to utilize in their respective classes to further enhance the academic performance of their students.

KEYWORDS: collaborative, incentive-motivation, skills development, homework, Vygotskian social constructivist ideas, STEM

Improving the Academic Performance of Grade IV Pupils in Mathematics Using the AGONA Technique

Vimarie Olayvar, Victoria Action Research

Abstract

INTRODUCTION
"I hate word problems!" A comment such as this one can be heard in any math class when students are asked to engage in problem-solving using word problems. Many students struggle to interpret word problems or are apprehensive about applying the skills they have been taught to real-world problems. These students typically have been taught in traditional math classrooms learning basic skills and algorithms to solve problems, and have not been provided with opportunities to think on their own. Every Filipino dream is to improve the quality of life and make the Philippines a highly developed country. There are so many devices for effective teaching and an effective technique can ensure effective learning. In today's society, for students to have promising futures, they must be quantitatively literate. Due to developments in technology, the meaning of quantitatively literate has changed from being able to perform basic mathematical computations to be able to reason and communicate using mathematical ideas and logical thinking.

METHODS
This research study used purposive sampling in determining the Grade level and the actual respondents of the study. The researcher picked 10 low performing pupils in Mathematics as the sample of the study. This study used an experimental design where low performing pupils are employed as experimental. The quantitative data were derived from the scores of the respondents in terms of their scores in the pre-test and post-test.

RESULTS
After 4 weeks of remediation using the AGONA technique, 8 out of 10 pupils or 80% reached the Mastery Level. Then, the AGONA technique will be used as a remediation strategy to improve their mathematical problem-solving skills. At the end of the remediation period, the post-test will be conducted. The data gathered from the two tests will be tallied, tabulated, analyzed and treated.

DISCUSSIONS
The greatest achievement of a teacher is to make each of her pupils a learner. Perseverance and continuous effort in teaching are the best keys to making this possible. The teacher's goal is to reach the mastery level of learning in every lesson that she teaches because of this we encourage the teacher to utilize an effective intervention like the AGONA TECHNIQUE to ease the burden of pupils in solving a mathematical problem. This technique will surely help them to come up with the correct answer and improve their skills and academic performance in Mathematics.

KEYWORDS: academic, performance, technique

SUBMISSION ID: R04A-LAGUNA-0229

Improving the Academic Performance of At-risk Pupils through Project E-CHIPPS (Enhancement of Child-Parent Partnership in School)

Aida Gutierrez, Department of Education

Abstract

INTRODUCTION

A parent is an essential part of the educational system in attaining its goals and objectives. Its critical condition in school involvement can greatly affect the academic outcomes of their children. Parents' contributions of time and effort are thought to be beneficial in helping the school meet various community and educational goals.

Locally, in a survey conducted by the researcher at Tinga Labac Elementary School during the school year 2013-2014, 43 out of 643 or 11.36% of pupils were always absent from their classes and them 10 or 13.69% percent were at risk of dropping out. It was also noted that the academic performances of the pupils were very low.

Survey also showed that parents whose pupils were at risk of dropping out were not coming to school, not attending parent-teacher and pupils' assembly and were not even communicating with the teachers about the academic performances of their children.

With the data mentioned above, the principal together with the teaching staff launched the program "Project E-CHIPPS" or known as "Enhancement of Child-Parent Partnership in School "to get in touch with the parents of those pupils at risk every grading period to monitor their academic standing.

So the researcher conducted this study to determine the effects of Project E-CHIPPS in improving the academic performance of pupils-at- risks at Tinga Labac Elementary School. It also sought to compare the academic performance of pupils' at-risks in two consecutive school years after the implementation of the project.

METHODS

The researcher used the descriptive method. The study utilized 51 pupils-at-risks and responded through a survey type method of data gathering. The researcher also reviewed and compared the records of the pupils for two (2) consecutive years before and after the implementation of the Project E-CHIPPS.

RESULTS

The study found out that in terms of sex, the majority of the pupils at-risks are male, economic status belonging to low-income family and size of the family, with big family type; belonging to the Developing Level of Assessment. Pupils performed better in the school year 2015-2016 than the school year 2014-2015. Pupils' academic performances increased.

DISCUSSIONS

The results demonstrate the need to continuously utilize the Project E-CHIPPS, (Enhancing Parent- Child Partnership in School) as it is very important in improving the academic performance of pupils - at risks. It further suggests that teachers also need to enhance the parent-child and school partnerships through this project.

KEYWORDS: Academic performance, pupils at-risks, improving

SUBMISSION ID: R04A-BATANC-0250

Improving the Academic Performance of Select Secondary Schools Students from the Second Congressional District of Quezon via a School-Parent Partnership: A Basis for CIP

Caridad Grimaldo, Teacher-Researchers' Association of Department of Education Quezon

Abstract

INTRODUCTION
The school-parent partnership has perceived benefits to the academic performance of the students in terms of upgrading the teaching and learning process, creating a conducive or harmonious learning atmosphere, and increasing opportunities for better academic performance among students.

METHODS
This study employed descriptive-survey, descriptive-correlational and descriptive-comparative methods of research in answering the problems posed. The study was conducted in the Secondary Schools of Second Congressional District of Department of Education (DepEd) Quezon.

RESULTS
Results disclosed that most of the student-respondents have General Weighted Mean of 95 percent, and most of them belong to the honor roll while the rests are recipients of special academic awards. Similarly, most of the parent-respondents have two or more years of involvement in the school and partnership in the school's undertakings. Moreover, most of them help their children by doing some assignments and projects in school. Likewise, most teacher-respondents are doing home visitation and remediation or enrichment activities to boost the academic aptitude of the students.

DISCUSSIONS
It was noted that there is a strong correlation between the perception of the students, parents, and teacher-respondents on the school-parents partnership and the academic performance of the students in the second congressional district of DepEd Quezon.

KEYWORDS: academic performance, school-parent partnership

Improving the Tabangao Elementary School Grade Six Pupils' Achievement Level in Science and Health

Darlene Eje, Department of Education

Abstract

INTRODUCTION

Based on the 2015 results of the National Achievement Test (NAT) the passing rate for grade six pupils all over the country was only 69.21 %. Having a mean percentage score (MPS) of 58 in Science of grade six pupils in Tabangao Elementary School pushed the researcher to find out the causes of the low performance and to seek ways on how to improve the achievement level.

METHODS

The normative descriptive research was utilized to gather the needed information. Sets of the questionnaire were distributed to the respondents: school head and teachers. The population was composed of one school head and 14 teachers. Daily observation and interviews were also utilized as tools in data gathering.

RESULTS

Ninety percent (90%) of the respondents agreed that poor comprehension, poor vocabulary and poor study habits are the factors that highly affect the achievement level of pupils in Science and Health. Five to eight respondents rated frequent absences, traditional teaching strategy, limited resources, teacher's incompetence, and poor health to affect the pupils' achievement. Exposing pupils to HOTS questions and using varied techniques and strategies were strongly agreed by 12 respondents as ways to improve the achievement level of pupils in Science and Health. Ten respondents strongly agreed to employ group activity like group game and contest, to utilize manipulative materials and engage pupils in interactive activities would help to improve the learning outcome. The utilization of activity sheets, attendance of teachers to seminars was strongly agreed by 9 respondents to be effective ways to uplift pupils' achievement.

DISCUSSIONS

The results demonstrate the need for Science teachers to improve teaching strategies, utilize modern technology, employ collaborative learning and interactive activities in teaching Science and Health. Pupils' exposure to higher order thinking skills (HOTS) and encouragement by the school head for teachers professional growth through attendance in pieces of training and other special programs are also valuable.

KEYWORDS: Improving Achievement Level in Science

SUBMISSION ID: R04A-BATANC-0482

**Improving the Achievement of the BaEs Grade III Pupils through
Project ReAction During the School Year 2016-2017**

Elenita Mendoza & Ronalyn Agang, Baliwag Elementary School

Abstract

INTRODUCTION

Learning to read in a second language is a process that involves learning skills, learning new vocabulary and cultivating the ability to transfer skills from the classroom to the real world where English may be used. However, the thing that many pupils find difficulties in reading activity is to comprehend. Most pupils have a problem in comprehending reading text, in the four reading sub-skills. In connection with this, it is important to take consideration to solve the problem and improve the pupils' achievement in reading comprehension one thing that must be taken into consideration is the study call project ReAction, a reading strategy mostly used in reading books. The Researchers conducted this study with the purpose of improving the Grade III pupils in reading comprehension.

METHODS

This study made use of the quantitative method to find out the number of respondents of the Grade III pupils of BaEs that were covered by the survey. The quantitative data were formulated by 100% respondent by the population of the Grade III pupils. The survey questionnaire as the instrument focuses mainly on the effects of project ReAction to the achievement level and reading comprehension of the Grade III pupils that might be beneficial or non-beneficial to them. The survey questionnaires contain ratings to be given by the respondents with 10 as the highest, with 1 as the lowest point.

RESULTS

The data shows that the mean pretest is 4.44 and posttest 7.00 using project ReAction. The result in the pretest SD is 1.24 and posttest 1.19. It was determined that pupils who used reading strategies in reading demonstrated strong reading comprehension skills. Also, pupils with strong reading comprehension skills often performed better on comprehension tests, getting high comprehension scores. In this study, the results mirrored this statement.

DISCUSSIONS

It was determined that students who used reading strategies while reading demonstrated strong reading comprehension skills. Also, pupils with strong reading comprehension skills often performed better on comprehension tests, getting high comprehension scores. In this study, the results mirrored this statement. After completing a comprehension pretest, the students were given a strategy to practice and use while taking the post-test. The result showed an increase in pupils' comprehension, which was indicated by higher post-test scores for almost all of the pupils. There were no pupils comprehension levels that diminished during the study.

KEYWORDS: ReAction, reading, comprehension

SUBMISSION ID: R04A-CAVITP-1628

Improving the Anti-Bullying Awareness of through an Advocacy Campaign

Eddie Garcia, Department of Education

Abstract

INTRODUCTION

Knowing the benefits of the implementation of Anti-Bullying Law in the different public elementary and secondary schools in the country particularly in Sta. Justina High School, the researcher was triggered to conduct this study and determine the level of awareness of the teachers, parents, and students on anti-bullying law. Advocacy campaign on Anti-bullying was implemented to address the bullying problems in the school. This research study aimed to determine the effect of the Advocacy Campaign in improving the awareness of stakeholders on Anti-Bullying. This was funded under the Basic Education Research Fund (BERF) through the Division Research Committee and PPRD Region V.

METHODS

This employed a descriptive method of research discussing the responses to the research questions. This study confined to the assessment of the Level of Awareness on Anti-Bullying Law of the selected internal and external stakeholders of Sta. Justina High School, Buhi, Camarines Sur.

RESULTS

Findings revealed that:

1.) the level of awareness of both the learners and parents/stakeholders on anti-bullying, adoption of anti-bullying policy and mechanisms to address bullying was aware before the implementation of the intervention;

2.) It was also revealed that the problems encountered by learners and parents/stakeholders in implementing the anti-bullying law were moderate;

3.) It was revealed that the level of implementation of the strategies on anti-bullying to the learners and parents/stakeholders was Highly Implemented.

4.) On the level of acceptance of the strategies on anti-bullying of the learners and parents/stakeholders was highly accepted. It implies that the Advocacy Campaign was very effective and improves the awareness of the teachers, parents, students and other stakeholders after its implementation.

DISCUSSIONS

The acts of bullying, adoption of anti-bullying policies, a mechanism to address bullying, problems encountered on anti-bullying, level of implementation and level of acceptance of the strategies and activities implemented has a significant relationship to the level of awareness of stakeholders on anti-bullying. It is therefore recommended that the Advocacy Campaign on Anti-Bullying must be institutionalized in other schools in Buhi District or even in other schools in Schools Division Office (SDO) Camarines Sur to combat bullying in schools.

KEYWORDS: bullying, anti-bullying, advocacy campaign

SUBMISSION ID: R005-CAMSUR-0048

Improving the Basic Mathematical Skills in Adding and Subtracting Two-Digit Numbers through 2-Digit Spinners Technique

Jojit Singh, Department of Education

Abstract

INTRODUCTION

Some learners have come to believe over time that they are just not good at math. This type of attitude can result in learners failing to even try to learn the basic mathematical operations. Resolving this concern can be difficult, but pulling learners aside individually to reassure them can help pupils overcome the math block. Two-digit spinner technique might help math teachers boost learner's confidence. As the Department of Education, continuously provides our learners with learning materials, the researcher would like to offer other research-based materials that can address problems in mathematics.

METHODS

The researcher used an experimental design with the form of a true experimental design using an intact group. In this study, the researcher will make use of pretest-posttest group design to answer the specific problem in the study.

RESULTS

In the present class, the researcher observed the needs for enhancement in adding and subtracting two-digit numbers. Furthermore, the researcher intended to use the two-digit spinner technique to improve the performance of the learners in the mathematical process. The use of these two-digit numbers in addition and subtraction with regrouping activities will have the learners practice their skills. There are 2 different spinners partner games. All students will need is a pencil and paper to solve the mathematical equation.

DISCUSSIONS

It is shown that the pretest has a mean of 4.40 and a posttest with 9.03. It is also observed that the median scores along the used of the two-digit spinner technique's pretest and posttest are near the mean of the scores from the pretest and posttest. The standard deviation of the technique result 0.73 is greater than the pretest 1.06. It is shown in the study that there is a significant relationship between the post-test result and the two-digit spinner technique that rejected the null hypothesis. This means that the two-digit Spinner technique affects the post-test scores of the learners.

KEYWORDS: improving mathematics, adding, subtracting, two-digit numbers, spinner technique

SUBMISSION ID: R001-URDANE-0039

Improving the Competency of Teachers on the Least-Mastered Skills in Mathematics 7 Using the Lesson Study Approach

Loyd Botor, Palsong National High School

Abstract

INTRODUCTION
Lesson Study has been a very popular means of improving teaching competencies. In this research, the same approach was used to improve the competency of the teachers on the least-mastered skills in Mathematics 7. The skills include: 1) Organizes data in a frequency distribution table; 2) Illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data; and 3) Calculates the measures of variability of ungrouped data. Equipping the teachers with the competency for the least-mastered skills will eventually lead to the improved performance of the students.

METHODS
This research employed a descriptive method in determining the least-mastered skills in Mathematics 7, the best practices of the Mathematics teachers in teaching the least-mastered skills, and the competency of the Mathematics teachers on the skills. The best practices employed by the teachers in teaching the least-mastered skills as well as the level of competency of the teachers along the identified least- mastered skills before and after the program was determined through Focused Group Discussions (FGDs). A significant difference in the level of competency of the teachers before and after the implementation of the program was determined based on the responses and performance of the teacher-participants.

RESULTS
Teachers are highly competent in the least-mastered skills particularly along with content but relatively low on strategy indicating that the teachers are knowledgeable on the topics but have some issues on how to carry out the lesson since not all of them have experienced handling the subject. The results indicate that the Mathematics teachers undertake measures to provide students with effective lessons through collaboration with other teachers and to implement corrective measures for the re-implementation of the lesson.

DISCUSSIONS
The results indicate that the program has improved the competency of the teachers on the content, strategy, and assessment for each identified least-mastered skill as shown by the difference in the performance before and after the implementation of the program. Programs like School Learning Action Cell (SLAC) focusing on lesson study need to be institutionalized to capacitate the teachers of the lessons that they will teach to their students. The research lessons developed should be utilized and continuously modified to ensure learning among students.

KEYWORDS: competency; least-mastered skills; lesson study

SUBMISSION ID: R005-CAMSUR-0009

Improving the Comprehension Skills of BCEES Grade Four Fast Learner Pupils through the "Teach Me Right Intervention"

Melba Mercado, Department of Education

Abstract

INTRODUCTION

It is said that fast reading without comprehension is useless. Poor Reading comprehension skills are also the long sufferings of many teachers across the country. Although strong reading skills can help pupils do well in language arts and reading class, that is only the beginning. Pupils in the primary age have to use reading skills in every single subject they ever study and in almost every aspect of life. It is so sad to note that children who struggle with reading comprehension may fall so far behind in school that they have limited opportunities as an adult.

METHODS

The researcher used a descriptive form of research. In the collection of data, the survey type was utilized. According to Connie Mcnabb, (2011), descriptive research refers to the nature of the research question, the design of the research hand the way that data will be analyzed for the topic that will be researched. It involves the collection of data to test the hypothesis or to answer the questions concerning the current status of the subject of the study.

RESULTS

Based on the findings of this study, the following conclusions were drawn: After the administration of Pre- Test and Post- Test, Post Test obtained the highest MPS and among the level of questioning, literally got the highest rank. Grade four FL pupils are poor in the application and evaluative level of questioning. The Teach Me Right Intervention is an effective intervention in teaching reading comprehension skills. Teachers could design other interventions to improve the reading comprehension skills of pupils.

DISCUSSIONS

Based on the findings of this study, the following are recommended: Teach me Right intervention is effective in teaching reading comprehension skills. To improve the performance of pupils in reading comprehension, application and creative level of questioning could be emphasized by providing intervention/remedial reading instruction. Teachers could enhance their teaching skills by attending of training seminars.

KEYWORDS: Improving the Comprehension Skills Among Grade Four Fast Learner Pupils of BCEES

Improving the Critical Reading Skills of Grade 5 Jupiter Pupils Using the Semantic Web Approach

Marilyn Cuison, SDO Urdaneta City

Abstract

INTRODUCTION
Critical reading is a skill that has been recently used to prepare the children for life in an information society. This skill emphasized the making sense of messages from different sources such as multimedia, complex visual components, music as well as written and spoken words. Often, the improvement of the critical reading skill of the learners depends on the different interventions and innovations a teacher does and the result or impact of improvement vary from how effective the interventions and innovations were. In this study, the researcher used one approach to determine if there is a significant improvement in the critical reading skills of the learners.

METHODS
The Semantic Web Approach (SWA) was used as an instrument in improving the critical reading skills of the learners of Badia Elementary School, Grade Five - Jupiter class with 43 learners. The learners' reading abilities were assessed using the Phil-IRI Assessment Tool where, Pre-test and Post-test were compared to determine the significant improvement of the learners' critical reading skills. The said intervention was integrated with their lessons which were conducted from November 2018 - January 2019.

RESULTS
A significant improvement on the Reading Skills particularly on the Critical Reading Skills of the learners greatly improved after the implementation of the said instrument. The following table below shows the result of the standardized assessment tool used to measure the significant improvement of the learner's critical reading skills after the utilization of Semantic Web Approach (SWA).

Significant Improvement in The Pupils' Level of Critical Reading Skills			
Correlation	-.406	Significance Reading Level	0.007*

*Correlation is significant at 0.05 level.

The table above discloses that there is a correlation of -.406 and significance of 0.007* in the critical reading skills of the Grade-5 Jupiter pupils which indicates that there is a significance between the results of the pre-test and post-test. Therefore, it can also be noted that there is a significant improvement of the critical reading skills of Grade 5 Jupiter pupils of BADIPA Elementary School before and after using the Semantic Web Approach. Additionally, the evaluation criteria set in forth in this action research is also accepted as more than 75 percent of the Grade-5 Jupiter pupils have improved their critical reading skills with the aid of Semantic Web Approach.

DISCUSSIONS
Through the utilization of the Semantic Web Approach (SWA), a significant improvement on the reading level of the learners manifested. As other research studies show, the result tells that the said instrument is effective in improving the reading level particularly the comprehension skills of the learners. Though some of the learners did not show improvement, the factor of utilizing the said instrument in just two months may be the cause. Therefore, to have an overwhelming improvement in the reading level of the learners, the said instrument should be utilized in a long time or maybe as often as possible throughout the entire grading period.

KEYWORDS: Semantic Web Approach, Critical Reading Skills, Comprehensions Skills

SUBMISSION ID: R001-URDANE-0041

Improving the Cursive Handwriting Skills of Grade III Pupils

Janine Kampitan, Victoria District Action Research Association

Abstract

INTRODUCTION
Handwriting is one of the most important educational occupations for children. Studies have shown that papers of students with better handwriting received better grades when teachers were given a paper to evaluate. Hence, this study will determine the causes of poor handwriting to primary pupils and how to overcome the dilemma.

METHODS
Respondents of this action research composed of twenty-one (45) Grade III pupils of Tomas Daguinsin Elementary School during the School Year 2017-2018. This action research utilized a descriptive method of research to describe and assess the pupils' ability to write legibly in cursive handwriting. A pre-assessment on cursive hand-writing was utilized and the output of the pupils was rate using rubrics in order to assess and identify the target respondents. A series of activities and worksheet including other techniques and strategies will be used to get a reliable improvement on the pupils handwriting. Pre-Test and Post Tests will be given to compare the difference between the pupils handwriting before and after the intervention program had undergone.

RESULTS
The result signifies that the pupils had no interest in their study since they were lazy in doing things perhaps they lack parental guidance which is also very important that parents played role in the supervision and guidance on the school performance of their children yet they were not regularly attending school that is why they lack necessary skills needed in their study and one of which was their handwriting. After the intervention in improving the cursive handwriting of the pupils resulted in a great improvement in the pupils' performance task. Different tools and teaching techniques and strategies would be helpful to pupils to improve and encourage them to write. It is a matter of practice that makes it perfect. Offering a certain period of time will enhance this skill all they had to do is to find the time.

DISCUSSIONS
Handwriting is an important skill of the pupils that need to be address and practice. It also affects pupils academic performance if they had portrayed understandable handwriting this will tend teachers to assess or give them lower grades since it is not understandable. Teachers should also immediately address these skill studies and research shows that it counts the pupils' academic performance.

KEYWORDS: WRITING

Improving the Cursive Handwriting of Grade V-Mercury Pupils through Cursive Writing Activities Using Contextualization of Araling Panlipunan Concepts

Ma. Sharon Abonales, Teacher

Abstract

INTRODUCTION

Writing is one of the five macro-skills that pupils are expected to be developed but because it is a complex skill, many pupils find it difficult to master. With this, some children withdraw from activities involving writing and their desire to write. This study used varied cursive writing interventions in improving the cursive handwriting skill with contextualization in Araling Panlipunan(Social Studies), funded by Basic Education Research Fund (BERF) through the facilitation of Division Research Committee(DRC) and the PPRD Region V.

METHODS

This study used varied methods such as interviewing the parents and teachers on the background of the respondents regarding cursive handwriting, drill exercises and interventions with the contextualization of Araling Panlipunan subject, rubrics in determining the level of handwriting skills, and Likert Scale on the identification of most liked and effective intervention in improving cursive skill. Simple tabulation was done getting the simple difference with the analysis of the differences achieved.

RESULTS

The level of cursive handwriting skills was obtained from the weighted mean rating of the Pre and Post-Test using 3 point scale rubric. A series of activities improved the level of cursive handwriting, outputs were compiled for improved monitoring of every respondent, the value of indigenization and contextualization touched the essence of being a Caramoanon while on the process. Improvement was noticeable on the level of cursive handwriting after interventions, close monitoring and feedback helped achieve neat and correct cursive handwriting among respondents.

DISCUSSIONS

The respondents of the study have undergone interventions in 5 months to address difficulties in cursive handwriting. If interventions are applied in a longer period, a highly significant level of cursive handwriting will be achieved.

KEYWORDS: evaluation, cursive handwriting and AP contextualization

SUBMISSION ID: R005-CAMSUR-0064

**Improving the English Oral Communication Skills of Grade 10 Students
in Lumbang na Matanda National High School**

Judith J. Castillo, Department of Education Batangas, Lumbang na Matanda
National High School

Abstract

INTRODUCTION
Communication is one of the 21st-century skills that students need to develop for their future global interactions. For non- native English speaking nations like the Philippines, students are encountering difficulties in the use of English language therefore, resulting in poor oral communication. Many researchers have conducted to address these difficulties and came up with various teaching strategies and styles yet, the effectiveness varies in different situations. In this study, the researcher identified the habits of the students that greatly influence their English oral communication skills, the constraints encountered and the plan of action suited for them.

METHODS
The researcher employed the descriptive-quantitative method in this study with the use of a questionnaire as the gathering instrument. The main goal of this type of research is to describe the data and characteristics of what is being studied. Moreover, it is used to study frequencies, averages, and other statistical calculations. The study conducted among the total population of her Grade 10 English class and therefore, no sampling techniques were utilized.

RESULTS
The students' habits at home and in school have an influence on their oral communication skills. Most of them listened to English songs, watched English movies and pond of reading social media articles when they are at home while in school, listening to good English speakers, reading English materials and engaging themselves with public speaking activities influenced them. But despite these influences, it was revealed that they have low self-esteem and confidence which made them reluctant to speak in English on fear of the things that their classmates will say if they committed grammatical errors; they frequently use the native language and the absence of knowledgeable persons to be consulted.

DISCUSSIONS
The results reveal that there must be a strict implementation of the proposed plan of action to keep the students motivated and be comfortable in the use of the English language even on daily conversations. Fostering a harmonious relationship inside the classroom will boost their self-esteem and confidence. Moreover, the English language must strictly be used in classes that use this medium such as English, Science, Math, T.L.E., and MAPEH. These will help them realize that effective oral communication is the foundation of their global interactions.

KEYWORDS: communication, English oral communication

**Improving the First Grading Academic Achievement of Grades 2 to 6
Undernourished Pupils of the Polo Elementary School through a
School-Based Feeding Program**

April Ann Delloma, Department of Education Quezon

Abstract

INTRODUCTION
One of the unending concerns of the Department of Education in the Philippines is the significant effect of nutrition among learners' performances in different academic strands. The study from Acham (2010) demonstrated that a child's health and nutritional status were the potential factors that influence educational achievement. In line with this, DepEd implemented the School-Based Feeding Program (SBFP) to selected public schools which aim to improve the nutritional status of children as well as to improve their academic performance. The pupil that is classified as "wasted" or "severely wasted" is the priority target of this program.

METHODS
This action research examined the nutritional status and its effect on the learners' academic achievement before and after the SBFP implementation. Furthermore, a descriptive-comparative method was used to find the difference in the first grading academic achievement of Grades 2 to 6 undernourished pupils of Polo Elementary School during School Year 2017-2018 and School Year 2018-2019. It was calculated using the t-test for independent variables.

RESULTS
The study revealed that School-Based Feeding Program implementation has no significant effect on the learners' academic achievement although it was successfully rehabilitated 54% wasted to normal nutritional status.

DISCUSSIONS
Based on the findings and conclusions, the researcher recommends that the School-Based Feeding program should be continuous. Even without any significant effect on the learners' academic performance, it is also the department's advocacy to ensure the health and wellness of our learners. Furthermore, the School and home must work hand-in-hand in promoting good nutrition and improving learners' academic achievement at all times.

KEYWORDS: School-Based Feeding Program, academic achievement, beneficiaries

Improving Grade 9 High School Students' Performance in Science through Intervention

Annie Caisip Silvan & Lorna Gonzales Badilla

Abstract

INTRODUCTION
Early experiences in science help learners develop problem-solving skills to motivate them toward a lifelong interest in the natural world. In which, continuous reinforcement would be a great advantage for learners to improve their academic performance in school. In this study, we selected a set of interventions that helped for the improvement of our learners' performance. We believed that a good reinforcement leads to lifelong learning.

METHODS
Sampling and Descriptive methods were used in the study. The researchers' selected the ten grade nine students (6 males and 4 females) according to the result of the initial assessment. Pre-test and post-test were analyzed and the difficulty/discrimination indices were taken to discard or reject the item. Also, the descriptive method was conducted to obtain data specifically with the help of strategic intervention such as activity card, assessment card, and enrichment card. Based on the data collected interventions were implemented.

RESULTS
The level of academic performance of the students is monitored according to a set of drills, board work, and exercise intervention. Based on the conducted activities, it showed that from 65.00% to 81.50% MPS, an increase between the pre-test and post-test resulted in 16.50 difference.

DISCUSSIONS
The result indicated that the students achieved the mastery level. In the end, we can conclude that intervention materials served as a contributory factor for better learning of concepts among the students. In reference with Hogan (2000) and Woodward (2004) study, students learn best when they can build on experience, relate what they are learning to things that are relevant to them, have direct "Hands-on" experience, construct their knowledge in collaboration with other students and teachers and community their result effectively.

KEYWORDS: MPS, Intervention, performance, pre-test, post-test, test

**Improving the Handwriting Skills of Grade 3 Pupils through the Cursive
Writing Worksheet**

Marlene Banuelos, Department of Education

Abstract

INTRODUCTION
The Grade Three pupils of Victoria Elementary School encounter difficulties when it comes to cursive handwriting due to several reasons particularly their lack of interest as well as their unfamiliarity with the different letter formation. The researchers challenged themselves to help their pupils with their cursive handwriting skills and looked for possible solutions to improve each child's handwriting skills through the use of cursive handwriting worksheets.

METHODS
Descriptive method was used to solve current issues and concern on the pupils' difficulty in cursive writing. Pre and post assessment was conducted with data collected using rubrics and through the use of cursive handwriting worksheets.

RESULTS
As reflected in the result, it was found out that there was a big shift as no one of the respondents belong to a poor level while the majority of them registered to a very good level of handwriting skills. In the letter formation category, there were 93% of the respondents belong to a very good level of handwriting skills. 7% belong to excellent and no one got in good and poor level. In the letter the slant category 7% in excellent and 93 % at a very good level. In the category of neatness 87% in very good, 7% is good and 6% belong to the poor level of handwriting skills. Lastly, in the category of relationship to the line, 93% in very good and 7% at a good level. It only showed the improvement of the pupils through the use of cursive handwriting worksheets that served as their practicing tool. Through their practice activity, the percentage under poor level has been dramatically decreased because of the shift to very good and excellent. The guidance and monitoring teachers had a big contribution to improving the handwriting skills of each pupil.

DISCUSSIONS
The results provide the need for a positive remedy on cursive handwriting skills. Encouragement for both teachers and parents is an equally important requisite for their motivation to learn the proper cursive handwriting skills. Regular monitoring of the pupil's progress and positive reinforcement to finish the task smoothly and accurately. The strategy in using cursive handwriting worksheets can also be used at the intermediate level and for the pupils who are in the same situation.

KEYWORDS: IMPROVING THE HANDWRITING SKILLS

Improving Learners' Spelling Ability through Project SPEL (Spelling Patterns Easy Learned) for Grade V Pupils

Maricel Volpane, Department of Education

Abstract

INTRODUCTION

The primary purpose of this action research is to improve the Performance of 25 Grade Four Pupils in the spelling of Banca- Banca Elementary School, the School Year 2016 -2017. In some schools traditionally spelling programs are used, consisting of a weekly spelling list, pre-test a series of fill in the blank, exercises and test giving every Friday. Specifically, its aim to encourage pupils not only to be a good reader but also a good speller and improve their self -confidence.

METHODS

The descriptive method of research design used in the study to improve the spelling ability of the learners using spelling patterns. Selected Grade four pupils were used as the subject for the study. They are selected based on the result of the pupil's academic performance using a long quiz and activity. Spelling inventory was used to determine which stage of spelling development each pupil is at and then groups students for instruction. The data were gathered and tabulated to determine the level of pupils learning performance in spelling.

RESULTS

Post-test scores increased by 21% from 47 % to 68%. The data revealed that there is an increase in the mastery level of Grade IV pupils in spelling. And the findings gathered led to the formulation of the following conclusion: That the implementation of Project SPEL in teaching is enhancing the level of learners learning performance in spelling; and there is a significant increased on the pre-test and post-test score in spelling of the 25 pupils using project SPEL based on the result of score during the test.

DISCUSSIONS

The project SPEL enhances in teaching spelling skills to primary grade pupils. Also, it increased the spelling skills of the pupils. The use of spelling patterns is recommended especially to the low performing pupils. Spelling should be regularly given after a series of words have been given.

KEYWORDS: spelling list, good reader, self-confidence

SUBMISSION ID: R04A-LAGUNA-0199

Improving the MAPEH 10 Learning Outcomes of Grade 10 Students of the Talipan National High School through the Use of Experiential Learning Activities

Maria Teresa Tagon, Talipan NHS

Abstract

INTRODUCTION

The effectiveness of the teaching-learning process has remained the focal point of investigation for many years. This endeavor is primarily motivated by the search for a more effective method that can place student learning outcomes at an impressive level. As influenced by this development in the field of education, there have been many attempts to shift from traditional to modern methods of delivering instruction in recent decades.

METHODS

Descriptive-comparative method of research was used in the completion of this action research. A total of 196 Grade 10 students were directly involved in the study. The second quarter and third quarter grades were the primary data which were analyzed to determine the effectiveness of experiential learning activities as a teaching approach employed.

RESULTS

The findings of the study revealed that there were marked differences between the second quarter and third quarter grades. The second quarter and third quarter grades were compared and the findings were able to establish that the use of experiential learning activities as a teaching strategy is effective.

DISCUSSIONS

This action research had proven the effectiveness of experiential learning activities as a teaching approach that helped improve the learning outcomes in MAPEH 10 of Grade 10 students of Talipan National High School. Hence, the use of experiential learning activities in teach8ng MAPEH 10 in all grade levels may be strengthened.

KEYWORDS: Experiential Learning, Mastery Level

SUBMISSION ID: R04A-QUEZON-0245

Improving the Level of Comprehension of the Pagbilao East Elementary School Pupils through Project RADIO-B

Geraldine Sevilla, Department of Education

Abstract

INTRODUCTION

Reading comprehension is the heart and goal of reading. (Wolf, 2008). Therefore, reading requires understanding or comprehending the meaning of the symbols, prints or texts. Readers must or should learn to develop certain skills that will help them comprehend or understand what they have read. For many years, reading has been a problem for many schools, both public and private. In this regard, the Department of Education has launched several reading interventions to help Filipino children falling behind in reading like ECARP (Every Child A Reader Program) but the problem still arises. Numerous reports of non-readers and poor readers topped the list of problems identified in most schools during the assessment of the reading performance of which the main culprit is said to be the presence of gadgets. This reading problem is then carried out to the different learning areas as reading with comprehension is the baseline of understanding the concept of every lesson taught.

METHODS

This study utilized the descriptive method, descriptive-comparative and experimental-single type of research to gather the necessary data. It is descriptive in the sense that it provided descriptions regarding the present situation of the pupils' reading performance. Results of pretest and posttest were used to measure the significant difference in the reading performance level of the pupils and were treated statistically using a descriptive-comparative method of research. Experimental-single type of research was used since the school uses the Intervention Program called Project RADIO-B using different reading materials.

RESULTS

Almost half of the identified pupils in the frustration level improved their reading performance as reflected in their reading assessment records and report cards. Likewise, half of the school population was able to get back their interest in reading through Project RADIO-B. Due to the positive result and feedback from the pupils, parents, and teachers, this innovation is continuously implemented to help the children become achievers in the future.

DISCUSSIONS

The result of the study found out that there is a need to strengthen or intensify the intervention program to cause a positive effect on the learners. Innovation is a good intervention because they come in a newer presentation making the learners more interested in the activities provided in enhancing their reading capabilities.

KEYWORDS: RADIO-B (Reading A day Improves Our Brain, assessment, innovation, interventions

Improving the Level of Numeracy of Grade III Pupils through ABCs of Numeracy Sessions

Mago Sheryl

Abstract

INTRODUCTION

ABCs of Numeracy intervention utilized a newly developed remediation material for numeracy topics or subjects after the pre-assessment determining the least mastered skills that were needed to be addressed by the school. The study aimed to address the low level of numeracy of the respondents wherein more than three-fifths (3/5) of the pupils were non-numerate.

METHODS

The study applied the following methods of research: quantitative and qualitative designs. This action research employed the triangulation method of research. As for the quantitative design, the study made use of a descriptive-evaluative method of research. In contrast, the qualitative design made use of the FGD protocol. An interview guide was used in asking questions to the Grade III pupils. The audio recording was used in transcribing the responses of the Grade III-pupils. Coding and transcriptions followed the audio records being generated.

RESULTS

Results of the study showed a significant increase in the numeracy level of the pupils after the implementation of the project "ABCs of numeracy. It was also found out that the fundamental operation of division posed more challenges to the pupils than the other three fundamental operations. The teaching style and technique preferred by pupils were the use of real objects and flash cards and group activity. The use of remediation materials improved the skills of the pupils in counting and solving math problems. It also paved the way for the pupils to learn new techniques.

DISCUSSIONS

The user of the remediation materials greatly improved the numeracy level of the pupils from a mean grade of 6.6 to mean grade of 17. However, there were eleven (11) pupils whose numeracy levels were either emergent or non-numerate. Seventy percent (70%) of the pupil respondents found the fundamental operation of division to be more problematic than multiplication. This was corroborated when ninety percent (90%) of pupils answered that the division operation was the least mastered among the four basic operations of arithmetic. The used of real objects and flashcards scored high in the styles and techniques utilized by then pupils, in the preferred method of learning numeracy and the preferred remediation materials. However, only forty percent (40%) of the respondents preferred the use of PowerPoint presentation and only twenty percent (20%) preferred the use of answer sheets as remediation materials.

KEYWORDS: Numeracy, Remediation, Activity Sheet, Emergent

SUBMISSION ID: R04A-LUCENA-0003

**Improving the Level of Reading Comprehension of Grade Six Pupils in
the Malinao Elementary School**

Regine Magdala

Abstract

INTRODUCTION
This study aims to attain accuracy and improving pupils' reading comprehension skills, the researcher was motivated to conduct action research to improve the action of grasping with an intellect which is necessary to ensure the success of learning of Grade Six pupils of Malinao Elementary School. The researcher opted to conduct this study with the desire to assess the improvement of the pupils reading comprehension.

METHODS
This is descriptive qualitative research that aims to improve the level of comprehension of grade six pupils. The researchers used observation and tests as data gathering tools to attain the objective of this study. The researcher also used a descriptive quantitative technique to analyze the result of the pre-test and post-test. The data were collected by using instruments such as observation and distribution of tests.

RESULTS
This part of the study presents the responses to the research objectives heaved in the research.
Observations during Pre Test: The researcher observed that most students were having a difficult time concentrating and understanding the context during the pretest conducted last July 3, 2016. Most had troubled expression and was constantly scratching their heads. They were constantly on the edge of their seats, especially in the last fifteen minutes. Some did not finish the test and based on their gestures, some were guessing answers from the choices.
Pre-Test Results: The pupils obtained 224 as their total raw score, the class mean of at least nine (8.62) and a mean percentage score of at least forty percent (45%).
Observations during Post-Test: The researcher observed that most students answered the questions on the posttest with ease. Pupils did not make much unnecessary noise and everyone was able to finish before the designated time.

DISCUSSIONS
Based on the foregoing findings, the following strategies can be proposed to improve the Grade VI pupils reading comprehension.

KEYWORDS:

Improving the Listening Skills of Grade One Pupils through Contextualized and Localized Materials

Agnes Cid, Department of Education

Abstract

INTRODUCTION

This research aimed at looking into the improvement of the listening skills of the eight (8) Grade One Santol Pupils through contextualized and localized materials because from the Pre-Listening Assessment of the teacher-researcher found out on June 1-2,2017 during the enrolment that there were eight (8) pupils with listening skills difficulty. They were the same pupils who did not pay attention to the teacher-researcher during class discussions. It was an indication that there was a need to develop their listening skills and this can be achieved through storytelling. Children love listening to the story.

METHODS

The teacher wrote simple stories with colorful illustrations to create more enthusiasm and interest on the part of the respondents. These stories were reviewed and approved by the principal. The storytelling was done every remedial period for the eight (8) pupils.

RESULTS

The result showed that there was a significant difference in the pre-post listening assessment of the pupils. It was proven that storytelling encouraged and enhanced the listening skills of children. Contextualized and localized materials were also effective in improving their listening skills. Therefore, the researcher recommends that the intervention be practiced by other teachers in all schools to improve the listening skills of their pupils.

DISCUSSIONS

With the intervention done to these eight (8) pupils, the researcher proved that with proper motivation and selection of the appropriate materials for this type of pupils, eventually their listening skills were developed which lead to manifesting a positive impact on their behavior. As observed by the researcher, children who were typically shy and those who could not adapt easily to the classroom environment eventually gained their independence and self-confidence through listening to stories. Answering questions about the story was a way by which they can express what they have understood. In the event when children were passive during the discussion, the role of the teacher-researcher was to guide them in arriving at the correct answer and to encourage them to repeat what they have heard. Explicit instruction is significant.

KEYWORDS: Listening Skills

SUBMISSION ID: R005-TABACO-0025

Improving the Masterly Level of Grade 6-Matthew Learners on Human Organ Systems through the Chunking Chart Technique

Ferfel Rose Ann Lim, Department of Education

Abstract

INTRODUCTION
Teaching in Science at the elementary level is a challenging task and teachers are often confronted with many obstacles. One obstacle to overcome is carving out the retention of concepts on the learners' minds. With all of the subjects competing for young minds, it's difficult to create an intact memory that can accommodate all the valuable information that children need to master.

METHODS
The researcher used an experimental design with the form of a true experimental design using an intact group. In this study, the researcher will make use of pretest-posttest group design to answer the specific problem in the study.

RESULTS
It is observed in Grade 6-Matthew class the difficulty in understanding the topics on Human Organ Systems. The researcher right there and then plan an action to improve the understanding of these learners to Human Organ Systems. Chunking can be utilized as a natural memory enhancer. However, scientists have likewise discovered that you can enhance your capacity to adequately piece data. The researcher relates the tale of one member in a memory test who tested herself to strengthen the number of things that could recall.

DISCUSSIONS
It is shown that the pretest has a mean of 4.87 and a posttest with 9.00. It is also observed that the median scores along the used of the Chunking Chart Technique's pretest and posttest are near the mean of the scores from the pretest and posttest. The standard deviation of the technique result is 0.86 greater than the pretest 0.82. From the researcher's data, it is shown that there is a significant difference in the pretest and posttest results along the used of the chunking chart technique that rejected the null hypothesis. These results were presented that there were improvements in the scores of the learners from the pretest to posttest examination.

KEYWORDS: master learning, human organ system, chunking chart

**Improving the Mastery Level in Adding Rational Algebraic Expressions
through the Math-TALAS Activity**

Wendilyn C. Ramirez, Department of Education

Abstract

INTRODUCTION
Students of far-flung sitios are the most deprived learners in terms of school allowances, school materials, baon, etc. Few are found to be exceptionally intelligent despite their situation but most of them are slow learners. Every day going to school is a struggle. Most of the time students would wake up early in the morning picking up any vegetables/fruits to sell before going to school to survive and sustain their daily needs. That's why learning is often neglected because survival is more important than education. Students of these types are often shy, sensitive and scared to inquire at the teacher about their difficulty in learning a particular topic. The total enrolment of Grade 8-Schwann students of Bingcongan Integrated School is 47. Based on the records of their assessment, the researcher has found out that 9 students were having low mastery level in adding rational algebraic expressions.

METHODS
The researcher used the descriptive method during the research. Collection of data was based on students result from the Pretest. Remedial session through Math-TALAS(Tutorial Aid in Learning to Add Swiftly) activity was given in one month, during Monday, Wednesday and Friday from 1:00 PM to 1:30 PM. Attendance will be checked and their mastery level for the Post Test shall be utilized in the analysis of the result. Participants and/or other sources of Data Information. The participants of the research were gathered through purposive sampling. It was found out that 9 out of 47 Grade 8 students of Bingcongan Integrated School have low MPS in adding rational algebraic expressions.

RESULTS
The output showed the overall results of the study through the administration of the post-test to the participants and their mastery level has improved after undergoing the activities. Out of 47 students, 38 students mastered the competency and 9 students did not master the competency. It shows that there is an increase in students' mastery level in adding rational algebraic expressions after the intervention. From 81% who mastered the competency from the pretest, it increases to 100% on the post-test.

DISCUSSIONS
Based on the findings, there is an increase in students' mastery level through regular remedial classes in tutorial settings. Adequate knowledge of remedial classes and materials and lastly the commitment to do the task will sustain the students' needs who are low in numerical skills.

KEYWORDS: Keywords: Mastery Level, Algebraic Expression, Math-TALAS Activity

Improving the Mastery Level in Adding Whole Numbers through the Math-WALKATHON Activity

Mark Anthony E. Ramirez, Department of Education

Abstract

INTRODUCTION
Pupils of multigrade schools are most likely difficult to handle, hence each school year they are mixed with other pupils, not of their age. Especially in the first grade, where pupils are on the stage of familiarizing basic learning. There must be a step-by-step teaching approach in order not to shock the pupils from what they are used to in kindergarten before entering grade schools. Grade 1 is the start of instilling basic learning, subjects like mathematics, are being introduced at this stage. Pupils of this age are physically active, they like to have some fun & engage in activities that would require their bodies to move like walking, running, dancing, etc. Almaria Elementary Schools has 6 pupils in Grade 1. It was found out that 2 pupils were identified that can hardly add whole numbers.

METHODS
This action research used the descriptive method. Data collection was based on pupils' results from the Pretest. Remedial session through Math-WALKATHON(Walking then Adding To Help On Numbers) activity was given in a period of one month, during Monday, Wednesday and Friday from 12:30 N to 1:00 PM. Their participation and attendance are monitored regularly. Attendance will be checked and their mastery level for the Post Test shall be utilized in the analysis of the result. Purposive sampling was used in this research.

RESULTS
The output showed the overall results of the study through the administration of the post-test to the participants and their mastery level has improved after undergoing the activities. It shows the number of pupils who are identified low in mastery level in adding whole numbers. Out of 6 pupils, 4 mastered the competency and 2 pupils did not master the competency. The mastery level of Grade 1 pupils before and after the Math -WALKATHON Activity. It then shows that there is an increase in pupils' mastery level in adding whole numbers after the intervention.

DISCUSSIONS
Based on the findings, there is an increase in pupils' mastery level through regular remedial classes. It shows that there is an increase of pupils with mastery level after the intervention. There is an increase of pupil's mastery level through regular remedial classes in an enjoyable exercise like walking. In the conduct of the Math-WALKATHON Activity, the researcher found out the helpfulness of the intervention hence the pupils give their utmost participation.

KEYWORDS: Mastery Level, Whole Numbers, Math-WALKATHON Activity

Improving the Mastery Level of Grade 5 Pupils of the Bantigue Elementary School in Performing the Three Basic Operations Involving Decimals using BALL GAMES

Shirley Balmes, Department of Education, Division of Quezon

Abstract

INTRODUCTION
Mathematics plays a very important role in peoples' daily living. Often, it is used in so many ways like budgeting, time, money, work and others. But as a grade six teacher, most of my pupils have difficulty in Mathematics because they lack the skills in the fundamental operations which must be mastered at the primary level. I have witnessed the results of my pupils' daily performances in the third grading period which tackled the operations on decimals where pupils showed a lack of mastery of the basic operations. In this study, I have thought of BALL GAMES in the form of Classic Pinoy games as an intervention program to address the problems met in the operations of development. The game uses crumpled papers that are formed into a ball with the mathematical equation written in it.

METHODS
Quasi-experimental and descriptive-evaluative methods of research were used in the completion of this action research. A total of 45 grade 5 pupils were involved in the implementation of the ball games which was implemented in 10 days. Pretest and posttest were the sources of data to measure the pupils' performance and level of mastery in decimals.

RESULTS
Based on the gathered data and findings, it was revealed that there are 10 least mastered competencies in the operations of decimals of grade 5 pupils and based on the results the mastery level was not mastered. Pretest results showed that the average performance is 11.20. After the implementation of Ball Games, the pupils showed marked improvement in the posttest with an average of 28.98. A significant difference was found in the level of performance before and after using such intervention. this means that the results of pretest and posttest are entirely different from each other. Using score analysis, the level of mastery has an average MPS of 27.12 (not mastered) to 57.74 (nearly mastered).

DISCUSSIONS
The results demonstrate that ball games as an intervention program be used in conducting mathematics enhancement classes as it implied marked improvement on the pupils' performance in three fundamental operations involving decimals. It can be connected to the study conducted by Hilderbrandth (retrieved 2016) where she observed that group games provide a rich context for social and mental development that repeated play gives children opportunities to develop new strategies for performing mathematical computations. The results further implied that Ball Games is an effective intervention in improving the mastery level in Mathematics.

KEYWORDS: Ball Games

SUBMISSION ID: R04A-QUEZON-0278

Improving the Mastery Level in Recognizing Upper and Lower Case Letters through the GAILE Activity

Abegail R. Anadon, Department of Education

Abstract

INTRODUCTION

Five-year-old should be a fountain of information and be confident about their ability to impart it. Their experiences define their world and teach them more than any book. Give plenty of toys and games. All these allow them to produce an imaginary world in which they are in charge. (Cronan1997) The study entitled "Improving the Mastery Level in Recognizing Upper and Lower Case Letter through GAILE (Games Applied In order to Learn Easily) Activity aims to determine the effectiveness of the said activity of identified Kindergarten pupils. Bingcongan Integrated School has 40 pupils in Kindergarten. It was found out that 8 pupils were identified that can hardly recognize upper and lower case letters.

METHODS

GAILE (Games Applied In order to Learn Easily) is an activity designed to improve the mastery level of identified Kindergarten Pupils who are poor in recognizing upper and lower case letters. GAILE Activity is a Nine-Day Session. The three letters of the alphabet are introduced in every session. Each session is administered fifteen minutes after class dismissal. There are three common games applied in this activity namely; "Lupa, Langit, Letra", "Tagu-taguan Tayo ng Letra" and "Barter Tayo ng Letra".

RESULTS

Eight pupils are identified low in mastery level in recognizing upper and lower case letters before introducing GAILE Activity. After implementing the intervention there is an increase of pupils with mastery in recognizing letters.

DISCUSSIONS

There is an increase of pupil's mastery level through regular remedial classes in an enjoyable setting. In the conduct of the GAILE Activity, the researcher found out the effectiveness of the intervention hence the pupils give their utmost participation. Upon the implementation of this research, the researcher, in the long run, had thought of considering this as the most effective and unique method of curing the arising problem of the pupil's performance in the classroom day by day classes. Hopefully, if given the chance, this venture in the field of teaching could be a helpful tool and worth benchmarking for and be a contributing factor in producing quality pupils.

KEYWORDS: Mastery Level, Upper Case, Lower Case, GAILE Activity

Improving the Science Mastery Level of Grade Three Pupils through the Sci-Learning Brochure

Ma. Theresa Fornel, Teacher

Abstract

INTRODUCTION

Science is one of the basic subjects in elementary education that every learner should understand and master. There are various concepts and process skills in Science, greatly help the pupils to understand the happenings of the world around them. In elementary education, pupils first start to take Science as part of their subject during their third-grade level. The researcher of this study is in her seventh year of teaching Science in grade three. Over those years, she noticed and observed that Science is one of the subjects that frequently got a low mean percentage score. Thus, the researcher in this action research study used self-made Sci-learning brochure to test the significant difference of mean percentage score in the pre-test and post-test result before and after using the instructional material.

METHODS

The Quasi-experimental method of research was employed in determining the significant difference of Grade III learners' mastery and was treated statistically using a descriptive-comparative method of research. The respondents of this study were the twenty-six (26) grade three pupils of Buenavista West ES, School Year 2018-2019, who were also the researcher advisee class. A teacher-made test that was validated by the school principal and master teacher was used to gather the needed data. Statistical treatment that employed in determining the significant difference of mean during the pre-test and post-test results was a T-test with a 0.5 level of significance.

RESULTS

The mean percentage results during the pre-test were 36.06% which is below the national passing rate standard of 75%. However, after employing the use of a Sci-learning brochure as instructional materials it became 77.02% during the post-test results. It also revealed that the null hypothesis was rejected that stated "there is no significant difference in the mastery level of grade III pupils before and after using sense organ Sci-learning brochure as the findings revealed that T-value is - 24.493 which is higher than the critical T-value of -1.645.

DISCUSSIONS

The results showed that the use of a Sci-learning brochure as an instructional material in teaching Science specifically in the topic about sense organs is effective. This was evident in the post-test results as well as in rejecting the null hypothesis. Thus, using a Sci-learning brochure has a significant difference in improving learner's mastery level. It can also be deduced that using the brochure as an instructional material is effective.

KEYWORDS: mastery, Sci-learning brochure

SUBMISSION ID: R04A-QUEZON-0092

**Improving the Math Performance of Selected Grade 10 Students of
Quezon National High School Using Team Teaching**

Mia Carissa Miranda, Fiel Z. Ebina, & Lodeth Catherine L. Puerollano,
Quezon National High School

Abstract

INTRODUCTION

Quezon National High School has diverse learners with different levels of numerical ability in Mathematics. Based on the results of the Division Numeracy Test during SY 2015-2016, it was found out that among the 7,340 students from all grade levels who took the test, nobody was considered as Very High Numerate; only seven students belonged to High Numerates; 3.4% of the students were considered as Above Average Numerates; 38% of the students attained the Average Numerates; 54% of the students were considered Emergent Numerates; and 4.6% of them was tagged as Non-numerates. These Numeracy Test results show that the majority of the students belong to Emergent Numerates. Thus, this indicates that the majority of them belong to low-performing students when it comes to students' numeracy.

METHODS

The true-experimental design was utilized in this study. There were two groups, the experimental group (with Team Teaching) and the control groups (with Solo Teaching). Team teaching started after the Pre-test and ended before the First Quarterly Examination. The data gathered were interpreted and analyzed using Mean Performance Score (MPS); Weighted Arithmetic Mean (WAM); and t-test for independent data to determine the significant difference in the mathematical performance with and without the application of team teaching.

RESULTS

Based on the computed absolute t-values which were compared to critical values, there was a significant difference between the two groups. It was found out that students exposed in Team teaching performed better than those exposed only in Solo teaching. Based on the average weighted mean, students claimed that Team Teaching helped them understand topics and increased the level of their mathematical performance.

DISCUSSIONS

With this implication in the educative process, the school administrators are highly recommended to include team teaching in the making of the class program particularly to those not-so-performing classes that need remediation. They should design a plan to have a team teaching per grade level particularly during the remediation program. Teachers should engage themselves once in a while in team teaching because students find it enjoyable and make them more interested in learning new topics because of the variety of teaching styles and strategies. Moreover, they should plan to have this kind of strategy to enhance their teaching skills and receive positive feedback that will help them become more effective and efficient.

SUBMISSION ID: R04A-QUEZON-0114

**Improving the Mathematics Proficiency of the WRMNHS Grade 7
Students through a Localized and Contextualized T-Math Video: An
Innovation**

Maricel H. Carsocho & Rechelle M. Molato, Department of Education,
Wenceslao Trinidad Memorial National High School

Abstract

INTRODUCTION
As teachers of this generation, we have to be connected to the millennial students in terms of strategies and methods that we can use or apply in teaching our students. It is seen that learners of today's society have a lack of interest to study because of the different technologies that arise. They preferred to use gadgets during class hours instead of listening and participating in the class discussion while the teacher was using the traditional way of teaching. Even though teachers strive more to meet the standard required by the system, still the performance level of the students was unfavorable. The researchers believed that adopting new technology in teaching can easily catch the attention and will improve the performance level of the students especially if teachers are teaching a topic using localized and contextualized materials or available resources found in the locale of the school. Teachers are impelled to be connected to the millennial students in terms of strategies and methods that they can use or apply in teaching their students.

METHODS
The two classes were randomly assigned as the control and experimental groups. It employed the pre-test- post-test experimental design method. The two sections were tested with Set skills by the same teacher: one was the experimental group utilizing t- math video instruction and the other was the controlled group taught using the traditional method. The data of the performance were gathered using 10 items researchers made test. It was proof read and validated by their Math teacher leader and experts in the same field.

RESULTS
The findings revealed that the performance of the pupils in both classes in the post-test increased. It indicates a significant difference in the performance of the two groups. After the intervention, pupils exposed to the Localized and Contextualized T-Math video performed better compared to those were not.

DISCUSSIONS
The findings of the research imply that the localized and contextualized T- Math video had been a great help to improve the mathematics proficiency of the Grade 7 students. We also deduced from the results that it can be an effective intervention material for those who need assistance.

KEYWORDS: contextualized, localized, performance, mathematics

SUBMISSION ID: R04A-BATANP-0768

**Improving the Multiplication Facts Fluency of Grade V Ruby from the
Venancio Trinidad Sr. Memorial School**

Rowena Malaluan, Department of Education Batangas Province

Abstract

INTRODUCTION
Mathematics is a relevant subject in the modern education of the youth. It is a vital significance as it infuses the daily lives of people around the world. It serves as the basis of modern inventions, scientific discoveries and research studies. This research should provide grade five teachers with an idea of the most effective ways of practicing multiplication facts for students. Two instructional methods will be considered including normal class interventions (flash cards and games) as well as the computer-assisted instruction to evaluate the most effective way to improve the multiplication fact fluency in Grade V Ruby.

METHODS
The research study took place for a total of four weeks. Grouped into two, both groups were given a 50-item pre-test on basic multiplication facts and use the same in the post-test. Aside from that, the researcher used multiplication facts, flashcards and peer tutoring methods. To identify the level of students' fluency in multiplication facts the learners answered the teacher made pre-test and post-test. The researcher also used frequency percentage and rank to determine the strategy as per the see of the learner.

RESULTS
Test and post-test results. Furthermore, there is a big difference in the percentage result on the level of students' fluency in multiplication facts. In some instances, based on the strategies used by the teacher, multiplication card game is more effective than the other strategies sited in the study. Among the intervention methods used in the study, multiplication facts have significant results. This shows that students did make improvements during the timeframe of the study based on the pre-test and post-test results.

DISCUSSIONS
The result demonstrates that there may be an effective method for learning multiplication facts available but most of the respondents practicing on the easiest way like tarpaulin of multiplication facts in every corner of the building. It helps a lot for pupils to practice even for a small amount of time each day to improve fluency with facts.

KEYWORDS: multiplication facts fluency, modern education

SUBMISSION ID: R04A-BATANP-1330

Improving the Multiplication Skills of Grade V Pupils through the Use of task Analysis and the Finger Multiplication Approach

Marilou Mina & Violeta Cayanan, Department of Education

Abstract

INTRODUCTION

Nowadays, there are overwhelming topics that are covered in lesson plans but we do not have the means to dive deeply because of the lack of time especially on the basic multiplication facts. Methods/strategies like teaching multiplication facts and finger multiplication are needed for struggling pupils to be more focused on participating in class discussions. Specifically, this study focuses on providing an enrichment class in Multiplication for twenty-five (25) pupils gathered among the five sections of Grade V who are having difficulty in math specifically in learning the basic concepts of multiplication. This research aims to answer the following questions: How effective is Task Analysis and Finger Multiplication in teaching multiplication concepts to pupils having difficulty in math. (2) What are the potential challenges that affect Grade V pupils in learning multiplication concept?

METHODS

This research is quantitative. It made use of the experimental design to measure the influence of the treatment or independent variable on the particular independent variable. The one-group pre-test post-test design was utilized where one group was observed and measured before and after the treatment.

RESULTS

Data were analyzed by getting the mean and standard deviation of the pretest and posttest scores. The researchers chose to limit the scope of the study to fundamental multiplication skills.

DISCUSSIONS

Based on the findings, teaching multiplication using task analysis and finger multiplication are effective ways of having pupils improve their multiplication skills. Furthermore, the pupils who have poor multiplication skills during the pre-test but after conducting the remedial class using task analysis and finger multiplication, an increase of 57% was shown in the pupils' post-test. Given ample time to practice task analysis and finger multiplication, the pupils will build retention on basic multiplication concept and the probability of mastery is very possible.

KEYWORDS: Fundamental Multiplication Skills, Finger Multiplication Approach, Task Analysis, Enhancement class

SUBMISSION ID: R04A-CAVITC-0049

Improving the Numeracy Level of Grade One Pupils through the CI Project Operation: Mathechnic

Victoria Opes, Maria Cielo Vales, & Sheila Machado, Department of Education

Abstract

INTRODUCTION
This research study owed its finance to the Basic Education Research Fund (BERF) -DEPED - PPRD Region V through the Division Research Committee of SDO Camarines Sur. This research was the rollout of the CI Project Operation: Mathechnic that was previously conducted to Grade One-Dalandan school year 2017-2018. The focus of this research is to improve the numeracy level of Grade one pupils of Sipocot South Central School for the school year 2018-2019 using innovative techniques in teaching mathematics that will boost the computational skills in addition and subtraction for Mathematics in Grade One and to develop their interest and increase the number of numerates.

METHODS
The descriptive method of research was used to determine the numeracy level of Grade one pupils. The pretest was conducted to be the basis to what extent they know how to use addition and subtraction. After the implementation of the project, the pupils undergo a post-test to determine the effectiveness of the techniques conducted by the mathematics teachers in grade one. Teachers answer the questionnaire to identify the level of implementation of Operation: Mathecnic and the level of acceptance.

RESULTS
The result of the diagnostic test indicated that there was a huge number of non-numerates. After a few months of conducting the intervention of CI Project Operation: Mathechnic, a difference between the pre and post-test was evident. Based on the observation during the sit-in of the researchers and master teachers, it was noticed that Learning Management Skills were the least among the factors that affect the numeracy level of the grade one pupils. Almost all the teachers in grade one implemented the CI Project Operation: Mathechnic. Teachers used the techniques that were in the project in adding and subtracting numbers for grade one pupils. Certificates and token were given to individual pupils with outstanding performance as Best Computer and Best Numeracy Class for the section with the highest number of numerates.

DISCUSSIONS
By conducting this project, we found new techniques and strategies that help the pupils in dealing with adding and subtracting numbers. Action research not only helped our pupils but also helped us to become a more reflective and effective practitioner.

KEYWORDS: TECHNIQUES, SUBTRACTING, ADDITION

SUBMISSION ID: R005-CAMSUR-0129

Improving the Numeracy Skills of Children with Autism through Reinforcements

Fe Fallurin, SDO Batangas City

Abstract

INTRODUCTION

This study aimed to determine the effectiveness of positive reinforcements in improving the numeracy skills of children with autism in Batangas City East Elementary School, SDO Batangas City. These children need to receive equal opportunities that the government provides to those who do not have disabilities like equal access to education. One of the academic needs to be addressed to children with autism is the numeracy or Mathematical skills since it plays a significant role in several aspects of everyday life. Educators in their capacity can contribute to the improvement of the quality of life of the increasing number of children with autism.

METHODS

The researcher used quasi-experimental research with one group sampling. This study aimed to determine the improvement of numeracy skills of children with autism through positive reinforcement. The respondents were given a pretest before the learning intervention and the post-test after the learning intervention. A validated pretest was administered before the learning intervention and utilization of the prototype lesson plan. The teaching-learning process followed the procedure indicated in the plan to carry out the objectives and developed the numeracy skill.

RESULTS

Results showed improvement level in the pretest for the counting, sorting and classifying, number sense, measurement, and data analysis were 7.0 or 70%, 6.5 or 65%, 6.25 or 62.50%, 6.5 or 65%, and 7.25 or 75%, respectively. The posttest mean were 9.25 or 92.25% (counting), 9.5 or 95% (sorting and classifying), 9.25 or 92.50% (number sense), 9.5 or 95% (measurement), and 10 or 100% (data analysis.) The pretest and posttest results showed mean differences in five numeracy skills taught as evidenced by 2.25 or 22.5% improvement on counting, 3.0 or 30.0% on sorting and classifying, number sense and measurement and 2.75 or 27.5% on data analysis.

DISCUSSIONS

The subjects of the study were motivated for greater participation through the application of the theory of positive reinforcements and the zone of proximal development by B.F Skinners and Lev Vygotsky. The numeracy skills of the children with autism improved because they were properly guided by the teacher, interest was sustained through the use of varied instructional material in the learning activities. The holistic approach made during the learning intervention helped the subjects not only to learn the numeracy skills but at the same time they enjoyed learning together with their peers.

KEYWORDS: autism, numeracy skills, positive reinforcement, zone of proximal development

SUBMISSION ID: R04A-BATANC-0360

Improving the Numeracy Skills of Grade 5 Pupils in the Balagtas Elementary School through Supplemental Instructions

Maria Cristina Abela, Exhibit

Abstract

INTRODUCTION
Students fall below their expected level of Mathematics achievement for a variety of reasons.

METHODS
This study applied the descriptive method of research. The respondents of the study were the 90 Grade 5 pupils.

RESULTS
The researcher noticed that the pupils are confused on how to divide numbers specifically with remainder answers.

DISCUSSIONS
Supplemental instruction, variously known as peer-assisted learning, peer-assisted study sessions, and others were used.

KEYWORDS: Four hundred thirty six

SUBMISSION ID: R04A-BATANC-0372

Improving the Oral Fluency Reading Skills of Grade Three Pupils Using the Third Dolch Basic Sight Words

Raquel Solomon, Victoria Action Research

Abstract

INTRODUCTION
Oral reading fluency is the ability to read connected text quickly, accurately, and with expression. In doing so, there is no noticeable cognitive effort that is associated with decoding the words on the page. Oral reading fluency is one of several critical components required for successful reading comprehension. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they can focus on the meaning of the text.

METHODS
This study used descriptive method to gather data about the relationship between the Oral Reading Fluency Skills as Dependent Variable and the Third Dolch Basic Sight Words using the See and Say Technique as Independent Variable. There was only one control group in this study called "One group pre-test-post-test" using 5 respondents. The alternative hypothesis proposes that the improvement of grade three pupils who are instructed using Dolch sight word vocabulary will differ significantly after the See and Say Technique will be used.

RESULTS
Based on the conducted pre-test and post-test results, it appears that this study improved the oral reading fluency skills of the pupils with the use of seeing and say technique. It shows that during the pre-test they only got 45% during the pre-test and got 86% after the technique has been applied during the post-test. This means that learners should learn how to familiarize themselves with basic sight words since it is the foundation of good reading skills. Oral reading fluency should be taught well among learners to improve their reading ability. One point to be considered in analyzing a learner's good reading performance is to let the learners enunciate the words correctly. This should be done through the repetition of words with the use of See and Say Technique.

DISCUSSIONS
The use of Third Dolch Sight Word Lists using the See and Say Technique in Oral Reading Fluency Skills is very helpful among learners when it comes to reading since it's their foundation in acquiring better comprehension. Teaching words with the proper enunciation during childhood would be embraced by the learners even they're already adults. Students whose reading is slow or labored will have trouble meeting the reading demands on their grade level. Teaching the learners using the See and Say Technique is very effective since it is like you are repeating the words until such the learners can enunciate the words correctly.

KEYWORDS: fluency, see and say technique, dolch sight words

Improving the Oral Reading Ability of Grade One Pupils through Parental Involvement

Fidelis Borbon, Department of Education

Abstract

INTRODUCTION

Reading is necessary to every child but it is not acquired in just a wink of an eye. "It took a village to educate a child." This study was funded by the Basic Education Research Fund(BERF). This aimed to determine if the parental involvement improved the oral reading ability of selected Grade One-Anthurium pupils of Tabaco North Central Elementary School. It sought answers to the following questions:1. What is the oral reading level of the selected Grade One Pupils during the pre and post assessment? 2. Is there a significant difference in oral reading ability during the pre and post assessment?

METHODS

The study was experimental to assess the effect of Parental Involvement as an intervention in the reading ability of Grade I pupils School Year 2017-2018, who was in the frustration level based on the Pre Oral Reading Assessment.

RESULTS

Based on the findings presented, the following conclusions were derived: The pupil respondents were not aware of the letter sounds of the alphabet. Parents have a great role in a child's learning. Good Parent-Teacher relationship is necessary for a child's growth and development. There was a significant difference in the reading ability of the respondents after the intervention.

DISCUSSIONS

Based on the analysis of the data, the study revealed that during the pre-assessment, it was observed that these seven(7) pupils obtained a score that ranges from 3-11 only out of the twenty-eight (28) items oral test. These scores were all under the frustration level. The researcher implemented the intervention for six(6) months. Post-assessment was given to the respondents (same test given during the pre-test). It was observed that the respondents obtained a score that ranges from 26-28 out of 28 items oral test. Because of the preceding findings and conclusions, the teacher-researcher offered the following recommendations: Parent-Teacher collaboration in a child's academic achievement be strengthened for the benefit of the school children. Conduct of parental involvement especially in reading is encouraged. A monthly Parent Class Program in school to improve a child's academic achievement be implemented.

KEYWORDS: IMPROVING ORAL READING ABILITY GRADE ONE PUPILS THROUGH PARENTAL INVOLVEMENT

SUBMISSION ID: R005-TABACO-0027

Improving the Infanta Central Elementary School (ICES) Grade III Pupils' Oral Reading Index in English and Filipino of through the Basa-Pasa Project

Loella Gloria, Chatylaine Morfe, & Phoebe Roxas, Department of Education

Abstract

INTRODUCTION
The main objective of this study is to determine if the Basa-Pasa Project can help in improving the Oral Reading Skill in English and Filipino of grade 3 pupils of Infanta Central Elementary School (ICES). To ensure that pupils in grade three will have the basic reading skill, the Department of Education (DepEd) launched the "Every Child A Reader Program" (ECARP). This intervention is intended to guarantee that children from Grades 1 to 3 are reading at their own level. In line with the K to 12 programs, ECARP aims for all children to be able to read in mother tongue by the end of Grade 1, in Filipino by the end of Grade 2 and in English by the end of Grade 3. One of its components is Reading Recovery, an intervention program for children who lag behind their peers in terms of reading and writing (EFA, 2015).

METHODS
The study is basically experimental research that employed the Quasi-experimental research design.
It is also important to note that a quasi-experimental design lacks a random assignment. This means that participants of the experiments were determined by either self-selection or administrator selection.

RESULTS
Table 1 presents the reading assessment results of grade three pupils in SY 2015-2016 conducted in the months of October- November, and February to March respectively. The researcher utilized the Phil-IRI like the main reading assessment tool. A total of 420 grade three pupils during the said school year were the participants of the study.

DISCUSSIONS
The potential of the Basa-Pasa Project as an effective reading intervention among primary graders at ICES, 5 major implications are seen by the researchers that must be noted to further enhance the said reading program which is summed up as follows: There is a need to establish a monitoring mechanism to further validate the research initial result which can lead to the institutionalization of the reading program not only in CES but also in its neighboring schools with the same experience. Institutionalizing the Basa-Pasa Project is one way to ensure that this positive initiative of ICES will be properly documented, monitored and implemented despite possible changes in the school administration

KEYWORDS: Basa-Pasa Project

SUBMISSION ID: R04A-QUEZON-0263

Improving the English Oral Reading Level of Slow Readers in Grade IV Pupils of the Bawi Elementary School through Project READS

Nechelle Vergara & Daisy L. Lara, Bawi Elementary School

Abstract

INTRODUCTION

Reading is the cornerstone of effective education. Without this skill, we are limited in so many important life activities. Due to insufficient reading materials which compromise the education of our learners in every aspect of reading proficiency since the development of reading skills and the formation of reading habits was heavily dependent on the availability of suitable and varied reading materials. This led the researchers to conduct the present study on the influence of supplementary reading materials on the reading level of Grade IV pupils in Bawi Elementary School.

METHODS

The study is basically experimental research that employed the Quasi-experimental research design.
This research focuses mainly on how to improve and enhance the reading levels of slow readers in Grade 4 through Project READS. The researchers used data gathering procedure namely: deep and focus group discussion among Grade 4 teachers, survey method and interview, the District Oral Reading Assessment conducted this school year. It used descriptive research techniques since the study simply describes an existing problem among slow readers. The result of the study is confined to the responses in the questionnaire designed by the researchers and it is also based on the result of the District Oral Assessment. It determines whether the project READS will increase the Oral Reading Performance in English of Slow Readers in Grade 4 of Bawi Elementary School.

RESULTS

The common problems in reading levels encountered by the pupils are poor study habits, resists reading, they cannot spell, comprehension skills not keeping up and do not enjoy reading. Reading habits would develop and enhance pupils' skills and ability performance level in reading as we used the Project READS (Revitalize and Enhance Ability in reading by Developing Supplementary reading materials) that can enhance the reading levels of the Grade IV pupils.

DISCUSSIONS

The results demonstrate the need for Project READS that can enhance the reading levels of the Grade IV pupils. Effective supplementary reading materials can enrich and engage students learning to read, developing reading as a habit, reading to learn and access information, and reading for pleasure and enrichment and it can build students' abilities to apply their knowledge. Supplementary reading materials include relevant and interesting books, newspapers, and informational pamphlets. Students must be provided with a range of reading materials to differentiate and meet all students at their reading level.

KEYWORDS: Supplementary, enjoyment, relevant, enrichment

SUBMISSION ID: R04A-BATANP-0394

Improving the English Oral Reading Performance of the Tidman Elementary School Pupils through Project FLORA

Flora Sala, Department of Education, Hinatuan South

Abstract

INTRODUCTION

Reading has been observed as a perennial problem in school. A pupil who cannot read or is defiant in reading cannot be expected to do well in his study. This situation prompted the researcher to find ways through the application and integration of intensive reading approach which is being crafted and included in Project FLORA- Fostering Learning through Oral Reading Activities- a modified reading intervention. It is a 20-30 minute daily reading activity that would help intensify reading performance which includes various activities like tongue twisters, jazz chants, poems, songs and jingles and speech choir pieces. The study aims to help pupils to love, make fun of reading and develop language acquisition which eventually improves the level of reading performance and comprehension.

METHODS

This study utilized the descriptive method and a whole enumeration was being employed. Data from Form 1 of Regional Diagnostic Oral Reading Inventory of the pupil's Reading profile and the DepEd Guidelines for the computation of getting the word recognition, score, comprehension score, and over-all reading level. To determine the most prevalent and least prevalent cause and reason for low reading performance a teacher-made questionnaire designed to obtain the needed data was used for the study supplemented with an interview.

RESULTS

The level of reading performance of the respondents during the conduct of Regional Diagnostic Oral Reading Inventory reveals that the specific condition in the oral reading performance of the respondents with the highest percentage is on the frustration level. This indicates that an intervention is necessary and significantly needed. It also reveals that the most prevalent cause and reason of low reading performance are on mispronunciation, the rank second is inattention to pronunciation and insufficient sight vocabulary which contributed so much to their reading performance of the respondents.

DISCUSSIONS

Results reveal that there was an increase in the oral reading performance of the respondents because it shows a rapid decrease in the percentage on the frustration level of readers and a remarkable increase on the independent level and instructional level of readers. It demonstrates a rapid decrease in the percentage of the frustration level of readers and a remarkable increase on the independent level and instructional level of readers. It is concluded that there is a significant implication on the level of oral reading performance of pupils after the utilization of Project FLORA.

KEYWORDS: Oral Reading Performance, Project FLORA

SUBMISSION ID: R013-SURSUR-0094

Improving the Grade One Learners' Oral Reading Skill in Mother Tongue in Terms of Word Recognition with the Use of Localized Materials

Josephine Tanay, Department of Education

Abstract

INTRODUCTION
This study is funded by BERF through the effort of PPRD ROV. This was a study in reading conducted to improve the reading skill of the grade one learners in mother tongue using the localized reading material as an innovation.

METHODS
A descriptive method of research was used in answering the problems on improving the oral reading skill of the grade one learners in the mother tongue in terms of word recognition.

RESULTS
Before and after employing the interventions there was a significant difference in their oral reading level in Phil-IRI specifically in terms of word recognition concluded by the author.

DISCUSSIONS
The results of the action research conducted by the researcher concluded that there was a difference in the oral reading level of the grade one learners in terms of word recognition before and after employing the intervention conducted by the researcher.

KEYWORDS: localized material, word recognition

SUBMISSION ID: R005-CAMSUR-0034

Improving the Performance of Grade 9 DMDPNHS Students in Chemistry Using Problem-Based Learning

Lucelyn Almacen, DMDPNHS

Abstract

INTRODUCTION
In the classroom setting, the students have a hard time grasping information in Chemistry 9 particularly when the topics need careful attention and comprehension to understand the principle and concepts in the school. PBL is a student-centric learning model. In PBL, learning occurs while working on problems in small groups, and students determine their own learning objectives when trying to understand or resolve the problem.

METHODS
The study was then prepared and submitted as subject for comments and suggestions. The pre-test and post-test were distributed to the respondents. Retrieval and data collection followed. Microsoft excel was used to measure and analyze the result.

RESULTS
Results showed an increase post-test mean which indicates improvement of students in Chemistry 9. The t-test revealed that there is a significant difference between the pre-test and the post-test means. This indicates that Problem based learning is an effective approach in Chemistry.

DISCUSSIONS
The performance of students increased using Problem-Based Learning.

KEYWORDS: Grade 9 students, Performance in Chemistry, Problem-Based Learning

SUBMISSION ID: R04A-QUEZON-0130

Improving the Performance of Selected Students in Science Using the CAVS (Class-Assisted filling Vacuity of Students) Program

Arvin Mahinay, Research Coordinator

Abstract

INTRODUCTION
In an academic year, there is one quarter when teachers handle different ancillary works which affect the learners' performance. It is one of the common problem that happens every academic year. To address this problem, the researcher came up with a program that maximizes student learning in Science despite of ancillary assigned to them.

METHODS
This study used the descriptive-experimental method for the respondents which were chosen purposively. Using the designed program, the learners were subjected to different learning sessions with their learning companion. At the end of the sessions, learners and teachers responded to a questionnaire needed for the evaluation of the data. The data collected were analyzed through appropriate statistical treatments.

RESULTS
From the gathered data, the following findings were identified: 1) The respondents gathered mean grade of 83.00 in their performance before the CAVS Program Implementation while gathering a mean grade of 87.65 after the implementation of CAVS Program; 2) Based on the result of statistical treatment, there is a significant difference between the pre-test and post-test scores of the students; 3) The average weighted mean of 3.91 indicated that the respondents give a "Strongly Agree" response that the CAVS Program is effective.

DISCUSSIONS
The result of this study revealed that CAVS Program resulted to a good learning method wherein learners not only improved their academic performance but also developed their social interactions with their companion.

KEYWORDS: CAVS Program, learning companion, ancillary

SUBMISSION ID: R04A-QUEZON-0225

Improving the Performance of Grade Six Pupils in Gumaca West Central School in Solving Problems Involving Addition and Subtraction of Dissimilar Fractions Using GAWARD (Games and Reward) Strategy

Riciel Quilapio, Fourth Congressional District Action Research Team

Abstract

INTRODUCTION
The result of the pretest, and the outcome of the Division Program in Math 6 in adding/subtracting dissimilar fractions showed that the mathematical skills and performance of grade-6 pupils in GWCS need to be enhanced. To address this problem, GAWARD (Games and Reward) strategy was used in teaching Math. The purpose of this study was to find out whether GAWARD strategy improves the performance in solving problems involving Addition/Subtraction of Dissimilar Fraction of Grade-6 pupils in GWCS.

METHODS
The study was a descriptive research utilizing quantitative method. The 40 grade-6 pupils, section RCQ of GWCS Gumaca, Quezon SY2017-2018 were of the same age group from heterogeneous class. Teacher-made tests were used as assessment containing 20 items in adding/subtracting dissimilar fractions with varying degree of difficulty. Assessment was done then GAWARD Strategy was used in teaching addition/subtraction of dissimilar fractions. An intervention (MCAC) was applied to those struggling pupils; likewise, sets of exercises were given. Repetitions of the item test were provided on the least mastered skills of the respondents.

RESULTS
(1) Pretest result revealed that the mean percentage score and the performance level, 39.65 and 39.63% respectively (2) Positive improvement was realized after the implementation of GAWARD strategy in solving problems involving addition/subtraction of dissimilar fraction having MPS of 76% (3) The computed t-value of -2.47 is higher than the computed critical value (degree of freedom 78.5%) which is 1.67 (4) This study have several significant implications for both pupils, teachers and school head which aid and direct them for the betterment of their teaching and improving the educational system.

DISCUSSIONS
(1) Adopt GAWARD strategy in teaching-learning for solving problems involving addition/subtraction of dissimilar fraction (2) Implement the intervention program develop during the period of study (3) Guide the teachers in finding solutions to learners' difficulty in mastering the least learned tasks/skills. It would be beneficial to both teachers and pupils, used as reference for future study (4) Significant implications for both pupils and teachers of grades-6 and so with the school head which aid and direct not only the teachers for the betterment of their teaching but also administrators in improving the educational system.

KEYWORDS: Performance level, math skills, games, reward, intervention program, gamification

SUBMISSION ID: R04A-QUEZON-0056

Improving the Performance of Grade 3 - Camia Pupils of the Pagbilao Central Elementary School in Spelling through the "5 'N 1" Project

Maria Lorina Merle, Department of Education, Schools Division of Quezon

Abstract

INTRODUCTION
Problem on spelling is one of the problems of the primary grade pupils in public schools in the Philippines. This research aimed to improve the performance in spelling of the grade 3 Camia pupils of Pagbilao Central Elementary School through the use of "5 'N 1" Project designed by the researcher.

METHODS
Quasi-experimental method of research was used in the completion of this research. The study was conducted in Grade 3 - Camia, one of the six Grade 3 sections in Pagbilao Central Elementary School (PCES). The researcher only involved 44 grade 3 pupils since these pupils comprised her advisory class and she considered these learners as the most qualified respondents of her study. A 20-item test was used to measure the pupils' performance in spelling. To measure if there is a significant difference in the performance in spelling of the grade 3 Camia pupils before and after the implementation of "5 'N 1 Project", t-test for dependent sample was used.

RESULTS
The grade 3 Camia pupils' spelling performance improves a lot as a result of implementing "5 'N 1 Project".

DISCUSSIONS
This action research discovers a strategy in improving the performance in spelling of grade 3 pupils of Pagbilao Central Elementary School.

KEYWORDS: Performance in Spelling, weekly test on spelling, "5 'N 1 Project"

SUBMISSION ID: R04A-QUEZON-0181

Improving the Performance Level of Grade 5-Mahogany Pupils in the Pagbilao East Elementary School in Numeracy Tests through the Use of Card Games

Ev Angeline Bides, Department of Education Pagbilao

Abstract

INTRODUCTION

Mastering them is one of the keys to progressing in an understanding of math and, simple algebra. Applying different Math activities, drill, problem solving and games heavily on any one, may dissociate from the kind of rigorous mental exercises that will help the pupils improve in math.

METHODS

The researcher devised an intervention program that the student will use as tool for a better understanding and learning of mathematics. This intervention is the CARD GAMES with collaboration of Pinoy Classic Games.

RESULTS

The results of performance and mastery level were analyzed to determine the significant difference, if any, before and after the Card games. The researcher made use of games, a researcher-developed intervention. For the output, this study produced a comprehensive mechanics and guidelines of the games, incorporated typical Card games as an effective intervention in learning basic operations in Project MATHS, and improved mastery level in Numeracy Test.

DISCUSSIONS

After using card games, the performance level increased. This signifies that after card games, the performance level is high. It also implies that card games can improve the performance level of students in terms of the four basic operations in Mathematics.

KEYWORDS: Collaboration, Comprehensive, Dissociate, Intervention, Numerates

SUBMISSION ID: R04A-QUEZON-0371

Improving the Performance Level of Grade 9 Students in Science through the Buddy System and Rewards System Program

Ria Petilo, Department of Education

Abstract

INTRODUCTION

Some of the Grade 9 students in Maglambing Integrated School were experiencing low performance level in Science, thus, an intervention should be conducted to prevent these students from failing the subject. Based on observation, learners get higher scores with the help of their classmates. Hence, the program was used as an intervention in improving the performance level of the students in Science subject.

METHODS

In choosing the recipients of the program, the researcher used a purposive sampling method wherein students belonging to a Fairly Satisfactory level for the first quarter were picked. In this research, different methods were employed in gathering the data. The first method was through the use of the students' performance rating for the first quarter to determine the performance level of the identified Grade 9 students. Second method was through a comparative analysis of the performance level of the students before and after the implementation of the program to determine the effectiveness of the intervention program in minimizing the problem on the performance level of the students. The third method was through the use of analysis of variance (ANOVA) in testing the null hypothesis of the study.

RESULTS

The results show that there is an improvement in the performance level of Grade 9 students in Science. Based on the data, eighteen (18) of the identified students belong to a Fairly Satisfactory performance level having an average performance rating of 76%. However, this performance level was improved to Satisfactory level having an average performance rating of 80% after the conduct of the intervention.

DISCUSSIONS

The research results also indicate that the adoption of Buddy system with the integration of rewards system is effective as it helps in improving the performance of the students in Science subject.

KEYWORDS: fairly satisfactory, performance level, intervention

Improving the Performance Level of Primary Grades Pupils of the Pook Elementary School in Mathematics through the Use of Higher-Order Thinking Skills (HOTS)

Leonila Landicho, Teacher

Abstract

INTRODUCTION

This study was limited to the improvement of the performance level of primary grades pupils of Pook Elementary School in Mathematics through the use of Higher Order Thinking Skills (HOTS). Pook Elementary School is one of the most competitive schools in the District of Agoncillo but when it comes with Mathematics-related competitions.

METHODS

Necessary information was gathered from teachers, parents, pupils, books, web and other reading materials in order to develop the questionnaires to be used in the survey. Data analysis and interpretation were done using descriptive statistics such as frequency counts and percentages.

RESULTS

The respondents identified three (3) common teaching methods used by teachers in teaching mathematics namely: Teachers Explicit Instruction. It is also referred as direct instruction. 85 out of 120 respondents answered that which is equivalent to 70.33 %. Second is the Peer Tutoring. 20 out of 120 respondents answered that with a percentage of 16.66 or 17 %. Third is the teacher helps students undergo cooperative learning that involves working in small mixed-ability groups to maximize everyone's learning. 15 out of 120 respondents answered that with a percentage of 12.5 or 13 %.

DISCUSSIONS

In analyzing the way on how the teachers can remedy the common problems met in teaching mathematics among pupils through the use of HOTS, 2 out of 5 respondents answered that the teachers remedy those problems through letting the pupils to elaborate their answers in their own way which is equivalent to 40%; 2 out of 5 respondents also answered that encouraging pupils to answer creatively can also help to solve the problems met which is also equivalent to 40%; and the last is that the teacher encourages the students to asked questions during discussion which is answered by 1 out of 5 respondents that is equivalent to 20 %.

KEYWORDS: performance, manipulative, accuracy

SUBMISSION ID: R04A-BATANP-1426

Improving the Performance Level of Students by Aligning Activities to Their Learning Styles

Jovell Violante, Batangas State University, Lian National High School

Abstract

INTRODUCTION

Several studies point to different learning styles such as visual, auditory and kinesthetic. In the Philippine Professional Standards for Teachers (PPST) Domain 6, teachers have to address the diversity of learners by providing differentiated instruction that would cater to the needs of learners. In this study, the researcher seeks to solve the problem on low performance level of Grade 8 students in Lian National High School by means of aligning activities to their learning style.

METHODS

The proponent used the quasi-experimental design wherein two groups have been identified. The control group is composed of 33 students grouped randomly while the experimental group is composed of 41 students grouped according to their learning styles. The VAK Questionnaire by V Chislett MSc & A Chapman (2005) retrieved from www.businessballs.com was used to identify learning preferences. Weighted mean, percentage, and t-test were used in this research.

RESULTS

The results revealed that in the pre-assessment, the control group yielded a weighted mean of 88.60 while the experimental group yielded a weighted mean of 82.53. There is a reported significant difference between the performance level of the two groups with a t value of 2.64 as compared to the critical value of 2.04 at 0.05 level of significance. In the post-assessment, the control group yielded a weighted mean of 93.73 while the experimental group yielded a weighted mean of 90.07. It yielded a significant difference between the performance level of the experimental group in the pre and post assessment with a t value of 3.37 as compared to the critical value of 2.04 at 0.01 level of significance.

DISCUSSIONS

The results showed the effectiveness of the strategy in improving the performance level of students clearly evident by the significant increase of the performance level of students in the experimental group before and after the application of the intervention.

KEYWORDS: learning styles, performance level, visual, auditory, kinesthetic

SUBMISSION ID: R04A-BATANP-0630

Improving the Performance of Grade 8 in Science through the Formative Assessment Kit and Feedback Sheets

Elizabeth Bongala, Department of Education

Abstract

INTRODUCTION

The study aimed to determine the effectiveness of take home formative tests and feedback sheets on the performance level in Science of Grade 8 students. The study specifically determined the mean score, and the significant difference between the performance level before and after the introduction of the intervention.

METHODS

The study aimed to determine the effectiveness of take home formative tests and feedback sheets on the performance level in Science of Grade 8 students. The study specifically determined the mean score, and the significant difference between the performance level before and after the introduction of the intervention.

RESULTS

Results revealed that there is a significant difference between the performance level in the pre and post-test of Grade 8- Ponce.

DISCUSSIONS

Although the performance level obtained in the course of the study is quite far from the ideal target of seventy-five percent, it can be inferred that the formative test kit and feedback sheets improved the students' performance level in Science. The failure to achieve the ideal target may be attributed to class interruptions, schedule of the conduct of intervention, and irregularities of some students in their class.

KEYWORDS: PERFORMANCE FORMATIVE ASSESSMENT

SUBMISSION ID: R005-TABACO-0045

Improving the Performance of Grade XI Students through the "Grupo Mo, Sali Tayo (We Belong)" Program

Ernesto O. Posesano, Teacher

Abstract

INTRODUCTION

One of the greatest challenges that educators face today is determining the most effective teaching strategies for students. Interaction with others enables students to make sense of what they are learning. Cooperative learning aims to create situations within the classroom in which students apply the social skills necessary to successfully interact and contribute to future society.

METHODS

This study was conducted among Grade 11 Barrion students of Libas Sud Integrated Secondary School. It focused on the participation level of nine (9) identified students who participated less in classroom activities. The researcher made use of a purposive sampling technique. One query to the subject teachers and the teachers handling lower grades was utilized where nine (9) identified students who less likely participated in classroom activities were purposely given a chance to engage in classroom activities. Responses were used in triangulation.

RESULTS

Out of twenty-five (25), three (3) students were on the beginning level which was classified as failing students. Seven (7) students were on the developing level, four (4) were approaching proficiency and nine (9) were proficient, two (2) students were advanced. Causes of poor students' participation were identified as 1 student answered that they less participated in classroom activities because of shyness, 2 identified poor concentration, 2 identified lack of interest and 4 have difficulty in using the English language.

DISCUSSIONS

Students who struggle with academic subjects continued to struggle and became frustrated with individual work, but improved both academically and in self-confidence; thus, leading to social improvement, when it came to group work. Students working cooperatively often enjoy the experience and believe that their classmates like them. It is very clear that students' performance rating increased from the beginning level of the second quarter to a developing level in the third quarter.

KEYWORDS: students' performance

SUBMISSION ID: R013-SURSUR-0066

Improving the Phonemic Awareness Level of Selected Grade One Pupils of the Kinagunan Elementary School Using Audiovisual Materials

Joan Garbo, Department of Education

Abstract

INTRODUCTION

One of the programs of Department of Education is the ECARP (Every Child A Reader Program). It is a national program that addresses the thrust of DepEd to make every Filipino child a reader at his/her own level but there are many cases that a Grade one learner is promoted to Grade 2 without meeting this expectation. The researcher found out that 10 out of 24 Grade one pupils are struggling in reading because of their low phonemic awareness level. Since learning to read begins with the letters and sound, this study aimed to improve the phonemic awareness level of selected grade one pupils.

METHODS

Quasi Experimental method was used in this research. This was used to determine the phonemic awareness level of selected grade one pupils (10 out of 24 pupils who are struggling in reading) in Kinagunan Elementary School before and after using the audio visual materials. From the data collected, results were compared and analyzed in order to determine if there was a significant difference between the pre-test and post-test.

RESULTS

Grade one pupils demonstrated marked improvement in their phonemic awareness level by the mean of 9.7 in the pre-test and 17.5 in the post test. The 7.8 increase in the mean scores can be associated in their exposure to audio visual materials intervention. With the absolute computed t-value of 5.03 at 0.05 level of significance, the researcher noted a significant difference between selected grade 1 pupils' pre-test and post-test.

DISCUSSIONS

All the findings from the data collection support that audio-visual materials facilitate language learning. If teachers can utilize the audio-visual aids prudently, the language teaching and learning will become effective.

KEYWORDS: PHONEMIC AWARENESS LEVEL, AUDIO VISUAL MATERIALS

SUBMISSION ID: R04A-QUEZON-0365

**Improving the Physical Fitness Performance of Grade Five Pupils
through the Physical Fitness Activity Package**

Ariel Domagsang, Department of Education Schools Division, Office of Albay

Abstract

INTRODUCTION
Physical Fitness is one of the most important skills to be developed the children in preparation for an active lifestyle. There is a need to improve the physical fitness performance of the grade five pupils through a Physical Fitness Package.

METHODS
The descriptive-evaluative method was used resorting to qualitative-quantitative technique. This technique was done using interview and document analysis on the physical fitness test results (Pre-Test) as a baseline information. Then, the physical fitness test (Post-test) was done.

RESULTS
Based on the analysis, the pre-test performance of the pupils identified the need for more alternatives. After teaching intervention, the result of the post-test demonstrated the need for more alternatives than intervention.

DISCUSSIONS
The elementary school pupils demonstrated improved performance in health and skill-related fitness where significant difference existed affirmed and manifested improvement.

KEYWORDS: Elementary Grade Pupils, Physical Fitness Performance, Physical Fitness Package

SUBMISSION ID: R005-ALBAYP-0005

Improving the Reading Abilities of Grade I Pupils in the Bawi Elementary School SY: 2018-2019 through the Project KLM (Keep Learners in Memorizing) Dolch Basic Sight Words

Lovely Barrion, Bawi Elementary School

Abstract

INTRODUCTION
The researchers will conduct this research because of the alarming result of the Teacher made Pre-reading Assessment wherein 41 pupils identified as non-reader and 20 pupils as very slow. This study will focus on the reading ability of the Grade One pupils in Bawi Elementary School. It limits on the extent of performance of pupils in terms of reading letters, basic sight words and sentence. In order to exercise a discrete process in the conduct of this research, only 96 Grade One pupils will be involved.

METHODS
This research uses descriptive method approach and determines if the suggested strategies, techniques and activities described in Project KLM will be effective in reading among Grade I pupils. The researcher used focus group discussion and interview. Also, data gathering tools such as printed reading materials were used to attained the objectives of this study. Printed reading materials containing Dolch Basic Sight Words will be prepared, distributed and evaluated to identify the reading ability of the pupils.

RESULTS
Based on my study, the difficulties encountered by pupils are poor study habits and lack of cooperation of parents. To improve the said difficulties, different strategies are provided like printed reading materials containing Dolch Basic Sight Words, flashing different basic sight words in their free time, and partnership with their parents in monitoring their reading at home by checking and providing them monitoring tools to improve the Oral Reading performance of Grade I pupils.

DISCUSSIONS
The researcher concluded that Project KLM (Keep Learners in Memorizing) Dolch Basic Sight Words has improved pupils reading abilities.

KEYWORDS: Assessment, data gathering, monitoring tools, Dolch Basic Sight Words

SUBMISSION ID: R04A-BATANP-0325

Improving the Reading Abilities of Pupils Belonging to the Non-Readers and Frustration Level Groups in the San Salvador Elementary School Using a Teacher-Made Module

Aline Volpane & Elmie S. Silva

Abstract

INTRODUCTION

Interventions in school and at home like Remedial Reading is one way of knowing and meeting the needs of pupils. When pupils are given assistance, encouragement and challenges, they will be inspired to study and that would enable them to perform better than they ordinarily do.

METHODS

This action research relied on the results of PHIL-IRI reading tests conducted during the period of the program. The descriptive method of research was used in the study to find out the reading performance of the pupils. The data gathered were tabulated, evaluated and analyzed using percentages to identify the reading levels of the pupils.

RESULTS

There were 230 pupils from Grades I to Grade VI who took the pre-test of the PHIL-IRI Oral Reading Test. 18 or 7.82 % of the pupils are non-reader, and 156 or 67.82 % of the pupils fall under frustration level. Big Brother/Big Sister/Peer Tutoring, Reading Assembly, Remedial Reading Instruction, and Drop Everything and Read are commonly used strategies in teaching reading. Based on the progress test conducted, 15 out of 18 non-readers improved their reading performance to frustration level. From 156 frustrated readers, 115 are considered independent readers and 41 are instructional readers.

DISCUSSIONS

It was clearly shown that pupils who fall under non-reader and frustration level need special attention to cope up with the lesson. Effective remedial reading program was built for intensive administration of reading instruction regularly so that reading difficulties will be lessen using the full implementation of the program. However, there are three non-readers and 15 frustrated readers that need to undergo another intensive teaching in reading.

KEYWORDS: Frustration level, non-readers, remedial reading

SUBMISSION ID: R04A-LIPAC1-0186

Improving the Reading Abilities of the Grade 5 Slow Readers and Readers At-Risk of the Mataas na Burol Elementary School

Sarah Reosa, Janet Riosa, & Virgieline E. Alcaraz, Department of Education

Abstract

INTRODUCTION
Reading is the key to skillful learning and better living. The learners who read well develop better understanding and effective adjustment towards life's situations. When the learners understand what they read they could identify, classify, build, organize, synthesize, make adjustments, and arrived at proper decisions.

METHODS
The purpose of this study is to examine the effectiveness of Phonics instruction to the reading ability of Grade V pupils who belong to slow readers and readers-at-risk.

RESULTS
There is a statistically significant mean score gained from the pre-scores to post-scores. T (32) = -6.046, p < .05.
It can be deduced from the table that the obtained difference is -10.81818 between the pre-test score and the post-test scores of the pupils in word recognition is significant, as indicated by the t-value which is -6.285 with probability less than .05 level of significance. This implies that the pupils improved significantly in word recognition after using the intervention program in reading using the phonics approach.

DISCUSSIONS
Ten (10) pupils in Grade V belonging to the frustration level of recognition were covered by the study. They were grouped as a. slow readers, b. syllable readers, and c. readers-at-risk. Six tables on oral reading tests were presented, evaluated, analyzed and interpreted: 1. Phil-IRI Pre-Test, 2. Common Reading Miscues, 3. Progress Test, 4. Phil-IRI Post Test, 5. Table of Reading Difficulties, and 6. Results of the t-test of Difference between the Mean Pre-test and Post-test Scores in Word Recognition.

KEYWORDS: Improving abilities of slow readers in Grade 5

Improving the Reading Ability of Grade III-Gumamela Pupils through Remedial Instruction

Junelyn Tresvalles, SDO Camarines Sur

Abstract

INTRODUCTION

In the DepEd Program of Every Child a Reader Program (ECARP), the pupils are expected to be all readers by the end of third grade. However, this is not true in many schools. In this study, the researcher explored different innovations on reading strategies to improve the reading ability of Grade III Gumamela pupils of Tambang Central School, Tinambac North District, Division of Camarines Sur for the school year 2017-2018.

METHODS

This action research employed the descriptive method of study in discussing the responses to the research questions and did not use any sampling techniques. A survey questionnaire was used applying the Likert Scale to determine the factors that affect the reading ability of the pupils. A paired T-test was also used to compare the results of pretest and posttest.

RESULTS

The respondents who participated in the research perceived that it was the home factor that influenced their reading development. The learner whose parents supported their reading at home developed stronger reading skills than a learner from a different environment. It was followed by the school factor, next to it was the teacher factor, and the community factor. In this study, educational games were the most effective intervention employed by the teacher. Educational games provided a pleasurable and pleasant learning environment.

DISCUSSIONS

The results reveal the need for innovative reading strategies to effectively teach struggling readers. It is also essential to develop a strong foundation in reading early on to make the learners build their love for reading.

KEYWORDS: reading ability, improvement, reading strategies

SUBMISSION ID: R005-CAMSUR-0002

Improving the Reading Ability of Grade VI Pupils through Vocabulary Drills

Vivian Dagsil, Tabaco Division

Abstract

INTRODUCTION

Reading is the mother of all study skills. It is one of the most valuable skills a person can acquire. Oson Elementary School is concerned with improving the reading ability of the pupils after analyzing the result of Phil-IRI pre-test. There were lots of slow readers due to limited activities. This is the reason why the researcher tried the Vocabulary Drills strategy which aimed to improve the reading ability of pupils.

METHODS

The respondents of the study were the grade six pupils. This action research attempted to determine the effects of the reading program to the reading ability of the pupils during pre and post-test. This study used one of the passages in the Philippine Informal Reading Inventory (Phil-IRI) as the instrument in gathering the data. The interventions were provided through the activities which developed the reading ability of the pupils who were non-readers and to those pupils who were under frustration level.

RESULTS

It was found that the percentage of non-readers during the pre-test was equivalent to 13.89% and down to 0% during the post-test. There were 27 grade six pupils or 75% under frustration level during the pre-test while 5 pupils or 13.89% during the post-test. There were 4 pupils or 11.11% under instructional level during pre-test and 14 pupils or 38.89% during the post-test and there was no pupil under independent level during pre-test while during post-test there were 17 grade six pupils or 47.22%. This implies that there was an improvement in the reading ability of grade six pupils after utilizing vocabulary drills.

DISCUSSIONS

The chi-square ($x²$) computed value of 42.68 was greater than the chi square ($x²$) tabular value of 7.815 at 0.05 level of significance with 3 degrees of freedom, the null hypothesis was rejected. It implies that there was a significant difference in the reading ability of the grade six pupils after utilizing the vocabulary drills.

KEYWORDS: Improving the Reading Ability of Grade VI Pupils Through Vocabulary Drills

Improving the English Reading Comprehension Skills of Grade II Pupils through Remedial Reading Classes

Franalyn Herradura, Pagalangan Elementary School

Abstract

INTRODUCTION

Good study habits and direct conduct on reading materials lessened, that is why pupils without reading comprehension increased. This scenario is very rampant and evident in Pagalangan Elementary School. The twenty-nine (29) enrollees in grade II or 72% belong to frustration level in terms of reading comprehension based on the result of the PHIL-IRI.

METHODS

The descriptive survey method will be employed in this study. The Grade II pupils in Pagalangan Elementary School are the respondents of this study. The data are gathered from 29 randomly selected pupils, school year 2016 -2017. A researcher-made questionnaire was used for the improvement of Reading Comprehension in English of Grade II Pupils using Remedial Reading Class. The type of questionnaire designed for Grade II pupils are reading comprehension and vocabulary(context clues) with three (3) rating scale namely better (3), good (2), and poor (1).

RESULTS

The implementation of remedial reading classes through different activities like movie clip(story), dramatization, SINORA, peer reading, BUS, group activities(summarization of the story) and vocabulary (context clues) was conducted. After the implementation of the remedial reading classes, the result shows that from 72% frustration level it becomes 45% frustration level. There is a significant increase in their reading comprehension.

DISCUSSIONS

They are now interested in reading and developed their love of reading. The implementation of remedial reading classes has successfully improved the reading comprehension skills of the pupils.

KEYWORDS: reading comprehension, remedial reading classes

Improving the Reading Comprehension Level of TNHS Students with Low-SES through the English Access Microscholarship Program

Maricel Baja, Department of Education, Tagbina National High School

Abstract

INTRODUCTION
Reading intervention program has been flourishing over centuries across the world. In this study, I aimed to determine if the reading comprehension level of the students were improved though English Access Microscholarship After-School Program.

METHODS
This action research utilized quasi-experimental research design and used purposive sampling since all students that need immediate attention were picked based on the result of the diagnostic test. The 27 Access scholars underwent 1,040 hours in reading sessions from July 2014-December 2016 from 4:40-5:40 PM utilizing the authentic reading materials provided by the external sponsor (US State Department in partnership with Dole Philippines-Stanfilco Division and Kasilak Development Foundation, Inc.). Three sources of data were used in this study namely diagnostic test results, post test results, and data obtained from interviews with the participants. Pretest and posttest data were analyzed using paired T-test to determine the significant difference of students' reading comprehension level before and after implementation of the program.

RESULTS
Prior to program implementation, 8 students were classified as above average, 2 students were on average level while 17 of them belong to below average level. Based on the interview, the underlying factors of reading comprehension difficulties of low-SES students were unavailability of learning materials, lack of reading support, less time for reading sessions at home, poor reading habits, difficulty in understanding reading passages due to poor vocabulary and degree of difficulty of the given questions. Based on the posttest results, out of the 17 below average readers, 4 have increased their reading levels. One student was added to average level and 3 more students have been added to the above average level. The result of the paired t-test revealed that the program has significant attribution in improving the reading comprehension level of the students who underwent the reading remediation program.

DISCUSSIONS
The results demonstrate the need to strengthen the said reading remediation program to further develop the reading comprehension levels of the students with reading comprehension needs.

KEYWORDS: socio-economic status, reading comprehension

Improving the Reading Comprehension of Grade VI Pupils through the Use of "Reading an Interesting Story Every day, Makes Everyone Understand Profusely" (RAISE ME UP)

Judith M. Ortiz, Tambis Central Elementary School

Abstract

INTRODUCTION

Results during the conduct of the oral reading test in English, most were classified as frustration level. In the conduct of silent reading, most of the reading speed was in frustration and the comprehension was also in frustration level. This was an indicator that there's really a problem in the reading comprehension of Grade Six pupils.

METHODS

This research used universal sampling to determine the level of comprehension. Hence, it was a requirement to conduct a PHIL-IRI of every pupil in Grade VI-Rizal at the beginning and ending of the School Year. A quarterly survey monitoring was also beneficial to validate whether the study was an effective tool to enhance the reading comprehension of the pupils. The researcher used the pre-test of PHIL-IRI result as the baseline data.

RESULTS

The percentage in their pre and post conduct of PHIL-IRI reflected the knowledge, specifically comprehension level. The diagrammatic presentation was being enhanced with the use of RAISE ME UP. The high percentage of Frustration level in the pre-conduct and very low percentage of Independent level of PHIL-IRI, was a direct evidence that there is very poor comprehension of pupils. Because of the regular engagement of the intervention, the low result during the pre-conduct of PHIL-IRI was improved and was given additional inputs. The high percentage of result during the post-conduct of PHIL-IRI could be taken credit to the RAISE ME UP, an intervention was applied to enhance the comprehension level of pupils in Grade VI-Rizal.

DISCUSSIONS

Based on findings and observation of this research, the researcher hereby recommend to utilize RAISE ME UP as an effective intervention applied to the pupils with difficulties and problems in reading.

KEYWORDS: Reading Comprehension, RAISE ME UP

Improving the Reading Comprehension of the Struggling Readers of Grade V Learners of the Balagtas Elementary School, District III, Divistion of Batangas City

Romelyn Corlit, Department of Education

Abstract

INTRODUCTION
Through the administration PHIL-IRI, the reading level of the pupils were determined.

METHODS
The researcher used interview with pupils, parents and colleagues in order to get background information about the subjects of the study.

RESULTS
Although, at home, many parents are very eager to help their children engage in reading still the child is not cooperating well.

DISCUSSIONS
There is a need for the active involvement of stakeholders and school officials.

KEYWORDS: four hundred thirty five

SUBMISSION ID: R04A-BATANC-0287

Improving the Reading Comprehension Performance of the Grade 10-Belgium of Rizal National High School through the Implementation of Project SSS

Jermaine Lleno, Student Researcher

Abstract

INTRODUCTION
It is vital to practice reading as much as possible in order to gain and retain knowledge. The problem with this generation is that they don't value the importance of reading which leads them to have very poor comprehension. So, an intervention must be created. And this intervention will help the students increase their decoding, fluency, comprehension and vocabulary.

METHODS
This study utilized the quasi-experimental method of research. It was conducted in Rizal National High School to identify the comprehension level of the students. Twenty-nine (29) Grade 10-Belgium Students were tested in this intervention. The reading comprehension performance of Grade 10 students were assessed using pre-test and post-test of 30 items.

RESULTS
The post-test result of the reading comprehension performance of Grade 10-Belgium students are statistically higher than the pre-test result. There is a significant increase in the mean of the comprehension performance of 29 Grade 10-Belgium after doing the Project SSS.

DISCUSSIONS
The researcher discovered that reading with comprehension can contribute to the student's mental and cognitive aspects in terms of learning and is vital to lifelong learning.

KEYWORDS: IMPROVING, READING COMPREHENSION, PERFORMANCE, PROJECT SSS

SUBMISSION ID: R04A-QUEZON-0080

Improving the Reading Comprehension Skills of Grade III-Magnolia Pupils through Reading for Active Learning (Project: ReAL)

Maria Gracia Llorente, SDO Camarines Sur

Abstract

INTRODUCTION
Reading is considered to be the mother of all study skills. A learner who cannot read comprehensively may encounter difficultly in comprehending with his or her lesson. In this study, the researcher aimed to assess the impact of Project ReAL or Reading for Active Learning in improving the reading comprehension skills of the learners.

METHODS
Descriptive method was used in discussing the responses to the research questions. This study did not use any sampling techniques. Moreover, a survey questionnaire was used through the results of the weighted mean to identify the factors that affect the reading comprehension skills of the learners and to find out the level of effectiveness of Project-ReAL, Reading for Active Learning. Also, Analysis of Variance (ANOVA) was used to determine if there is a significant difference between the pre-test and post test results.

RESULTS
Based on the results of respondents, home factor has the greatest impact on the reading comprehension of the learners. It was followed by the school factor, and the least factor that affects reading comprehension skills of the learners was pupil factor. In this study, picture words were the most effective intervention employed by the teacher. On the level of effectiveness of the interventions, Reading for Active Learning (ReAL) interpreted as very effective.

DISCUSSIONS
The results demonstrate the need for the intervention Project ReAL (Reading for Active Learning). Improving reading comprehension skills is valuable to make them good and effective reader.

KEYWORDS: reading comprehension, active learning

SUBMISSION ID: R005-CAMSUR-0101

**Learning Mastery Using Game-Based Instructions for Quantum
Mechanical Models of Atoms for Grade Nine**

Ginalyn Siguenza & Bonaleth C. Calimlim, Paliparan National High School

Abstract

INTRODUCTION
Science is an interdisciplinary subject where concepts and principles must broaden and connect it to a real-life situation. This made possible if students clearly understood the lesson being taught. An effective transfer of learning can be best achieved through active participation during classroom discussion. Employing games might enhance students' motivation and develop their imagination and creativity. To achieve this, the teacher must design their own game-based instruction and or used the digital games downloaded in different websites to enhance the mastery of learning of concept and contents in Science subject.

METHODS
This study was conducted at Paliparan National High Schooling. Lottery sampling was used in the selection of respondents. One hundred forty students received teacher-made instructional card game; the same number of respondents use a digital game-based instruction. Both groups received different game-based instructions with the same learning content. Teacher-made instructional card game used a modified Uno card. While the digital game used the downloaded Apps with modification in the game rules. The pre-test and post-test are teacher-made test and both were administered to the group. The gathered data were sorted, tallied, and tabulated by the researchers.

RESULTS
Based on the result there is a significant difference between the pre-test and post-test of the controlled variable and experimental variable. The use of a digital based-game instruction and teacher-made instruction card gamed based enhance mastery learning.
There is a significant difference in the post-test scores between the experimental and control groups. Furthermore, the mean post-test score of the experimental group was significantly higher than that of the control group, indicating that students who received digital game instruction outperformed than those who received traditional gamed based instruction.

DISCUSSIONS
To determine if the use of teacher-made card game-based instruction and digital game-based instructions enhance the mastery learning and to compare the teacher-made card game and digital games paired t-test with an alpha value of 0. 005 was used. Scores in pre-test and post-test were collected for statistical treatment. Analysis and comparison of the results post-test in the control and experimental group used independent sample t-test.
Based on the research the used of game-based enhance the mastery of learning but in digital game-based instruction students performed better.

KEYWORDS: Game-based instruction, Digital game-based instruction, Teacher made game

The Manghinao Elementary School Grade Four-Diamond Pupils' Mastery of the Multiplication Table During the School Year 2017-2018

Lorilyn Ebreo, Department of Education Batangas

Abstract

INTRODUCTION

Based on the study, only 4% or 2 out of 46 Grade Four Diamond pupils at Manghinao Elementary School had mastery on multiplication table during the school year 2017-2018. Thus, the study aimed to identify the causes and current processes involved, to propose a plan of action and to determine the implication of improved processes. This study would be a great help to understand why pupils could not master the multiplication table, to explain the significant difference between the current and improved processes and its impact on each pupil's academic improvement. Moreover, it would serve as a significant reference for future researchers to determine the effectiveness of improved processes in the mastering multiplication table.

METHODS

Descriptive type of research was used by the researcher to find out the mastery of 46 Grade Four Diamond Pupils on the multiplication table and determine the effectiveness of improved processes through enhancing learning materials and teaching strategies. Purposive sampling was utilized and to gather data, interview, survey questionnaire, checklist, observation, focused group discussion, and data analysis were employed in the study.

RESULTS

Only two among 46 pupils had mastery on Multiplication Table in the 50-Item Teacher-Made Pre-Assessment. The causes were insufficient quality time, not enhanced learning materials and ineffective teaching strategies. The current processes involved were preparing and utilizing the common learning materials, evaluating pupils' mastery and conducting remediation. The proposed plan of action was improved processes involving enhancement of learning materials, improvement of the teaching strategies through improvised effective materials and application of steps on improved processes.

DISCUSSIONS

Out of 46 pupils, 26 or 65% of them got a perfect score in the Post-test which implies that there was 61% increase on the level of mastery on multiplication table as compared to only 2 or 4% in the pre-assessment due to the application of improved processes. Thus, it would be beneficial among Grades 3 to 6 pupils in the school year 2018-2019. It would be better to prepare and utilize enhanced instructional materials; improve teaching strategies; encourage teamwork among teachers, parents, and pupils to work together; and conduct more studies on mastering multiplication table through improved processes related to preparing materials, utilizing materials, evaluating pupils' mastery and conducting remediation.

KEYWORDS: Mastery, Multiplication, Strategies, Processes, Improvised, Assessment

SUBMISSION ID: R04A-BATANP-0595

The Maternal Behavior with Regards to Dealing with the Holistic Development of Kindergarten Learners in San Luis District, Division of Batangas

Maria Alicia Cuasay, Department of Education

Abstract

INTRODUCTION
Motherhood is one of the responsibilities and privileges granted to human beings. The important responsibility of assisting children in shaping and developing the personalities are in the hands of the parents especially the mother. In this study, I explore the reasons for maternal behavior in dealing with the holistic development of kindergarten learners.

METHODS
A descriptive survey method was used. Two hundred eighty-four mothers of the kindergarten learners of San Luis District, Division of Batangas responded to a set of questions. The "holistic development" (a practical approach to a comprehensive learning system) inventory was used conducted, with data collected through quantitative analysis use in determining maternal behavior in holistic development.

RESULTS
The first set of data deals on the maternal behavior exhibit by the mother-respondents in terms of emotional background, acceptance of the child and home atmosphere. The second set deals on the maternal behavior of the mother-respondents in relation to dealing with the holistic development of kindergarten learners. The maternal behaviors manifested by the mothers influenced the psychosocial development of kindergarten learners to a great extent. The maternal behavior manifested by the respondents influenced the psychosexual development of learners to a great extent. The cognitive development of the maternal behavior of learners was to a very great extent as assessed by the mother-respondents. The maternal behavior manifested by the mothers influenced the moral development of kindergarten learners to a very great extent.

DISCUSSIONS
The results demonstrate maternal behavior manifest by the mothers influence the holistic development of the kindergarten learners to a very great extent. The mothers of kindergarten learners should be encouraged by teachers to always demonstrate behaviors worthy of emulation. The kindergarten teachers should conduct a homeroom PTA meeting to inform the mothers about the results of this study. The kindergarten teachers should carefully study the proposed action plan so that modifications could be implemented before its implementation. The school heads should observe the kindergarten teachers frequently if they are manifesting the maternal instinct to their learners. A similar study should be conducted with the inclusion of teacher as respondents of the study.

KEYWORDS: behavior, maternal behavior, holistic development, mother-respondent

**Math Anxiety: its Causes and Effect to the Academic Performances of
Grade 11 HUMSS Students in the Tipas National High School (Grade 7
to 12)**

Mary Christine C. Orsua & Mary Ann T. Cabrera, Students

(Adviser: Claren Morcilla)

Abstract

INTRODUCTION

Mathematics is one of the disciplines in the field of the study that every high school student encounters, yet many of them failed to understand it. Likewise, students probably hate Mathematics since they have encountered it. Their experience has a big influence on how they will embrace Mathematics at present. In this study, the researchers emphasized the Math Anxiety itself and the causes and how it affects the performance of students in terms of academics. It is relevant to know the factors and reasons why students tend to be anxious and fearful during Math class and how they cope with the situation. In our research, we witnessed how mathematics affects the academic performance of students when it comes to overcoming their fear and anxiety.

METHODS

The quantitative-descriptive design was used. Using a survey questionnaire as our research instrument, we conducted our study at Tipas National High School, Grade 11 HUMSS students.

RESULTS

The persons involved in the activity are Grade 11 HUMSS students. Most of the respondents are 16 and 17 years old male. One of the difficulties experienced by students during math class is the lessons are clear during math class, but after a few minutes, they have difficulties in recalling the lessons they discussed as if they were never there. With a weighted mean of 3. 26. While one of the causes of math anxiety in most of the students is, the too much expectation of their math teacher with a weighted mean of 3. 14. However, one of the effects of math anxiety on the performance of students in mathematics, is they believe that they cannot accomplish any task related to math. With a weighted mean of 3. 14.

DISCUSSIONS

This study found that the items related to the difficulties experienced by students during Math class are not all evident or are experienced by Grade 11 HUMSS students. However, some of the items are related to their experience as a student in a Math class. On the other hand, the causes of Math Anxiety in most of the students given in the research instrument is not suited to the perceptions of the respondents This study also found that there are minimal effects of math anxiety to the performance of students in mathematics.

KEYWORDS: Math Anxiety

SUBMISSION ID: R04A-BATANP-0229

Math Husay, Math Dali Sa Batang Juanians: Conquering the Multiplication Recitation Anxiety of Pupils from the San Juan Elementary School

Carolyn Baret delos Reyes & Merlita Velasco Malabanan, San Juan ES - Sto. Tomas South District

Abstract

INTRODUCTION
It is a reality that learning multiplication is a basic part of our child's elementary education. According to Dougan (2014) that knowing multiplication facts will enable a student to learn more math. But now, pupils are facing anxiety in reciting and memorizing the numbers in multiplication. This study wants to know the factors that initiate the hindrances and to conquer the anxiety of learners and determine the action research writing to articulate projects, programs, varieties of teaching methodologies that will create a simple way on how learners will appreciate the beauty of understanding multiplication in their daily lives activities.

METHODS
A Descriptive Quantitative Research was used. It was composed of 45 pupils and parents from Grade 4 level , 8 faculty members. The researcher used frequency and percentage and used three data gathering procedures namely: interview, discussion, and survey method.

RESULTS
Based on the results in the distribution of respondents according to the general factors that cause the student to get anxiety in reciting multiplication the results revealed that too much exposure to technologies/ gadgets got the highest percentage of 14 (31. 11%) from students respond and from the parents which garnered 18 or. (40%). Also in the distribution of respondents according to the percentage results of the pupils by quarterly grade for the school year 2016-2017, it shows that during the 1st quarterly period 20 out of 45 of pupils got the score of 75-79 %, and only 5 out of 45 pupils were got only 90-95 % of their score in the math subject. It indicates possible solutions and recommendations to conquer the anxiety in reciting multiplication table. Based on the parents and teacher response (10 or 22. 22%) that pupils must require to develop study habits through the help of pupils who got the highest.

DISCUSSIONS
Much of this anxiety happens in the classroom due to the lack of consideration of different learning styles of students. Today teachers must consider the needs of students and used different pedagogical approaches that can overcome the anxiety of pupils in terms of multiplication. Teachers use the multiple intelligence of every individual that they can use their strength to learn more . Pupils must see the positive way about learning numbers in multiplying numbers for their daily activities.

KEYWORDS: anxiety, math, conquering , anxiety , pupils, multiplication

**Math on Wheels: A Comprehensive Pedagogical Learning Tool in
Advancing the Mathematical Skills of Grade 5**

Reynaldo Francia, Jr.

Abstract

INTRODUCTION

This research paper aimed to evaluate the individual and overall acceptability of the inclusions of Math on Wheels as a comprehensive pedagogical learning tool and evaluate further its impact in advancing Mathematical skills of Grade 5 pupils of Gomez Elementary School. This study ventured on using improvised learning tools to address the needs and give support to the existing tools used by the Mathematics teachers. The researcher infused the use of locally available materials towards material development for giving instructions and supplementary learning activities.

METHODS

This study used the descriptive evaluative and quasi-experimental design of research. In studying the impact of Math on Wheels in advancing pupils' Mathematical skills and concepts, one group pre-test and post-test were subjected to be answered by the targets of the study. Triangulation of instruments using validation questionnaires, interview, and observation notes was also considered for comprehensive and reliable significant data.

RESULTS

The acceptability of the material was high as reflected in the scores given by the validators. All the ratings given to each component namely the Inclusion, Usability, Appeal to the target users, Mathematical Significance and Durability were interpreted as perfectly acceptable. It received an overall rating of 4. 47 interpreted also as perfectly acceptable. Pre-test and post-test conducted resulted with the t-score of 4. 98 which was greater than the tabulated t-value of 2. 04. Hence, this clearly showed that there was a significant difference in pupils' mean scores before and after utilizing Math on Wheels.

DISCUSSIONS

This study focused on improvisation of an acceptable learning tool from locally available materials based on the challenges faced by Grade 5 Mathematics students and teachers. A checklist questionnaire was answered by 5 Mathematics teachers, 5 Master Teachers, and 30 Grade 5 Pupils who also took one group pre-test and post-test. This paper serves as an instruction model to the Mathematics teachers to enhance their instruction through creatively developing and utilizing a comprehensive pedagogical learning tool available in their immediate environment.

KEYWORDS: Math on Wheels, Comprehensive, Learning Tool, Mathematical Skills

SUBMISSION ID: R04A-QUEZON-0332

A Mathematical Analysis of Unidentified Blaan Costume Designs: A Basis for School of Living Tradition (SLT) Curriculum Integration

Ermella Sheen M. Dionisio, Clarence Kate V. Granada, & Jeffrey V. Ruto

(Adviser: Live Angga)

Abstract

INTRODUCTION

The main issue to be addressed in this action research was the problem of current Blaan weavers to decode the designs of their elder Dreamweavers. The transfer of knowledge from generation to generation done in the School of Living Tradition (SLT) is the current challenge of the SLT teachers. Every design is unique as each Dreamweaver dreams of different designs. Currently, the weavers are not dream-designed dependent. SLT teachers taught how to preserve the Blaan designs. According to the Gumusek president, Rebecca S. Ayao (2018), the number of Blaan designs was not added nor subtracted. However, they found five (5) designs that were very complicated to copy, identified, and duplicated. Thus, the SLT teachers were not able to teach these intricate designs to the SLT next generation weavers.

METHODS

The main purpose of the study was to determine the patterns of unidentified Blaan costume designs in a mathematical way. The researcher was interested in teaching strategies to be crafted and which part of the teaching aids needs enhancement. The researchers used the inductive analysis with the aid of isometry, wallpaper guide of Fisher, G. L. (2010) and the international union of frieze & crystallography (IUC). The Blaan weavers were interviewed on the designs that they considered unidentified; responses were transcribed. Designs which were not considered crystallographic nor frieze were not included in the investigation.

RESULTS

Two unidentified designs were present on the l'bong "˜Slah. The first was identified as Pmm2 and the second was Pm11. One unidentified design was present on the l'bong Nsif and it was identified as Pm22. The last two unidentified designs were present at the Salwal Nsif. One was identified as P111 and the second was identified as Pm11.

From the findings, the strategies to be crafted was the teaching aids: brochures and video animation. A brochure is a three-folded form printed in a letter size while the video is a 2: 45 (min: sec) presentation. Evaluations were conducted with the IPED representatives (IP Education), Tourism officer, and Gumusek President. In general, the brochure and animation were above average on organization, knowledge-based, and appropriateness. The front page pixelated photos of the brochure and the captions of the video needs to be enhanced.

DISCUSSIONS

Teaching aids were now ready to be used by the SLT weaving teachers. Evaluation of the effectiveness of teaching aids is recommended.

KEYWORDS: blaan designs, dreamweavers of blaan, mathematical design of blaan weavers

SUBMISSION ID: R012-SARANG-0044

Mathematical Clue Word Drills: An Effective Tool for Problem Solving Among Grade III SPED Pupils of the Hinatuan South Central Elementary School for SY 2016-2017

Conception Tan, Department of Education, Hinatuan South Central Elementary School

Abstract

INTRODUCTION
Competence in Mathematical processes is evident when a learner can solve problems; communicate in the language of Mathematics within and across disciplines. Learners should possess a deep-seated knowledge of Mathematical concepts and the underlying principle in the different fundamental operations. Nevertheless, some teachers are very much at home with some techniques intertwined with the direct method, overlooking the activity-centered approach nor putting more emphasis on Higher Order Thinking Skills (HOTS). As a result, many of the competencies and skills are not mastered, proof of which is the low achievement level of pupils in the test. This concern has challenged the researcher to alleviate the achievement level of pupils in Mathematics.

METHODS
The participants were the 15 pupils of Grade 3 SPED of Hinatuan South Central Elementary School. It made use of the descriptive method of research using questions in problem-solving. All the 32 Grade 3 SPED will be involved to increase the confidence of the 15 pupils who have the difficulty in problem-solving. Problem-solving exercises of the different operations are administered. Based on the researcher's observation as reflected in the class record, the number of pupils has been found to be low in problem-solving.

RESULTS
Problem-solving allows pupils to experience a range of emotions associated with various stages in the solution process. Constant practice and use of clue word drills enhance their knowledge to solve problems. As Clement, 2008 conclude that pupils felt more confident when working in groups because they could begin to trust one another. As trust increases, pupils asked more questions to their peers than to their teacher. Using clue words in solving problems give comprehension thus making them easier to analyze and solve word problems.
The study shows the number of respondents who got 80-84, 85-89, and 90 up with their percentage.

DISCUSSIONS
The result shows that the most prevalent learning difficulties encountered in problem-solving are on output difficulties.
The different various remedies the teacher employed or utilized to the participants are the group activities plus individual activities equal problem-solving skills that help enhance the performance in Math. The level of participation after the intervention increased. This implies that consistent clue word drills are effective.

KEYWORDS: Mathematical Clue Word Drill

Mathematical Cognitive Skills and Competencies Drawn from the ZPD Context Instructional Process

Syrelle Jeremy Pascua, Bagbag National High School

Abstract

INTRODUCTION

The problems do not lie on the level of ability that students have but on how we could deliver mastery of the skills on them to build up the attitude of confidence based on the knowledge acquired and reach out individual potentials. Levs Vygotsky's theory of instruction about mediation learning or assistance known as Zone of Proximal Developmetn (ZPD) in 3 stages scaffolds: Teacher-Students/Group Community. This is to measure what children can do with help and without help regardless of the child mental ability. In view of this ZPD contextualized teaching, the researcher desired to meet the outcome benefit for the school itself.

METHODS

This study utilized the target sample group from 50 student participants in Mathematics Grade-10 St. Luke. The Quasi-experiment of Modified Instructional Process of Vygotsky was conducted for 6 classroom sessions. Systematically the post-test was administered after the 6 days treatment teaching sessions July 21, 22 and 23, 2015. Nevertheless, the gathered data were analyzed and compared using Mean, SD, MPS and One-Way ANOVA to test the significant difference of the hypothesis and the extent of post-test Performance over Pre-tests.

RESULTS

It was revealed Significant wherein the computed F value 5. 97 is greater than the tabular value of 5. 14 in favor of the treatment. Likewise, the null hypothesis is rejected giving a sound conclusion to Levs Vygotsky's contextualized teaching. The student participants were classified Above Average by 83. 34 percent after the series of post-tests had been interpreted using mean and SD and thus the mastery of competencies of 92. 84% were mastered very high. Moreover, using the Basic Time-Series design the observations gathered before and after the treatment.

DISCUSSIONS

In as much as mathematical cognitive skills and competencies of students are considered low; thus, the teacher should be innovative in giving varied activities which are related to the experiences of students. As far as the instructional process is structured; then, teachers can make a necessary and appropriate modification to meet the academic needs of students. Since the instructional methodology drawn from ZPD context of Vygotsky theory of instruction was found to be of success in the teaching-learning process to develop students' cognitive skills and competencies; so, the department heads may consider using the proposed instructional methodology in all subject areas.

KEYWORDS: ZPD, Basic-Time-Series design

SUBMISSION ID: R04A-CAVITP-0286

Mathematical Modeling: A Notion for Innovation for the Tagaytay City Science National High School Grade X Students' Mathematical Competence

Angelo Centeno, Tagaytay City Science National High School

Abstract

INTRODUCTION

Learning Mathematics enhances critical thinking skills and problem-solving skills. Across the globe, these competencies are at the heart of almost all Mathematics Frameworks. However, some research found that these were not sufficiently enhanced among Mathematics students. Many factors were considered but the approach used by teachers was of great concern. From that, to produce a more competent Mathematics student, Philippine Mathematics education have an eye on the astounding approach used by the Singaporeans called the modeling approach.

METHODS

The study used qualitative research design. This design gives the researcher access to the thoughts and feelings of the participants through direct observation. In addition, the researcher also considered the problem-based learning approach. Students in groups, with the teacher as facilitator, were given a real-world problem in which their task is to create a model. Through it, groups were also expected to use the model to solve future-related problems. This task is called a model-eliciting activity. The participants of the study were the 18 Grade X students' of Tagaytay City Science National HS divided into 3 groups . Each student was given a survey form and feedback form. The model-eliciting activity lasted for a week with an allotted one hour per day.

RESULTS

In the beginning, some participants failed to identify other Mathematical models. The model-eliciting activity used the "Fire and Child" problem which involves probability. Each group underwent the 4 modeling stages: Description, Manipulation, Prediction, and Optimization. Through it, learners were able to access social learning. Feedbacks revealed that the activity was indeed different from the way they solve Mathematical problems however, some respondents said that it requires a lot of time. They added that it needs mastery of the basic math concepts for it to be performed.

DISCUSSIONS

After the responses from the survey were gathered, the 4 modeling stages showed several data results. From Description, the participants build arguments. In Manipulation stage, the participants considered the relationship of the basic math concepts, and make assumptions out of it. After that, they formulated the model. Since time constraints were needed each group was given a chance to rethink of the model. It is the Prediction stage. Lastly, from Optimization, they created an enhanced model. After the activity, feedbacks were gathered from the participants.

KEYWORDS: Mathematical Modeling, Mathematical Competence

SUBMISSION ID: R04A-CAVITP-0761

Mathematics Anxiety among SMAW and HUMSS Students at the Tanza National Trade School, School Year 2018-2019

Mariz Lansak, Tanza National Trade School NA-NA

Abstract

INTRODUCTION
Learning Mathematics enhances critical thinking skills and problem-solving skills. Across the globe, these competencies are at the heart of almost all Mathematics Frameworks. However, some research found that these were not sufficiently enhanced among Mathematics students. Many factors were considered but the approach used by teachers was of great concern. From that, to produce a more competent Mathematics student, Philippine Mathematics education have an eye on the astounding approach used by the Singaporeans called the modeling approach.

METHODS
Fifty (50) HUMSS-B and fifty (50) SMAW-B students, which belong to a heterogeneous group in Grade 11 were selected using Random Sampling or Fishbowl Technique and answered the Math Anxiety Rating scale. This scale consists of 20-item mathematics anxiety situation divided into 4 types of anxiety: test anxiety, numerical anxiety, abstract anxiety and anxiety during mathematics class, consist of 5 situations in each anxiety.

RESULTS
The researchers observed that among the two groups, SMAW-B has higher mathematics anxiety level compared to HUMSS-B. SMAW-B resulted in many levels to all types of mathematics anxiety while HUMSS-B only resulted in many levels in the test anxiety and resulted in little level on the remaining types of mathematics anxiety presented. Findings also revealed that there is no significant difference in the Mathematics anxiety level of students with respect to their courses, which means that with regard to the course they took, students still experience math anxiety. Consequently, the proposed program was designed as one of the solutions to eliminate or reduce the problem in Mathematics Anxiety.

DISCUSSIONS
The results show the need for students to be motivated by their teachers with regular consultation for further assistance and guidance to alleviate their fears towards this subject. More importantly, remember that math anxiety is most often a lack of confidence, not of ability, and that it can be overcome using the right techniques and appropriate teaching strategies.

KEYWORDS: Mathematics Anxiety and Course Preference

SUBMISSION ID: R04A-CAVITP-0136

The Mathematics Anxiety of Grade 9 Students from the Kaylaway National High School, Nasugbu, Batangas

Bernadette Pujante

Abstract

INTRODUCTION
Although not a new phenomenon, there has been an increasing focus on Mathematics anxiety over the past couple of decades. The researcher looks at different aspects of this phenomenon and defines it accordingly. For this paper, Mathematics anxiety will be defined as anxiety that is present or produced surrounding mathematical content eliciting an emotion that blocks a person's reasoning ability when confronted with a mathematical situation.

METHODS
Descriptive-quantitative method of research was used in this study. The major aim in utilizing this method was to determine the level of Mathematics anxiety of Grade 9 in Kaylaway National High School in terms of course content and in evaluation. The study identified the relationship on the responses of the respondent regarding Mathematics anxiety and performance of students in Mathematics.

RESULTS
Results of the study were as follows : the respondents' ages were on their prescribed ages based on the Department of Education policy and the majority of the respondents were female; the Mathematics anxiety of students in terms of course content and in terms of evaluation was at a much level; there was no significant relationship on the responses of the respondent regarding Mathematics anxiety when they are grouped according to their profile variables revealing that age and gender did not measure the level of Mathematics anxiety experienced by students during Mathematics class; there was no significant difference between the course content anxiety and evaluation anxiety of students towards Mathematics revealing that Mathematics anxiety had nothing to do with the performance of students in Mathematics; the intervention program was made by the researcher to lessen the Mathematics anxiety of students and improve their Mathematics performance.

DISCUSSIONS
Teachers should provide students with Mathematics activities that will lower the Mathematics anxiety of students and will improve their Mathematics performance whether they are young or old, male or female. They should provide students with a conducive environment for effective learning to students motivated them in positive affective learning environments. They may provide learning opportunities where students can alter their reluctance into willingness, fear into fun, and anxiety into an adventure. Mathematics teachers are encouraged to implement the proposed intervention program for more considerable learning outcomes.

KEYWORDS: Mathematics anxiety, performance, intervention, course content anxiety, evaluation anxiety

The Assessment of the Teachers of the Nasugbu West Central School of the Mathematics Competencies of Grade 6 Pupils

Eloisa Diaz

Abstract

INTRODUCTION
The Implementation of K to 12 Basic Education Curriculum is to heighten the quality of Philippine Education. One of the subjects that was given focus in the K to 12 Curriculum is Mathematics. The rationale of the K to 12 Curriculum upheld that it is "one subject that pervades life at any age, in any circumstance so that its value goes beyond the classroom and the school." Mathematics as a school subject, therefore, must be learned comprehensively and with much depth (K-12 BEP) The study aimed to determine the factors affecting Mathematics competencies of Grade Six pupils of Nasugbu West Central School for School Year 2017-2018.

METHODS
The method used was descriptive research type. A descriptive research involves describing, analyzing, and interpreting data existing at the time that a study is conducted. It is also comparing, contrasting and attempting the discovery of a cause-and-effect relationship which is existing at a certain location such as Nasugbu West Central School. The descriptive survey estimated the extent to which different variables were connected to each other, the relationship between or among variables. In totality, the descriptive method used to achieve the goal of this study.

RESULTS
Most of the respondents were on their middle age level, female, BEED graduate and young in service. The respondents agreed that the curriculum was an important factor in the Mathematics competencies of pupils. With regards to teaching strategies, the respondents positively agreed on it. The respondents had a positive assessment of the textbooks used in enhancing their Mathematics competence. The respondents agreed that learning process developed the Mathematics competence of students. They also agreed that time allotment is important in developing the Mathematics competencies of pupils.

DISCUSSIONS
The curriculum is an important factor in Mathematics competencies of pupils, teachers should be on the look-out for new curriculum changes and modifications whether they are young or old, male or female, single or married.
Teachers should be innovative in the use of teaching strategies in teaching Mathematics
Teachers should provide more activities to strengthen the thinking analysis of pupils in Mathematics.
Implementation of the Mathematics Competencies Model is recommended as a guide for teachers to develop more Mathematics skills.

KEYWORDS: Mathematics competencies, assessment, factors, learning skills

SUBMISSION ID: R04A-BATANP-1551

**The Mathematics Performance of Grade Six Pupils in the Aguedo Lota
Asinas Memorial Elementary School**

Christian de Castro

Abstract

INTRODUCTION

It is a fact that Mathematics is an important subject. In our daily living, we must deal with numbers to make our existence worth. As a mathematics teacher, I have been observed that most students hate this subject that results in their poor performance even in a very easy Mathematical problem. The performance of grade six students in Mathematics is always at the tail end of every Mathematics competitions. As a teacher who has a continuous quest to address the problems, I decided to conduct an action research to help learners and to improve myself as a mathematics mentor.

METHODS

The descriptive research method was used in this study. It describes with emphasis what exists, such as current conditions, practices, situations or any phenomena. A total of twenty (20) pupils composed of ten (10 males) and ten (10 females) were requested to answer the questionnaire.

RESULTS

Results showed that when it comes to academic performance, out of twenty (20) pupils, only three (3) obtained Grades of 85 to 90 %. Two (2) students got 80-84 percent while fifteen (15) learners garnered 75-79 %.

With regards to attitudes towards Mathematics, research showed that majority of Grade six pupils dislike mathematics, furthermore, I also noticed that both male and female learners have the same idea that mathematics is not an enjoyable subject but through the easy mathematical exercises given daily by the teacher, students gradually appreciate mathematics as a subject.

When it comes to Fear/ Anxiety towards Mathematics, Students afraid to of failing in the Math exam. They feel nervous when they are answering the problems in Mathematics and do not have confidence in solving problems.

When it comes to note-taking habit, the pupil-respondents are undecided whether they re-read materials several times and they are also undecided whether they tend to take down materials which turn out to be unimportant points in materials read or studied.

DISCUSSIONS

The results demonstrate the need to enhance student's curiosity in the study of mathematics. The teacher should know the proper techniques on how millennial learn to appreciate the subject. Introducing games that would solve mathematical problems should be taught to them. Through these new innovations, students enjoy learning Mathematics.

SUBMISSION ID: R04A-BATANP-2094

The Mathematics Performance of Intermediate Pupils in the San Agustin Integrated School: A Basis for E-SIM (Electronic Strategic Intervention Materials)

John Rainier Bolado, Department of Education Batangas Province

Abstract

INTRODUCTION
Mathematics subject has been regarded as a tough challenge among students. It is believed that it is difficult and a firm part of the Philippine curriculum that presents various endeavors for many learners and commonly accepted as obscure and of little interest to certain people. In this study, the researcher explored the current status of the intermediate pupils in San Agustin Integrated School in Mathematics subject under K to 12 Education program with innovations in Math to further improve the performance of the intermediate pupils.

METHODS
The study applied the descriptive method of research. The researcher utilized the Periodic test examination as the main data gathering instrument. The researcher selected 150 intermediate pupils of Grade 4 to 6 and employed enrichment activities to strengthen pupils' academic performance in Mathematics subject. This study was conducted during the First Grading of School Year 2018-2019. Using descriptive method as statistical research, it describes data and characteristics about the population.

RESULTS
It is very alarming to know that Grade 4 to 6 pupils manifested low result and poor performance during the First Periodic Examination. Poor performance in the mathematics competencies during the first periodic examination and mathematical abilities revealed. The less mastered skills of Grade 4 pupils are to divide 3-to 4-digit numbers by 1-to 2-digit numbers without and with the remainder.
Subtracting fractions and mixed numbers without and with regrouping is the less mastered skill of Grade 5 and divides whole numbers by decimals up to 2 decimal places and vice versa-is the less mastered among all the competencies in the first grading of Grade 6 pupils.

DISCUSSIONS
The results urged the researcher to design and organize realistic, appropriate and meaningful strategic intervention activities that would improve and increase further the competencies and effectiveness of teachers. Likewise, this may pave the way to further benefit learners as regards of the most crucial roles and functions of accurate, useful, and relevant concepts, principles and theories in mathematics.

KEYWORDS: E-SIM, MATHEMATICS PERFORMANCE, MATHEMATICS TEACHERS

**The Mathematics Problem-Solving Skills and Reading Comprehension
of Junior High School Students of the Palo 19 National High School**

Jane Jumawin

Abstract

INTRODUCTION
Mathematical problem solving is a process that involves a set of factors and tasks to achieve a defined goal. It depends on many skills and factors which therefore makes it challenging both to learn and to teach.

For a closer view, one identified reason for poor performance in problem-solving of Grade IX students of Palo 19 National High School was their poor understanding or comprehension of the mathematical terms. The students most of the time got very low scores in math quizzes that involves an understanding of the word problems.

Problem-solving and reading comprehension are two skills that should be developed in students to improve their performance in math.

METHODS
This action research was purely descriptive which uses pre-test/post-test results and survey results.

RESULTS
Table 1. Thirty-Item Pre-Test and Post-Test Results in Problem Solving

Test Administered	No. of Examinees	Passers	Failures	Percentage		Inc.	Dec.
				P	F		
Pre-test	54	9	45	17%	83%		
Post-test	54	26	28	48%	52%	31%	31%

Students' Word Problem Solving Attitude Survey

Most of the students were not equipped with problem-solving techniques and mathematical terms/vocabulary words were limited. Meanwhile, they do not have problem-solving techniques that make them bored during problem-solving activities. Furthermore, students showed a cheerful outlook towards problem-solving techniques and they are willing to solve word problems.

DISCUSSIONS
This result is reflecting a very poor performance in Mathematics problem solving which can be due to poor comprehension of problem-solving vocabulary. On the other hand, the post-test revealed a 31% increase in the number of examinees who passed the test. The 9 passers in the pre-test had gone up to 26 which were 48%. Moreover, the table above presents the results of students' attitude in problem-solving. It shows students' perception of their own ability to solve word problems. Results for students' attitude survey showed that 35 out of 54 pupils do not know how to get the correct answer in solving word problems. Twenty-six students also disagreed that they usually know all the vocabulary words used in the problem.

KEYWORDS: Mathematics Problem Solving Skills, Reading Comprehension, Junior High School Students

SUBMISSION ID: R012-SOUCOT-0007

The Mathematics Proficiency of Grade 7 Students: An Input to the Readiness for Higher Order Thinking Skills

Lea Gupo, Department of Education, Malapad na Parang National High School

Abstract

INTRODUCTION

In the secondary level, mathematics subjects are taught sequentially and are geared towards the acquisition of higher order thinking skills that will be useful in producing citizens who are active members of the workforce and contributors to nation-building. For this reason, continuous efforts have to be made in the study, monitoring and evaluation of mathematics learning, which could result in the enhanced performance of students and, hopefully, better prepare them in the competitive and global work environment. All these start in the basic education level, where students' mathematics and numeracy skills should be harnessed to their full potential.

METHODS

The study determined the Mathematics proficiency of Grade 7 students in five public secondary schools in the District of Lobo, Batangas during the SY 2016-2017. The respondents of the study were 220 Grade 7 students from selected public secondary schools in the District. This study investigated their academic performance in Mathematics and assessed their proficiency in conceptual understanding, procedural fluency, and strategic competence. The researcher used the descriptive design and conducted informal interviews as one of data gathering methods. Test questions were prepared and served as the main data gathering instrument. Frequency, weighted mean and Pearson r were used to statistically treat the gathered data. Rubrics were developed to ensure consistency in evaluating student work.

RESULTS

Findings revealed that Grade 7 students generally have a satisfactory performance in Grade 7 Mathematics. They were also found to be proficient in conceptual understanding, moderately proficient in procedural fluency and slightly proficient in strategic competence. Data also revealed that there is a significant relationship between students' academic performance and proficiency variables.

DISCUSSIONS

Based on the results, the researcher prepared various classroom activities that would enhance students' mathematical proficiency and help improve their higher order thinking skills. It was recommended that the activities be validated prior to adoption and classroom implementation and that further studies be conducted focusing on other aspects of mathematics proficiency.

KEYWORDS: conceptual understanding, procedural fluency, strategic competence

SUBMISSION ID: R04A-BATANP-1221

Mathematics Teachers' Beliefs and Practices in Classroom Assessment

Joanna Odiame, Department of Education

Abstract

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INTRODUCTION
Assessment is the process of gathering and interpreting data to make judgments on students' performance. It is a crucial link between learning outcomes, content and teaching, and learning activities. The main purpose of it is to improve learning, inform teaching, help students achieve the highest standards and provide meaningful reports on students' achievement. However, teachers struggle as they try to improve their assessment practices and make assessment decisions because of the tension on teachers' beliefs about assessments. That is why in this study it is focused on the Mathematics teachers' beliefs and practices on classroom assessment.

METHODS
The descriptive-correlational method was employed in the conduct of the study. The respondents were secondary school mathematics teachers who were selected through complete enumeration and some selected students under their supervision who were selected through stratified random sampling. In gathering data, the survey questionnaire was used. The statistical tools used were frequency count, percentage, weighted mean, Chi-square test of independence and Pearson product-moment coefficient of correlation.

RESULTS
In terms of Mathematics teachers' beliefs in classroom assessment data revealed that Mathematics teachers strongly believe in assessment to determine how much students have learned from teaching. In terms of the Mathematics teachers' practices in classroom assessment, data revealed that the most frequently used assessment practices of the Mathematics teachers in terms of their belief were discourse and recitation according to teachers' respondents and discourse according to students' respondents. It indicates that the most frequently used types of assessments of Mathematics teachers are traditional assessment.

DISCUSSIONS
It is recommended that Mathematics teachers with higher belief on assessment are encouraged to continue inspiring and guiding other Mathematics teachers with little belief in assessment. Moreover, they are highly encouraged to employ other assessment practices most especially the alternative assessments in assessing teaching and learning to cater to the needs of students. Furthermore, mathematics teachers who utilized varied assessment practices are encouraged to continuously employ diversified assessment practices that will clearly assess students' learning and achievement in mathematics.

KEYWORDS: Beliefs on Assessment, Practices on Assessment

SUBMISSION ID: R005-CAMSUR-0028

Mathematics Word Problem-Solving Through a Collaborative Action Research

Noel Mendoza, Department of Education

Abstract

INTRODUCTION
In this study, the researchers investigated the impact of explicit mathematical vocabulary instruction and substantive formative assessment feedback on third grade students' abilities to solve word problems in mathematics. The author worked together to observe, reflect, plan, and implement as part of a collaborative action research project. Once the first research cycle was completed, it was evaluated the interventions. Analysis of the qualitative data (interviews with students, observation and journal entries) and quantitative (surveys and exams) showed a significant improvement of students' word-problem solving abilities. Developing mathematical vocabulary enabled them to understand mathematical terms and requirements while providing feedback on problems assessment led to the improvement of the 'gap' in the process of problem-solving.

METHODS
We implemented the first action plan in the 3 classrooms during November 2011. The first step was to administer a pre-test to students. This pre-test asked students to write definitions for 11 mathematical terms. These interventions were intended to strengthen students' abilities to understand and use different mathematical terms. We had observed that in many cases, students performed incorrect actions due either to a lack of understanding of the terms or an understanding of the expression in mathematical language. This is particularly problematic when it comes to solving word problems.

RESULTS
The action research resulted that teachers thought students have difficulty in understanding and solving word problems, they need guidance during problem-solving and they lack the necessary skills to solve word problems. Open-ended responses included comments such as:
Students have difficulty to understand mathematical terms, do not understand the language of mathematics.
Students do not have the patience to read mathematical problems, they see mathematics as numbers rather than words.

DISCUSSIONS
It is important for students to have more opportunities to solve word problems, not only for accounting tasks but, more importantly, these problems allow them to connect mathematical concepts with real-life problems. Developing students' mathematical vocabulary helps students to understand the different words in mathematics, to express and communicate freely about mathematics, and to understand words and demands in word problems. Knowledge of various mathematical terms allows students to be better problem solvers.

SUBMISSION ID: R04A-BATANP-1865

Mathematics Works: the Development of Remediation Materials in Enhancing Pupils' Numeracy Level at the Dona Tiburcia Carpio Malvar Elementary School

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Abstract

INTRODUCTION

It is universal knowledge that the most vital determinant in the education system is the teacher and the most important component in the teaching-learning process is pupils. It is therefore that the task or even the passion of every teacher to exhaust all the possible ways and means to bring out the best in every individual, motivate learners to hone and tap their latent talent and try out their potential to make them equipped with all the prescribed skills, attitude and abilities.

METHODS

The current study was particularly designed to know the underlying causes behind the low achievement in Mathematics by covering the perception of teachers, parents, and students. The study sample was 150 in which 15 of them were mathematics teachers, 35 parents and 100 were Grade six pupils. The descriptive survey design was used, and a questionnaire was used in the collection of data. Frequency and simple percentage were used in the analysis of data.

RESULTS

The findings of the study led in the conclusions the negative attitude toward mathematics, anxiety, and fear of mathematics, poor teaching methods, inadequate teaching materials, overcrowded classes, were some of the causes of poor performance in mathematics in the study area. The study also found that developing positive attitude, motivation and proper guidance toward mathematics, using proper methods of teaching the subject, provision of relevant teaching materials, school-community participation and involvement of parents in the education of their children and adopting and using computer-assisted by teachers in teaching mathematics were some of the ways of improving performance in mathematics in the study area.

DISCUSSIONS

The results demonstrate the need for teachers to have frequent classroom competition in mathematics for children to be more prepared in the classroom encounter daily and it will make them ready for math daily activities as well as to make them used of, in that particular routines. Frequent supervision and inspection by proper authorities should also be done so that teachers will also be prepared for daily teaching as well as the enlightenment of parents n the importance of children's education should be adopted. It is that parents should know their children's standing in school so that they will know what follow up should they do for their children.

KEYWORDS: Mathematics works, remediation materials, numeracy level, development

**Math-Lovers vs. Non-Lovers: Differentiating Memory Skill Through the
Digit Span Test**

Kyle Florian Rivera, ETTMNHS
(Adviser: Marissa Fernandez)

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Abstract

INTRODUCTION
Digit span is limited to about six to seven digits for most people. Some recall as few as four or as many as ten and more. But do people who love Math have higher memory skill? With this, the researcher aimed to identify whether Math lovers and Non-Math lovers differ in terms of their memory skill.

METHODS
In order to gather data, the researcher used a digit span test which was created by Jacobs (1887), it has been recreated many times and many different variations have been done on it. the researcher randomly selected Grade 7 students in Emiliano Tria Tirona Memorial National High School who were given a questionnaire that will define them who were the Math-lovers and Non-Math Lovers. Students were grouped according to their choice and all of them were given the digit span test to identify their memory skill.

RESULTS
The researcher found that out of 45 participants, 29 students answered that they are Math-lovers while only 16 said that they do not love Math. Math lovers were able to memorize an average of 4.20 digits while non-Math lovers gained 4.13 only. on the other hand, t-test independent conducted using data gathered from the digit span test showed that there is no significant difference between the Math-lover and non-Math lover students in terms of the number of digits recalled or memorized since the computed t-value was 0.086 is lower than the critical value of 2.052 at 0.05 levels of significance.

DISCUSSIONS
Since Math lovers and non-math lovers have the same memory skill and almost recalled the same number of digits, this study proved that interest in math does not affect the memory of a person. Being a math lover does not entail higher memory in numbers.

KEYWORDS: zachary

SUBMISSION ID: R04A-CAVITP-0775

Mathtulungan Para Mathuto and the Performance of Grade 11 Students in General Mathematics

Jerson Jolo, Castanas National Higha School

Abstract

INTRODUCTION

General Mathematics is one of the core subjects given to senior high school students in the K-12 Basic Education Curriculum, which contains Functions and Their Graphs, Basic Business Mathematics and Logic. Some of the topics included in the subject are new to students and they lack the prior knowledge to gain mastery of the competencies included, hence, students encounter difficulties in studying the subject thus, affecting their mathematical performance. This study investigated the implication of Mathtulungan para Mathtuto in the performance of Grade 11 students in General Mathematics.

METHODS

The experimental method of research was used in this study wherein two groups from Grade 11 students of Castanas National High School enrolled in General Mathematics were pre-tested through a validated teacher made test. Then, one of these groups received an intervention which is Mathtulungan para Mathtuto. After the intervention, the groups were post-tested. Statistical tools such as simple mean, dependent t-test and independent t-test were utilized to analyze and interpret the result of the study.

RESULTS

The findings revealed that the performance level of Grade 11 students yielded a Mean of 22. 8 for the sole group and 31. 9 for buddy group in the post-test. The study also showed that the t-stat value is higher than t-critical value which means there is a significant difference between the mean of the post-test of the sole group and the buddy group.

DISCUSSIONS

Since the mean of the buddy group is higher, the use of Mathtulungan para Mathtuto can definitely improve the performance of Grade 11 students in General Mathematics. This action research paved the way to the use of Mathtulungan para Mathtuto as an intervention to address the difficulties of Grade 11 students in General Mathematics.

KEYWORDS: Mathtulungan para Mathtuto, General Mathematics, peer tutoring

SUBMISSION ID: R04A-QUEZON-0008

Mathulungang Mathuto SCoNEP (A Structured Collaborative Numeracy Enhancement Program)

Anna Liza Ampong, Department of Education San Pablo

Abstract

INTRODUCTION

It is evident that Mathematics ranks last in learners' performance. Struggling learners shall be provided with learning intervention that will improve their numeracy and apply it within and across other learning areas. Some learners are unable to comprehend basic numeracy of fundamental arithmetic. A high school learner shall be numerically literate so that he can manage and respond to the mathematical demands of the 21st century and his environment. For this purpose, numeracy assessment tools were designed for the school to use an initial 10-day numeracy enhancement matrix and worksheets.

METHODS

Mathulungang Mathuto was implemented to improve numeracy by 10%. A team of five math teachers designed 20-item numeracy pre-test and post-test tools, 10-day session numeracy enhancement matrix, worksheets and monitoring, and satisfaction rating evaluation tools. The 10 respondent beneficiaries were selected from Grade VII least performing learners in mathematics. The program solicited assistance from math peer tutors conducted in 60-minute sessions and follow-ups were done between the respondent learner, student-peer tutor, and teacher facilitator during the vacant time. Consultation, focal group discussions, and workshops, orientation and training among participating teacher, students, peer tutors. The action, implementation, monitoring, and evaluation were conducted.

RESULTS

The Mathulungang Mathuto SCoNEP has improved numeracy by 67% in Mean Percentage Score of the 10 respondent beneficiaries and achieved 80% numerates or 8/10 were moved to numerates and about 2/10 were moved to nearly numerates. Evaluation results showed 84.29% over-all satisfaction and positive ratings. As apparent 9 out of 10 respondents agreed that the purpose and objectives of the program were attained, 8 out of 10 were satisfied with the teacher facilitator benefactors and 7 out of 10 of the student-peer tutors.

DISCUSSIONS

Albeit the expected key change that the struggling math learners are provided with learning intervention that shall improve their numeracy. The program shall bridge levels of numeracy congruent to K-to-12 math instructions competencies. To further study, test how correlated the numeracy to mathematics learning outcomes, validate the assessment tools respective to levels and needs of learners and to further test the impact of the program.

Maximizing the Educational Outcomes of the Alternative Learning System: A Basis for Program Enhancement

Roland Diaz, Department of Education Lipa City

Abstract

INTRODUCTION
In the midst of borderless learning, competitive society, the rapid increase in knowledge, the fast pace of changing technology and varying skills and knowledge needs and demands dictated by culture, learning environment, politics and the society themselves, have created a breakthrough in education the Alternative Learning System (ALS). The dynamics of education has evolved from traditional views to a viable learning environment to be able to meet the varying needs of various learning groups.
Alternative Learning System has a vision of empowering learners through more responsive quality programs and to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program. While its mission is to empower the Filipino with desirable knowledge, attitudes, values skills that will enable him to think critically and creatively, act innovatively and humanely in improving the quality of his family, community, and country.

METHODS
This study used the descriptive method of research to trace the status of Alternative Learning System Accreditation and Equivalency Program in the Division of Lipa City. This method was deemed most appropriate in identifying the status and practices of the variables used in the study.

RESULTS
Generally, 51% of the ALS learners (respondents) were at ages 15-20 years old, 33% were at ages 21-25-year-old and the remaining were at ages 26 and above. Also, the majority of the ALS Learners were males with 56% and females 44% respectively.
The result shows that the perceptions of two groups of respondents on Alternative Learning System's Accreditation and Equivalency Program in the Division of Lipa City in terms of Program Objectives, Curriculum Coverage, Teachers' Competency, Learning Materials, Learning Centers and Advocacy on Social Mobilization have been fully observed and descriptively interpreted as "Very Great Extent".
Findings also revealed that there is no significant difference between the perceptions of the two groups of respondents in the given indicators.

DISCUSSIONS
Generally, the Alternative Learning System's Accreditation and Equivalency Program in the Schools Division of Lipa City has been fully implemented. As an output of the studies, the researcher crafted an action plan which includes projects and activities to sustain and strengthen the program.

KEYWORDS: Alternative Learning Accreditation Equivalency Sustainable Program

SUBMISSION ID: R04A-LIPAC1-0237

Maximizing Learners' Participation Through Blended Learning

Judith Lacorte

Abstract

INTRODUCTION
Araling Panlipunan is one of the disciplines taught in Junior High School where maximum participation is difficult to achieve. Teachers and learners both experience challenges on time, learners' materials, and ample learning competencies expected to be accomplished every quarter. Despite several instructional strategies employed, problems on such were not resolved. For this reason, blended learning was used. Blended learning is a hybrid of instructional technology and face-to-face instruction. Gadgets and devices available for both learners and teacher were maximized.

METHODS
A qualitative analysis was used to determine how blended learning maximized learners' participation across several challenges. Observations and interviews were conducted to assess how blended learning worked. Reflective writings were done both by the teacher and learners. The data were decoded and interpreted.

RESULTS
Blended learning greatly helped learners improve their classroom performance. Social networking applications helped all learners because tasks were extended beyond the four corners of the classroom. It maximized the three sessions allotted for the discipline. More opportunities to collaborate were given among learners. They were able to access information in a wider range. Student-led discussions and tasks were enhanced. Learners became more engaged and motivated to learn.

DISCUSSIONS
The results demonstrate how blended learning could create a big leap in our education system in the transfer of learnings. The result further proves that blended learning is not only beneficial to educators but most importantly to learners. Learners became more independent, self-motivated and more responsible in their own learning. The study strengthened the fact that technology could create a vast positive change with the aid of strategized educator without sacrificing face-to-face instruction or the old school way of learning.

KEYWORDS: Blended Learning, Technology, Face-to-face Instruction, Social-media Apps

Maximizing Parents' Involvement in Improving the Reading Skills of Grade One Pupils in the Inicbulan Elementary School

Bibiana Ilao, Wilma Gayacan, & Siony Marie Gonda, Department of Education, Bauan West District

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Abstract

INTRODUCTION
Reading problems repeats over and over again. Lots of researches were done to address the problem because reading as one of the four fundamental skills should be given priority. From time to time people have wondered why reading is important. A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. With this regard, parents were encouraged to participate in school reading activities. Learning to read is about listening and understanding as well as working out what is printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It is important for them to understand how stories work too. Even if children do not understand every word, they will hear new sounds, words, and phrases which they can then try out, copying what they have heard.

METHODS
Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004), while reading enjoyment is more important for children's educational success than their family's socio-economic status. Some suggested activities were also cited to support the Adopt a Reader Program in improving the reading skill.

RESULTS
This research paper focuses on maximizing parents' participation in improving the reading ability of Grade one pupils in Inicbulan Elementary School. Throughout data collected and as reflected in the Phil-IRI in the three consecutive years, it was found that most pupils struggle in reading.

DISCUSSIONS
Thus, this study attempted to improve the reading skills of Grade 1 pupils and at the same time maximize the involvement of parents. The findings revealed that the common factors that hinder parents' involvement are household chores like preparing for their kids in going to school, cooking, cleaning the house, and washing clothes, others have younger children to take care of, work to support the basic needs of their family and lack of knowledge in teaching reading.

KEYWORDS: interventions, program, parents, pupils, teachers, school head, approach, performance, skills, comprehension

SUBMISSION ID: R04A-BATANP-1774 / R04A-BATANP-1776

Media Integration in Teaching Science in Public Elementary Schools in District 6, Division of Batangas City

Juanita Ramirez, Sorosoro ES

Abstract

INTRODUCTION
This study aimed to assess the extent of media integration in the teaching of science in the public elementary schools in District 6, Division of Batangas City, with the purpose of proposing a faculty training model on media-based science instruction in the elementary schools. Specifically, this also covered the profile of respondents in terms of their years of teaching, related training and seminars attended, and knowledge in the use of media-based materials. In addition, this looked into the level of science teachers' effectiveness in the use of media relative to their preparedness and availability of facilities or equipment. The restraining factors encountered in the utilization of these media-based materials were also considered.

METHODS
The research design used was descriptive with the researcher-constructed questionnaire as the foremost data gathering instrument. Respondents were 28 elementary science teachers from Soro-Soro ES, Tinga Itaas, ES, Kumintang ES, Banaba Center, ES, Catandala ES, Mahacot, ES, Dumantay ES, MAMES ES, Gulod Itaas ES, and San Pedro, ES. These were all from District 6, in the Division of Batangas City. Statistical tools used were frequency, percentage, and weighted mean.

RESULTS
The study revealed that majority of the science teachers involved have been in the teaching profession for one and ten years, have attended a limited number of seminars and training related to media integration for the past four years, and have limited knowledge on it. The results also revealed that teacher-respondents agreed that they are prepared to use media in teaching science. However, as assessed further, they have limited available facility to use to integrate media-related instruction in science. Results likewise revealed that respondents have shown effectiveness in the use of media-related resources to a moderate extent and agreed that they have encountered factors that hinder them from using media in teaching science.

DISCUSSIONS
Based from the findings, the researcher recommends that respondents must be given appropriate and relevant avenues to hone their skills more in using technology like media-related resources in teaching science; the school should provide adequate technical network support in the use of technology like technician and computer laboratories; and respondents should continue to explore the use of different strategies in utilizing media-related sources in teaching science.

KEYWORDS: media integration, technology, media-related resources

SUBMISSION ID: R04A-BATANC-0234

Memorizing the Multiplication Table: Basic to Numeracy Among Grade Six Pupils in the Lian Central School

Gina Esguerra, Department of Education, Lian

Abstract

INTRODUCTION
Learners find Mathematics a difficult subject and perceived it as more complicated when multiplication process is involved. Mathematics teachers utilized various strategies to teach the subject area the easiest possible way, but still, pupils struggle to solve mathematical problems. In this regard, I dug the root cause on why our Grade Six pupils do not perform well in Math especially when multiplication is applied. This study focused on the academic gap of pupils in terms of multiplication and how to address this gap through the extensive implementation of memorizing the multiplication table.

METHODS
A descriptive survey method was used in this study. Recitation of multiplication table was conducted to 60 Grade six pupils and found that very few pupils have mastered the multiplication table of 6 to 9. Questionnaires, checklists and interview guide were used to gather the baseline data, to identify the level of each pupil's mastery of multiplication table, to gather concrete evidence on how many pupils can solve simple multiplication equation and perceive teachers' point of view regarding the memorization of the multiplication table.

RESULTS
Prioritizing the memorization of the multiplication table led to the development of each pupil's confidence in learning Math, thus pupils became more active and more participative in different mathematical activities. Pupils were able to solve the problem and other related activities in their most convenient way upon learning the basics of memorizing the multiplication table. Mathematics teachers also benefitted from this project because the time consumed in teaching multiplication related activities were lessened due to pupils' mastery of the multiplication table.

DISCUSSIONS
The results manifested the importance of memorizing the multiplication table since learning multiplication is an integral part of a child's elementary education. Pupils who have mastered multiplication gained a solid foundation in mathematics that will help them not only during the period of their studies but also in everyday living.

KEYWORDS: integral, perceived, manifested, benefitted, foundation

SUBMISSION ID: R04A-BATANP-1542

The Mental Toughness and Sports Competition Anxiety Management Among Athletes in the District of Binangonan III

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Abstract

INTRODUCTION

Pupil Athletes are under pressure to perform well. Self-imposed expectations or those of coaches, teammates or family members can lead to anxiety, depression, insomnia and other forms of stress. It does not matter if one is a professional or a weekend warrior, stress management techniques are important tools for any athlete. Nowadays, elementary schools in the Province of Rizal continuously train and develop athletes for interschool athletic competition It is believed that "grass root training is the discovery of a pool of would be national and international athletes. But the problem arises in dealing with diverse attitude and motivation. The study aimed to determine the extent of mental toughness and sports competition anxiety management among athletes in Binangonan District III during the school year 2018-2019.

METHODS

The study considered the winning athletes in every sports event in the said district. They were described in terms of age, sex, sibling position, monthly family income, parents' educational attainment, number of children in the family, and sports event engagement. The descriptive survey research design was applied to utilize a researcher made questionnaire checklist as a tool in gathering the needed data. The instrument was used to measure the extent of mental toughness and sports competition anxiety management with respect to attitudes, goal setting, motivation, and human relationship.

RESULTS

Based on the findings, it can be concluded that the demographic characteristics of the athletes such as age, sex, age, sibling position, monthly family income, parents' educational attainment and number of children in the family are not predictors of the mental toughness of the athletes with respect to attitude, goal setting, motivation, and human relationship. However, the mental toughness of the athletes differs from their sports event engagement.

DISCUSSIONS

Considering the findings, the following recommendations are hereby offered: Continuous communication and support may be maintained by both coaches and athletes for a more harmonious relationship. Athletes may be trained to develop their goal-setting skills and to manage and check their progress. Coaches and athletes may continuously join sports competition in different events to reach the objectives of the sports development program of the school. Parallel studies may be conducted considering other aspects and variables.

KEYWORDS: Mental Toughness, Sports Competition, Anxiety Management, Pupil Athletes

SUBMISSION ID: R04A-RIZALP-0179

**MES GROW (Go Read to Overcome Weaknesses): A Reading Scheme
to Improve the Oral Reading Skills of Grades II to VI Pupils**

Marites Casas, SDO Batangas Mailag ES

Abstract

INTRODUCTION

Pupil Athletes are under pressure to perform well. Self-imposed expectations or those of coaches, teammates or family members can lead to anxiety, depression, insomnia and other forms of stress. It does not matter if one is a professional or a weekend warrior, stress management techniques are important tools for any athlete. Nowadays, elementary schools in the Province of Rizal continuously train and develop athletes for interschool athletic competition It is believed that "grass root training is the discovery of a pool of would be national and international athletes. But the problem arises in dealing with diverse attitude and motivation. The study aimed to determine the extent of mental toughness and sports competition anxiety management among athletes in Binangonan District III during the school year 2018-2019.

METHODS

This is a descriptive qualitative research which aims to assess the oral reading skills in English of the identified pupils with reading difficulties before and after the implementation of the reading program.

The researcher used the Input-Output Process design to employ a clear presentation of the study. The result in the Pre Oral Reading Assessment was used and analyzed. Here, pupils with difficulty in oral reading were also identified. In the process, the action plan for the reading program was formulated. Reading program was implemented to help pupils improve oral reading performance. The output of the study was the post-test results of oral reading assessment. It showed the performance of pupils after the reading program was done.

RESULTS

Based on the Pre Oral Reading Assessment, there were 69 pupils who experienced difficulties in oral reading in English. Most of the slow, very slow, struggling and non-reader pupils are in the primary level particularly in Grade II. There is a need to implement an oral reading program for pupils with reading difficulties. After the implementation or reading program, the number of slow readers decreases while a number of average and fast readers increases.

DISCUSSIONS

The results prove the need for pupils and teachers to work together for the success of the implementation of the reading program in English. As pupils' grade level increases, the number of slow, struggling and non-reader decreases. It shows that most of the pupils who were slow readers are from primary grades. Pupils with reading difficulties need guidance and support for them to improve their oral reading levels. The subject of the study is limited to 69 pupils which are composed of Grades II-VI in Marilag Elementary School. The researchers had restricted time in the implementation of the reading program because the class must follow the regular schedule in different subject areas.

KEYWORDS: Action Plan, Oral Reading, Fluency, Assessment, Struggling

SUBMISSION ID: R04A-BATANP-0719

Metacognition: Predictors of Mathematics Performance Among Students of the Kapayapaan Integrated School, SY 2018-2019

Jose Catador, Jr., Department of Education

Abstract

INTRODUCTION

To address the deterioration of the academic performance of students especially in mathematics, teachers as a facilitator of learning should take a step forward and educate students to become an independent learner. The present study aims to investigate the relationship between metacognition and mathematics performance. This also aims to determine the predictors of mathematics performance based on the eight domains of metacognition.

METHODS

The present study is a descriptive-correlational design used to correlate two variables. This study was conducted to 235 Senior High School Grade 11 students taking up ABM, HUMSS and STEM strand at Kapayapaan Integrated School. Metacognitive Awareness Inventory (Schraw and Dennison, 1994) was employed to determine students' awareness of metacognition. The 50-item multiple choice type test was also employed to determine students' performance in mathematics.

RESULTS

Results showed that there is a significant difference between students' performance in mathematics. On the other hand, the level of metacognitive awareness of the respondents was also significantly different based on their strand. Moreover, findings showed that there is a significant correlation between metacognition and mathematics performance. But, based on the two components of metacognition, just knowledge of cognition was correlated to the mathematics performance. Among the eight domains of metacognition; only declarative, procedural, conditional, IMS and debugging strategy were correlated to the mathematics performance. Only conditional knowledge could predict the mathematics performance of the respondents.

DISCUSSIONS

The metacognitive domains have a significant correlation to the mathematics performance among Grade 11 SHS students of Kapayapaan Integrated School taking-up ABM, HUMSS, and STEM strand. This implies that students' performance in mathematics depends on how students effectively used their cognitive knowledge. They are more aware of their ideas and thoughts, about their knowledge and beliefs in solving a mathematical problem. However, conditional knowledge could only predict the mathematics performance of the respondents. This simply shows that students use different learning strategies as well as their intellectual strength to be an effective problem solver. Hence, metacognition plays a very important role for students to become a successful problem solver.

KEYWORDS: metacognition, mathematics performance, knowledge of cognition, knowledge of control/regulation

SUBMISSION ID: R04A-CALAMB-0060

The Metacognitive Awareness of Reading Startegies and its Effect on the Reading Comprehension Level of Selected Grade 10

Shani Jay Ada., Department of Education

Abstract

INTRODUCTION
The significance of reading skill in academic contexts always matters for second language learners in dealing with their academic reading tasks. Raising students' awareness of the reading strategies will help them in the entire learning process and in-depth acquisition. Once students apply the reading strategies while reading, the great effect of text comprehension from various subjects can be observed. The focus of this study was to identify the extent of the metacognitive awareness of reading strategies and its effect on the reading comprehension level of students in the Public Secondary Schools of Malvar District, Malvar, Batangas. In the progress of this study, it aimed to identify the reading strategies needed for students to improve their reading comprehension level and succeed not just in their schooling but even in their adult lives as active citizens that can be locally and internationally identified.

METHODS
This study employed the descriptive correlation method of research. It involved the collection of data in an attempt to test the hypothesis and to cater to the different questions formulated with regard to the status of the subjects under the study. The DIRICT Result for reading comprehension level was used as a tool to identify the reading comprehension level of students with the use of standardized reading material or selection made for Grade 10 from the Department of Education (DepEd). A questionnaire was also adopted by the researcher from Metacognitive Awareness of Reading Strategies Inventory (MARSI) developed by Khouider Mohktari and Carla Reichard in 2002.

RESULTS
Among the metacognitive reading strategies, problem-solving reading strategies have the highest level of awareness followed by support reading strategies while global support reading strategies have the lowest level of awareness. The study revealed that there is a significant effect to the extent of metacognitive awareness of the reading strategies on the reading comprehension level of students based on global reading strategies, problem-solving reading strategies, and support reading strategies.

DISCUSSIONS
The results present the need for specific metacognitive reading strategies to be included in the lesson plans of English teachers. In addition, a checklist of the different metacognitive reading strategies must be available so teachers and students can monitor their own progress. Since female students are more independent readers, they should be involved in the "Peer Reading Activity".

KEYWORDS: Cognition, Metacognitive Experiences, Metacognitive Knowledge, Metacognitive Reading Strategies, Reading Comprehension

SUBMISSION ID: R04A-BATANP-2083

The Methods and Strategies Used in Teaching Araling Panlipunan in the Nasugbu West Central School

Maryjane Moreno

Abstract

INTRODUCTION

The Philippine education system keeps on aiming new trends of teaching useful in molding children. Teachers are liable in knowledge, professional preparedness, health, personal experiences, and social understanding. Our country provides that all schools shall develop moral character, personal discipline, civic conscience, vocational efficiency and duties of citizenship. In obedience to these provisions, they are training boys and girls to become good Filipinos through teaching Araling Panlipunan at the elementary level. Specifically, it sought answers to the following questions:

1. What is the extent of the mastery of the subject matter of teachers in teaching Araling Panlipunan? 2. What is the extent of the methods and strategies used by teachers in teaching Araling Panlipunan?
3. What proposed action plan be designed to enhance the teaching of Araling Panlipunan?

METHODS

The researcher used the descriptive survey research in gathering data among teachers particularly in Nasugbu West Central School Questionnaires was disseminated to the teacher respondents. The description is used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation.

The participants of this study were fifty Grade Four pupils and studying at the Nasugbu West Central School. The fifty pupils were randomly selected using a purely random sampling method.

RESULTS

The Araling Panlipunan teachers assessed their teaching strategies and methods, the results were: Most teachers were high to a very high extent on the mastery of the subject matter 2) The performance of teachers with regard to methods and strategies in teaching Araling Panlipunan were high to a very high extent. 3) The designed Araling Panlipunan Teaching Strategies Model was made to further strengthen the teaching of Araling Panlipunan.

DISCUSSIONS

The results showed the need for different strategies and methods of teaching Araling Panlipunan for enhancement of teaching performance of the Teachers and the achievement of pupils in AP subject. The recommendations: Araling Panlipunan teachers must be encouraged to pursue their graduate studies. School administrators should provide training/seminars, and workshops, to further upgrade their teaching competencies. School Managers and teachers should incline themselves with methodologies used in teaching Araling Panlipunan for better teaching, Implementation of the proposed action plan.

KEYWORDS: extent, mastery of the subject matter, methods and strategies, Araling Panlipunan

SUBMISSION ID: R04A-BATANP-1361

The Methods and Techniques Used by District I Preschool Teachers in Teaching Phonics

Eunice Marasigan, Department of Education Batangas City

Abstract

INTRODUCTION

Preschool education is the provision of learning to children before the commencement of statutory and obligatory education, usually between the ages of zero and three or five depending on the jurisdiction. It aims to encourage children in this age to learn, play, and develop. It builds on the learning that takes place in a child's home and prepares the child for primary school. It is easier to go to primary school and do better when they get there if they have had preschool education.

METHODS

The researcher used the descriptive method in her study. The questionnaire was the main tool in gathering data. There were fourteen respondents who answered the questionnaires prepared by the researcher specifically for this purpose. The researcher used simple statistics, particularly a computed weighted mean and ranking.

RESULTS

Forty percent of the respondents belonged under the 41 to 45 years old. The other three of the respondents belong to 26 to 30, 31 to 35, 36 to 40 years old group. These age brackets constituted 20 percent each. There were two respondents or 40 percent who finished with the degree of Bachelor of Elementary Education, and one respondent had a degree in Bachelor of Secondary Education, and the remaining two respondents did not enter college, they were high school graduates. Three of the respondents who were equivalent to 60 percent had one to five years in teaching while two respondents have been teaching for 16 to 20 years.

DISCUSSIONS

All the respondents were at the middle age. They were all female. Three of the respondents had the degree of Bachelor of Elementary and Secondary Education. The other 40 percent were high school graduates and had been teaching for 16 to 20 years. In terms of academic qualification, teachers were not qualified to teach. In terms of age, they are already matured to handle preschool classes

Teaching aids and devices like charts, maps, posters, cd, and cassettes in the classroom contributed to effective teaching.

There were advantages in using a different method of teaching Phonics in preschool. These advantages helped to stimulate better learning. The methods and techniques that had been proposed can be used in teaching Phonics in preschool.

KEYWORDS: METHODS AND TECHNIQUES USED IN TEACHING PHONICS BY THE PRE-SCHOOL TEACHERS IN DISTRICT I

SUBMISSION ID: R04A-BATANC-0318

Mga Pamamaraan ng Pagtatasa (Assessment) at mga Rubrik o Pamantayang gamit ng Guro sa Pagsukat ng Pagkatuto sa Araling Panlipunan: Isang Pagsusuri Tungo sa Pagpili ng Epektibong Pamamaraan

Anna Rose Ramones

Abstract

INTRODUCTION

Isa sa pinakamahalagang aspekto ng pagtuturo ay ang pagsukat ng pagkatuto ng mga mag-aaral. Ang masusing pagpili ang paraan ng pagtatasa at mga rubrik na gagamitin ay kailangan upang masukat at malaman kung nagtagumpay ba o hindi ang guro sa pagtuturo. Kinakailangan ang mga napapanahong estratehiya sa pagtataya at pagkatuto upang mas epektibong maituro ang nararapat na kaalaman at mga batayang pampagkatutong kailangan ng mga mag-aaral.

METHODS

Sa pag-aaral na ito, tanging mga guro lamang na nagtuturo ng Araling panlipunan sa Juligan Elementary School ang naging tagatugon. Binubuo ito ng 30 guro sa elementarya. Ito ay sisimulan sa pamamagitan ng pagbibigay ng talatanungan o kwestyuner sa mga guro. susuriin at bibigyan ito ng interprepretasyon.

RESULTS

Ang pagsusuri ng pagiging epektibo ng mga pamamaraan sa pagtatasa ay nagpapakita na bagaman marami sa ating mga kaguruan ang gumagamit ng iba't-ibang rubrik o pamamaraan ng pagtatasa, may mga pamamaraan pa rin ng tinuturing nilang epektibo para masukat o gamiting rubrik sa pagtatasa ng mga asignatura tulad ng Araling Panlipunan. Hindi lahat ay maituturing na epektibo.

DISCUSSIONS

Ang pag aaral na ito ay nakapokus sa pagsususuri at ng mga pagtatasa at rubric o pamantayang gamit ng guro sa ibat-ibang antas tulad ng kaalaman, pag-unawa, proseso at produkto at pagganap sa pagsukat ng natutunan ng mga mag-aaral sa pag-aaral ng Araling Panlipunan na magiging batayan sa paggawa ng isang programang pampagsasanay ng mga guro. Nilalayon ng pag-aaral na ito na higit na maibigay ang nararapat na kailangan ng mga mag-aaral upang higit na maisakatuparan ang lubos na pagkatuto na magiging angkop sa bawat mag-aaral. Hinikayat ng pag-aaral na ito ang mga guro na maging maingat at mapanuri upang maibigay ang wasto at mabisang paraan ng pagsusuri sa pinka epektibong pamamaraan.

KEYWORDS: pamamaraan, pagtatasa, rubrik, epektibo, araling panlipunan, assessment

Mga Salik na Nakakaapekto sa Pagpili ng Track/Strand sa Senior High School ng mga Mag-aaral Mula sa Baitang 10 ng Mataas na Paaralang Pambansa ng Paliparang Fernando

Richelle Maravilla, FABINHS

Abstract

INTRODUCTION

Napakaganda ng programa ng K-12 sapagkat ang mga mag-aaral sa SENIOR High School ay may mga opsyon kapag nakatapos ng Senior High School. May apat na kurikulum exits: Kolehiyo, Trabaho, Negosyo at Middle Level Skills. Dahil sa panibagong kurikulum sa Senior High School marami sa mga mag-aaral ang nahihirapang pumili ng track/strand sa Senior High School. Karamihan sa mga mag-aaral ay sinisigurado kung anong track/strand ang kanilang kukunin kapag tumungtong na sila sa Senior High School ngunit mayroong mga maaring maging hadlang na makaka apekto sa pag dedesisyon. Subalit may mga programa ang paaralan sa pamamagitan ng Career Guidance upang igiya ang mga mag-aaral sa kung anong track/strand ang kanilang kukunin sa Senior High School. Dahil sa mga dulog ito, ang mga mananaliksik ay nag laan ng oras ng oras sa paggawa ng saliksik tungkol sa kung ano ang mga salik na nakakaapekto sa pagpili ng track/ strand sa Senior High School at kung paano ang magiging resulta o datos makakatulong upang matulungan rin ang mga mag aaral upang maging bukas ang kaalaman sa iba ibang track/strand.

METHODS

Ginamitan ang pag-aaral na ito ng deskriptibong sarbey. Ang saklaw ng pag-aaral na ito ay binubuo ng 219 na mag-aaral na nasa ika-sampung baitang. Ang mga mananaliksik ay gumamit ng kwestyuner na sasagutan ng mga respondante. Ang pag-aaral na ito ay ginamitan ng mga modernong debays para malaman ang kabuuang mean at porsyento ng mga sinagutang sarbey-kwestyuner.

RESULTS

Ayon sa nangyaring sarbey, karamihan sa mga estudyante ay pinili ang Academic Track kung saan mas binigyang pansin nila ang strand na ABM. May mga salik na nakakaapekto sa pagpili ng track. Sa personal na salik, nakakaapekto sa pagpili ng track ay ang pagkakaroon ng sapat na kaalaman sa mga asignaturang posibleng i-offer. Sa kabilang banda, ang pamilyang salik na nakakaapekto sa pagpili ng track ay ang aspetong pampinansyal. Sa kabilang dako naman, ang sosyal na salik na nakakaapekto sa pagpili ng track ay ang pagiging demand ng track.

DISCUSSIONS

Iminungkahi ng mga mananaliksik na paigtingin pa ng paaralan ang Career Guidance Program sa mga mag-aaral. Dagdag pa rito, iminungkahi rin na mag-imbita ng ibang paaralan na mag-aalok ng scholarship o libreng pag-aaral. Marapat na magrekomenda ang paaralan ng dagdag strand/track sa mga mag-aaral na nais kumuha ng track na STEM, ABM, at HUMSS. Ang pag-aaral na ito ay maaaring maging gabay sa mga susunod na mga mananaliksik.

KEYWORDS: Tract, K-12, Kolehiyo

**A Microteaching Strategy in Mathematics as Used with Grade V Pupils
of the Panghayaan Elementary School**

Jennider Abdon

Abstract

INTRODUCTION
Teaching Mathematics is a challenging yet inspiring task because it deals with seemingly nebulous caverns of formulas, principles, laws, axioms, postulates that relate exhaustively with human life.
In this regard, every Mathematics teacher is compelled to tackle the mathematical vertebra of his job endeavors to develop pupil's capacity for critical thinking and logical reasoning which are the principal tools of Mathematics appreciation.

METHODS
Multiple methods were used like checklist and survey form to attain the objectives of this study. It was validated, distributed, tallied and interpreted to determine the effectiveness of microteaching strategy in Mathematics Instruction.

RESULTS
The respondents used conventional methods of teaching Mathematics. There were many topics in Mathematics in which microteaching can be applied. Using videos and other visual aids in teaching Mathematics, microteaching could have better results, indicating this is more effective in a small group of pupils.

DISCUSSIONS
The most common methods and strategies used by elementary Mathematics teachers were the recitations, cooperative teaching, and inductive method.
The topics were microteaching could be applied were solving 2-3 step word problems involving fractions, changing fractions to lower/higher term, changing dissimilar fractions to similar fractions and adding numbers in mixed forms with similar and dissimilar fractions without and with regrouping.
Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching. Knowledge acquisition phase is the preparatory, pre-active phase in which the teacher gets trained on the skills and components of teaching through lectures, illustration, and demonstration of the skill by the experts.

KEYWORDS: microteaching, strategy, mathematics

Mind-Mapping in Collaborative Learning Activities: An Intervention Tool in Imporving the Least-Learned Science Competencies of Grade Six Pupils in the Amadeo Special Science Elementary School

Ayleen Ambon, Department of Education Amadeo

Abstract

INTRODUCTION
Developing a science concept and making students able to apply such has always been a challenge for Science Educators. One of the issues identified in most studies was the problem faced by students in coping with scientific terminologies and expressing ideas in their own words. With limited science vocabulary, many pupils fail to perform well. This study was set to find out if mind mapping in collaborative learning activities could be utilized to widen students' science vocabulary to improve the least learned competencies in Science.

METHODS
The study adopted the quasi-experimental pre-test, post-test non-equivalent control group design. It was conducted in Amadeo, Cavite. The respondents of the study were all Grade Six pupils who belong to the Special Science section of Amadeo Elementary School. The treatment lasted for six weeks and data were interpreted using weighted mean scores of both controlled (N=13) and experimental (N=14) groups . The instrument used for data collection was an achievement test tagged NAT Parallel Achievement test which was content validated and considered to be reliable. The result of the pre-test was used as the basis for grouping the respondents into experimental and controlled groups.

RESULTS
The result revealed that students who were taught science concepts using mind mapping method performed better than those taught with the traditional lecture method. This means that students' performance significantly differed based on the teaching method used in the study. The study revealed mind mapping as an effective tool to assist vocabulary learning and scientific knowledge acquisition. Furthermore, vocabulary learning and formulating science concepts which have been mostly done individually were done collaboratively thus making a clearer impact among learners.

DISCUSSIONS
The results revealed the potential of mind mapping as an effective intervention tool in improving the least learned competencies of pupils. It was therefore recommended that mind mapping method should be incorporated in the teaching-learning process especially in Science for meaningful learning and that workshops should be organized for teachers to make them become aware of the significance of mind mapping and learn how to utilize them effectively.

KEYWORDS: mind mapping intervention tool

Minimizing Absenteeism Among Grade One Pupils of the San Juan West Central School

Maribel Villalobos, Department of Education

Abstract

INTRODUCTION
Decreasing the rate of student absenteeism has been and continues to be the goal of school districts across the nation for over a century. Although there are numerous research studies on school absenteeism estimating the national prevalence of this school attendance problem has been difficult. In this study, I conducted a meta-analysis that examined interventions aimed to increase school attendance from the elementary students who were identified as having chronic attendance problems.

METHODS
The descriptive method of research will be used in this study to gather data . Questionnaire and interview were the primary sources of information. Descriptive research provided an accurate portrayal of characteristics of an individual, situation or group. These studies are means of discovering new meanings describing what exists, determining the frequency with which something occurs and categorizing information. The research focused on the selected Grade I pupils of San Juan West Central School. The total respondents were 25.

RESULTS
The findings revealed that student absenteeism was negatively related to academic self-perception attitudes towards the teacher and school goal valuation, motivation/self-regulation and academic performance. Results also revealed that student absenteeism differed with respect to parents' educational level and income. Results noticed that personal and family factors significantly predict previous academic achievement. Finally, I noticed that previous student absenteeism and previous academic achievement can predict current student absenteeism.

DISCUSSIONS
Further, the findings point to the importance of student and parent and/or guardian voice within schools. The teacher faced with addressing student attendance concerns includes going beyond eliciting student voice by taking a critical approach to leadership within the school; recognizing the importance of building relationships and limiting assumptions. She must also take a closer look at student attendance at kinder level, to dig deeper into the interconnectedness of the risk factors impacting student attendance, and consider the power of student and parent and/or guardian voice in minimizing absenteeism of these students.

KEYWORDS: minimizing, portrayal, eliciting, impacting, assumptions

Minimizing the Absenteeism of Aeta Learners from the Banoyo Elementary School

Nimpa Yuzon, Department of Education

Abstract

INTRODUCTION

Absenteeism creates a lifeless, tiresome and unpleasant classroom environment that makes learners who come to class uncomfortable and the teacher irritable. In this study, the researcher would like to find out the reasons/causes of absenteeism among Aeta learners in Banoyo Elementary School for SY 2017-2018 and look for effective ways such as plans, programs, and projects to minimize it, if such can't be eradicated completely.

METHODS

This descriptive-analytical study was conducted on thirty-seven (37) Aeta learners. Questionnaires were used to determine the different factors that have the greatest association with absenteeism. All data were organized and consolidated in a series of tables with analysis and interpretation.

RESULTS

Home-related factors got the highest average response. Parents always asked them to be absent from class to take care of their younger siblings and do household chores because they must sell herbal medicines. Next to it is their personal attitude, very often the learner does not wake up on time and did not make his/her assignments the night before. Followed by a classroom setting factor in which bullying from their classmate sometimes happened. Classroom sometimes is not conducive to learning. In teacher-related reasons, they can rarely understand the lesson and their teacher scolded them for their bad behavior. With regard to health factors, a toothache is the most common reason for learners for being absent. The physical factor was never the cause of absenteeism of Aeta learners in Banoyo Elementary School.

DISCUSSIONS

Going to school regularly is necessary for learners' education, social skills, and life skills. Teachers should conduct home visitation. Teachers and parents will give encouragement and motivation to attend classes. They take an active role in monitoring their children's attendance in school. A similar study should be conducted with the inclusion of parents and other teachers as the respondents of the study.

KEYWORDS: absenteeism, attendance, Aeta learners

SUBMISSION ID: R04A-BATANP-1440

Minimizing the Bullying Behavior of Grade Six Pupils from the R. Venturanza Central School Through a Behavioral Intervention Program

Susana Silva, LEDASPA

Abstract

INTRODUCTION

Bullying is now considered the most common behavioral problem committed by pupils who are older and stronger pupils. The bullies are the ones who manifested anti-social behavior not only in the homes, community, workplace and mostly in the school. Bullying may start from the simple acts down to the most serious problems. The development of bullying may come from home situations including the attitudes and behavior of the parents, the socio-economic status of the family, school environment and even the community atmosphere. R Venturanza Central School specifically Grade Six learners has the scenario of bullying which were sometimes physical, verbal and emotional greatly affect the learning process because bullying brought interruption in a class but the main reason that made the researcher decided to conduct the study is the worse effect bullying may bring to the victim and the bullies as well. It is, therefore, necessary that every school and every teacher must provide special protection against bullying. The school should adopt effective measures to protect each child against any form of abuses.

METHODS

The participants of the study were the 50 Grade VI pupils in R. Venturanza Central School, two Grade Six advisers and the guidance counselor. The survey and interview guides were used as a data gathering tool/method.

RESULTS

The incidences of bullying in Grade Six Class of R. Venturanza Central School is quite alarming based on the report. And it is a must that teachers should be more observant on the activities of children. A simple bullying incident may cause the beginning of serious bullying activities. To prevent this, teachers need the cooperation of the parents and the community through different interventions.

DISCUSSIONS

As to the effect of bullying in school different interventions and programs must be implemented. Project ABC (Awareness, Behavior, Communication) is intended to minimize the bullying behavior of learners. In this program, different activities were introduced for each bully and victims to take part in such as anti-bullying poster making contests, role-playing, composing bullying jingles, group discussions.

KEYWORDS: bullying

SUBMISSION ID: R04A-BATANP-0873

Minimizing the Bullying Behavior of Grade Six Pupils of the Alulod Elementary School Using Behavioral Interventions and Instruction

Cristina Olido & Belen Lontoc, Alulod Elementary School

Abstract

INTRODUCTION
Bullying is becoming a pervasive problem in schools (Drosopoulos, Heald &McCue, 2008). Because of this, the Philippines' Department of Education (DepEd) has issued Order No. 40, s. 2012, entitled DepEd Child Protection Policy in 2012. The order mandates concerned individuals the policy and guidelines on the protection of school-children against abuse, violence, exploitation, discrimination, bullying and other forms of abuse. Still, DepEd documented more than 1, 700 cases of child abuse and bullying in School Year 2013-2014, after the Anti-Bullying Act was passed (Flores, 2014).

METHODS
The purpose of this research was to decrease the frequency of bullying behavior among Grade six pupils of Alulod Elementary School. The teacher documented pieces of evidence of bullying using Parent Survey, Pupil Survey and Teacher Observation Log to determine the extent of bullying. Different intervention strategies were used to both inform about and fight the bullying behaviors among Grade six pupils such as: giving lectures to parents and pupils on what bullying is, the types of bullying, the PD #40 s. 2012 (Child Protection Policy 2012), teaching pupils a lesson on listening skills and body language, anger management, and other behavioral interventions.

RESULTS
Using the three research tool, the bullying behavior the respondents have experienced, observed or done in school were all identified. The occurrence of bullying behavior the participants have experienced before the intervention were measured. Different behavioral interventions were utilized. After conducting different behavioral interventions, bullying behavior experienced by Grade six pupils were decreased.

DISCUSSIONS
The results keep our initial purpose of decreasing bullying behavior using behavioral interventions and instructions. These show that there is a need to raise bully awareness among whole school communities. (Rocks F. & O' Moo, M. 2001). Once awareness has risen, a successful bullying program needs to be implemented to ensure pupils better learning and personal comforts.

KEYWORDS: bullying

Minimizing Grammatical Errors in the Theme Composition of the Hoyo Elementary School's Grade VI Pupils Using Englis Drills as Instructional Materials

Rancy Balitar, Department of Education Cavite

Abstract

INTRODUCTION
Recently, there has been growing interest in learning the English Language; however, ESL students and English as Foreign Language (EFL) students find it difficult to escape the writing problems when they are asked by the teacher to write. Brant (2016), states that standard of satisfaction among language educators on the written works of language learners are good grammatical structures, appropriate punctuation marks, verbs in their right tenses, pronouns in the right case and correct spelling of words. Despite the intensive and collective efforts of teachers of English in the pursuit of better English instruction, it is a lamentable fact that students these days still speak and write poorly in the English language. Elementary, secondary, and even college teachers bewail the poor quality of English that students use both in written composition and in speech. Learning a second language is not an easy task, to do so, one must go through a long process of imitation and practice. The choice of specific teaching techniques depends largely on the preparation and experience of the teacher, an understanding of the speech habits of students in the class, age and interest of students, and other factors. (Savin & Major, 2013)

METHODS
In this research process, researchers used the method of quantitative and qualitative method. Data for the study were collected through theme writing compositions, pre-intervention theme composition set, post-intervention theme composition set, and interviews.

RESULTS
The comparative result of grammatical errors in the theme writing composition of Grade VI pupils in terms of verb tenses and verb numbers show a significant difference in the pre and post-intervention of the respondents. The results imply that the use of English Drills as an intervention is effective in minimizing the grammatical errors in the theme writing composition of the respondents. Based on the Behaviorist view that learning to write a foreign language-like other skills-was simply a question of correct habit formation, it was thought that repeating phrases correctly lots of times would lead to mastery of the language. (British Council, 2018)

DISCUSSIONS
The results suggest providing pupils at all levels with enough opportunities to practice the different skills in which they have been found deficient. Exposure to different language materials, including the language technology would be a great help especially to pupils with difficulty in grasping English as a secondary language.

KEYWORDS: Minimizing theme composition errors, grammar, verb tenses, pupils, Hoyo Elementary School

Minimizing Lapses Concerning the Security of School Properties Through an Inspection Report Form

Aris Sanchez, DMDPNHS

Abstract

INTRODUCTION

The primary concern of all educational institutions is safety on school properties, personnel and staff, students and other stakeholders within the vicinity. Likewise, it is also stated on DepEd mission to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender sensitive, safe, and motivating environment. Since the school is in double shift mode of classes due to the rapid increase of enrolment the school would be a vulnerable place due to hazards brought by classroom safety lapses as a consequence. On the other hand, the safety of school properties might be compromised and less considered due to fast-growing population, sharing of classroom and ownership issue. That is why the researcher is looking for a vital solution on how to address the lapses using an effective tool.

METHODS

This study was used pre-test post-test research design, the researcher purposively chose 27 last period room occupants as subjects. With the use of inspection report form, the frequency count of the common lapses committed by teachers and personnel in terms of securing school properties. After four months of implementation, the number of lapses was compared using the t-test for dependent samples.

RESULTS

With the use of frequency percentage and t-test for dependent means, the researcher was able to lessen the identified teachers' and personnel's lapses. Furthermore, the researcher was able to establish a significant difference between the frequency of subjects' lapses on securing safety to school properties before and after implementing an inspection report form.

DISCUSSIONS

The common safety lapses committed by the subjects in terms of safety and security of classroom and school properties are unlocked doors, followed by turning on lights, and turned on electric fans and turned on air condition units. However, the frequency of occurrence on safety lapses towards school property before and after implementing the inspection report form decreases. So, there is a significant difference in the occurrence of safety lapses on securing school properties before and after the implementation of the inspection report form.

KEYWORDS: Minimizing, Lapses, Security, School, Properties, Inspection, Report, Form

SUBMISSION ID: R04A-QUEZON-0177

Minimizing Misbehavior Through a School-Wide Positive Behavior Intervention and Support Program

Ma. Melissa Alcazar, Deparment of Education

Abstract

INTRODUCTION

This action research was funded by the Department of Education through the Basic Education Research Fund (BERF). The benefits of Positive Behavioral Interventions and Supports (PBIS) are being known in education for helping decrease misbehaviors. This action research aimed to provide pupils with positive behavior intervention and support to minimize the misbehavior cases in Tabaco South Central Elementary School (TSCES). It attempted to determine the effectiveness of School-Wide Positive Behavior Intervention and Support (SW-PBIS) Program.

METHODS

The researcher made the TSCES SW-PBIS Staff Manual which includes the SW-PBIS team, TSCES school-wide behavior matrix, lesson plans, a system for acknowledging behavior, a system for correcting behavior and active supervision guidelines. The manual was reviewed and edited by the principal, school guidance coordinators, and school research co-coordinator before it was presented and distributed to teachers from Kindergarten to Grade VI.

The descriptive survey research was utilized in this study. The survey questionnaire was the main instrument to gather data. The respondents were the school guidance coordinators of TSCES.

RESULTS

Before the implementation of SW-PBIS Program, the number of misbehavior cases was seventeen (17) which was only bullying. After the implementation of the program, bullying was lowered to one (1) but there was one (1) burglary and one (1) habitual disregard of school rules.

The t-test (t) computed value of 2. 9034 is greater than the t-test (t) tabular value of 2.101 at 0. 05 levels of significance with 18 degrees of freedom, the null hypothesis is rejected. This means that there is a significant change in the number of misbehavior cases after the implementation of School-Wide Positive Behavior Intervention and Support (SW-PBIS) Program. The result showed a decrease in misbehaviors.

DISCUSSIONS

The number of misbehavior cases before the implementation of the SW-PBIS Program which was seventeen (17) was lowered to three (3) after the implementation. It implies that SW-PBIS is an effective intervention in minimizing the misbehavior cases in Tabaco South Central Elementary School.

The researcher prepared the TSCES Pupil's Handbook to sustain the School-Wide Positive Behavior Intervention and Support Program in minimizing the misbehavior cases in the school.

The researcher suggested implementing the SW-PBIS for a longer period to note more positive changes in behaviors.

KEYWORDS: Positive, behavior, intervention, support, misbehavior, program, minimizing

SUBMISSION ID: R005-TABACO-0010

Minimizing the Disruptive Behavior of Grade 11 Senior High School Students Using CAFÉ Signal Whistle Codes

Jan Christopher Café, Senior High School Teacher II, Calauag National High School

Abstract

INTRODUCTION

This research aimed to minimize the disruptive behaviors of Grade 11 senior high school students through the use of CAFÉ signal whistle codes (Calmness, one long whistle blast, Attentiveness, a succession of short sharp blasts, focus, a succession of long blasts and execution, one short whistle blast). This study is anchored on Behaviorism theory of Ivan Pavlov where the classical conditioning occurs using whistle codes.

METHODS

The researcher used the descriptive research design using standard survey questionnaires such as Teachers-Students' Problem Behavior Checklist, Diagnostic Structured Interview, and Behavior Intervention Rating Scale. This research was conducted to 154 Grade 11 senior high school students and 13 senior high school teachers of Calauag National High School. They were selected using complete enumeration.

RESULTS

The results revealed that 76.92 % of teachers encountered the following themes of disruptive behavior namely: Talking out of turn, disrespecting teacher, doing something in private, verbal aggression, out of the seat, and other misbehaviors (sleeping, habitual failure in submitting a task, isolating classmates). From the given themes, it was shown that talking out of turn (2.72%), doing something in private (2.91 %), verbal aggression (2.78%) and out of seat (2.77 %) are serious problems while disrespecting teacher (2.5 %) and other misbehaviors (2.54%) are not serious problems. Based on the existing disruptive behavior problems, the researcher applied the CAFÉ signal whistle codes during the instruction. After the application, the results of the Students' Behavior Intervention Rating Scale showed that the said whistle codes are effective (4.37 %), acceptable (4.30 %), and efficient (4.33 %) in minimizing the disruptive behaviors of learners.

DISCUSSIONS

The results of the action research have proven the effectiveness of CAFÉ signal whistle codes in minimizing the disruptive behavior of learners, thus it can be used by other teachers who have the same problems in misbehaved students in the class.

KEYWORDS: Disruptive Behaviors, Grade 11 Senior High School Students, CAFÉ Signal Whistle Codes

SUBMISSION ID: R04A-QUEZON-0171

Misbehavior and its Effects on Grade Four Pupils' Interest and Enagement

Mylyn Montialto, Department of Education Rosario West

Abstract

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INTRODUCTION

Teachers are accountable not only for their pupils' academic development but also in their behavior and discipline. Pupils misbehavior pushed the researcher to conduct a research on the effects of pupils' misbehavior to the interest and engagement of Grade Four pupils of San Ignacio Elementary School, SY 2017-2018. The researcher also wanted to craft interventions to minimize misbehavior in her class.

METHODS

The Descriptive Research method was used by the researcher in gathering data. This research involves some types of comparison or contrast and attempts to discover relationships between existing non-manipulative variables. Likewise, a descriptive study is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. The researcher used a weighted mean to interpret data gathered through survey-questionnaire.

RESULTS

Bullying, tardiness, and attention seeking were the common misbehavior observed by the researcher among her class. It was found that the top 3 common effects of misbehavior on pupils' interest and engagement are lack of focus, poor performance, and low academic standing. In some instances, these effects hinder their social and emotional progress as well. Researcher perceived that through classroom management, proper guidance and home visits, misbehavior will be minimized.

DISCUSSIONS

The results signify that teachers and parents must work together in giving necessary intervention measures to address their misbehavior. Understanding the nature of the child and knowing his family background can also help teachers manage his behavior. Awards and recognition for best in character traits motivated others to behave well. Having good manners and right conduct is easy to achieve if one is properly guided.

KEYWORDS: misbehavior, interest, engagement, bullying, tardiness, attention seeking

SUBMISSION ID: R04A-BATANP-1366

MOBA Games: an Assessment of the Cognitive Development of SHS Students

Mari Jane Andaya, Department of Education

Abstract

INTRODUCTION
Gaming actively involves the mind. Recreations give a snappy and simple approach to illuminate the relaxation focuses in the cerebrum, initiating the positive concoction blends ordinarily delivered just when one accomplishes something remarkable. This study was put into existence to see what extent video games affect the cognitive development of students in senior high school.

METHODS
The researcher used an experimental method of research in this study. It is the most appropriate method to use to answer the specified problems. It is a method that involves the analytic approach through a case study. A case study of an in-depth review of a particular situation rather than a sweeping survey. It is a strategy used to limit a vast field of research into one easily researchable.

RESULTS
All the respondents mostly got all the correct answer to the questions that were also provided with visual presentations, especially the videos. The videos have tremendously affected their response to which resulted in them producing the correct answer. This was particularly true with the experimental questions.

DISCUSSIONS
The result shows that depending on how frequent the respondents play affect their capabilities in answering the complicated questions on the questionnaire. Meaning, the longer the respondent represents, the respondent will have a higher probability of getting a correct answer because the game enhances students' mind in answering complicated questions.

KEYWORDS: MOBA games, gaming, cognitive development, senior high school

SUBMISSION ID: R001-URDANE-0025

Mobile Applications: An Intervention Used in Practical Research for Grade 11 Students in the Anuling National High School

Cristina Gonzales

Abstract

INTRODUCTION

Students are drawn to use technology and software often. One may observe that they use their cellphone in almost all time available or during times allowed by the teacher. In the current education system, students are only allowed to use their mobile phones when needed for presentation and discussion. Practical Research is an applied subject in Senior High School wherein students are required to develop a research paper that is related to their field of choice. Many had failed to comply with this requirement, which gave way to the action research question: What effect does mobile application integration have on student engagement in Practical Research?

METHODS

The study involved 18 students who failed the Research subject. The students were required to download the following applications from the Playstore: Lecture Notes, Research-An Endless Journey, G-Form and notePad+. They also used Google Forms for data gathering and GMail. The researcher's collection methods included pre-and post-intervention surveys, observations, teacher journals, assignment completion rates, and brief questionnaires after technology integration lessons. The survey collected data using Likert scales and closed-ended responses and qualitative data using open-ended responses. The technologies incorporated were new additions to the typical lessons, and as such required students to download the applications. The teacher then explains, demonstrates and provide examples.

RESULTS

The students' interest, motivation, and engagement increased as well as improvement in enjoyment and enthusiasm research activities involving technology when compared to the traditional strategy of teaching. Integrating mobile learning applications fosters an interesting learning atmosphere. Enabling students to have better grades, execute assignments better and an overall change in students' perspective in studying research.

DISCUSSIONS

Technology integration suggests several positive effects related to student engagement, organization, collaboration, and motivation. It also bridges the digital gap between the teacher and the student. Overall, the research project shows increased student engagement when technology is used. Increased engagement translates to improved attitude and motivation in the classroom, which should then, in turn, improve student performance. Further study can be conducted wherein this intervention will be implemented to a class parallel to another class that utilizes the traditional form of teaching research.

KEYWORDS: Mobile Application, ICT Integration, Research Style

SUBMISSION ID: R04A-CAVITP-0898

A Mobile-Based Student Profile System that Uses the Quick Response (QR) Code for the Alitagtag Senior High School

Nhelven A. Corpuz, Alitagtag Senior High School

(Adviser: Wilhem Siscar)

Abstract

INTRODUCTION

Technology is a common way of communication in everyday life. It can be used in different aspects like communicating through the use of calling and messaging text, sharing photos, videos, files, and applications. One way mobile phone users can be able to access data quickly is using quick response (QR) codes. In this study, having a quick response (QR) code is a new way to enhance the Alitagtag Senior High School's strategy in accessing information of every student. It gives a productive response in giving information and can solve the problem in terms of communicating with the school's personnel.

METHODS

This study employed a descriptive method of research. It was done through a survey questionnaire constructed for the purpose of determining the status of the school and students in taking important information about student's profile using quick response (QR) code. All top eight students in all strands of Alitagtag Senior High School became the respondents. They were chosen because they are expected to have enough knowledge and because they can answer the questions directly to the point.

RESULTS

Many participants identified problems in Alitagtag Senior High School in assessing student's profile, such as accessibility of getting information with school personnel, and timeliness of the information. The participants emphasized the importance of having a systematic method of acquiring students' profile. Using quick response (QR) code it shows how Alitagtag Senior High School upgrade their strategy in taking information for every student and a problem can also arise when inaccurate assumptions of need are substituted for a formal needs assessment. The finding revealed that the school can address these problems by gathering data on patron and staff reactions and expectations regarding QR codes to identify and test assumptions and needs to support further QR code implementations.

DISCUSSIONS

The results then provide the needed information to develop a mobile-based system that focuses on students' profile. The problem assessed by the respondents will not be encountered anymore by the said system. The findings also confirmed the conclusions of the study of Powell (2009), where he emphasized that in every school, student's profile is very important in order for the school's administrator and other personnel to be aware of the scholastic and family background of students for it gives way to further diagnosis of the learner's strengths and weaknesses.

KEYWORDS: mobile-based system, students' profile, QR code

SUBMISSION ID: R04A-BATANP-0887

Mobilizing Teachers and Parents to Respond to Incidences of Bullying and its Perceived Effects on Grade Five Pupils of the Wawa Elementary School: An Input to an Anti-bullying Reinforcement Program

Herlyn Ladra

Abstract

INTRODUCTION
In the experience of the researcher, most bullied and bully children in the past school years did not finish the grade level and were either retained or dropped. Realizing the role class advisers play inside the classroom, she knew there was a need to take or ask the aid of parents in thwarting bullying by mobilizing them about the incidences of bullying and its perceived effects on Grade Five pupils of Wawa Elementary School. she placed into consideration the effects of an anti-bullying program that documented and acted on issues and incidences of bullying. The objectives of her study were to determine how Grade Five pupils and their parents perceive bullying at Wawa Elementary School. Likewise, it also aimed to determine the effects of bullying on learning and the actions that had been done by teachers in addressing bullying in their classrooms. Finally, an anti-bullying reinforcement program was proposed to address the problem of bullying.

METHODS
The researcher utilized the descriptive design to find answers to the questions raised in this study. The purposive sampling technique was used to select the pupil-respondents of this study and the parents of these pupils as well. A researcher-made questionnaire was the main instrument used. Peer validation of the questionnaire was done to ensure that all the emergent bullying tracks were included in the study. In treating the responses of the respondents, the weighted mean was used.

RESULTS
Results showed that teachers were very much aware of bullying while not all the parents were aware of its existence in the classrooms. Most of the pupil-respondents were not aware that they had been bullying other pupils or they were being bullied. Most parents and pupils were aware of its tremendous effects only if they were called to a conference with the adviser and guidance counselor for cases of bullying or being the victim of bullying.

DISCUSSIONS
The respondents were aware of the scars left on them as they were bullied. Those who were bullies realized the effects of their actions only after the teacher advised them. As bullying incidences arose, teachers of Grade Five level had acted at once on these incidences but admitted the need for an anti-bullying reinforcement program. As a result, the anti-bullying reinforcement program was proposed to address the problem of bullying. The program enlisted the roles of parents as they act with teachers during incidences of bullying.

KEYWORDS: bullying, anti-bullying, bullied, bullies

Models and Strategies of Peace Education in Selected Divisions of the Caraga Region, Philippines

Myrna S. Lauron, Department of Education

Abstract

INTRODUCTION

In the Philippines, peace education initiatives were being launched in various parts of the country in connection to Executive Order 570 series of 2006. In Mindanao, there was a heightened effort in infusing peace concepts in education development projects implemented by international, national and local institutions. In this study, we determined the different models and strategies of peace education in East Asia and the ASEAN region, and selected divisions of Caraga Region, particularly in the Divisions of Surigao del Sur and Agusan del Sur. Specifically, it looked into the content of peace education as implemented by the schools in two (2) divisions.

METHODS

In the study, mixed methods designs were used. Semi-structured interviews were used in the FGD as well as accomplishing the questionnaire. The gathered data was analyzed using the mean and frequency, Pearson Product Moment of Correlation, and the One Way Analysis of Variance (ANOVA).

RESULTS

Findings show that teachers characteristics imply to promote peace education, being a good role model and activities were teachers engaged in are on teaching each student as an individual deserving of respect and not as a representative of a group. Teachers often engaged themselves in community-based training relative to peace program. Teachers' level of competence was shown through respect for students regardless of their race, gender or physical appearance and is well-regarded. However, as teachers being a role model of a respectful and non-violent person for students is less emphasized. The level of competence of the teacher is influenced by their characteristics in promoting peace education in school. It was also found that the level of competency of the teacher is influenced by the activities teachers engaged in.

DISCUSSIONS

Integrating the promotion of a culture of peace into formal schooling was among the primary goal as stipulated in the peace education program which means developing a critical and profound approach to the current situation. The Proposed Peace Education Model presented outcomes which are relevant in building a culture of peace in Caraga Region and the Philippines as a whole. The results of the study can be utilized by the leaders in the Department of Education to make recommendations for strengthening policy programs institutionalizing in the promotion of peace education and thereby develop an appropriate peace education curriculum modification for developing effective transition programs.

KEYWORDS: Models, Strategies, Peace Education

SUBMISSION ID: R013-SURSUR-0168

A Modified Operational Card: Enhancing Basic Mathematics Skills

Digna Monjardin, Banlic Elementary School

Abstract

INTRODUCTION

Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by overcoming challenges. Challenges of daily work have a big influence in transforming the environment. To produce the best outcome and result, one must start in a strong foundation and understand the requisite basic skills to attain the goal. In teaching Mathematics, it is difficult to teach the competencies if the basic skills which must be learned in primary are not fully developed. Hence, proper dealing with this matter is very important to understand in giving solutions and to cope up with the problem. This will also help to improve the performance of learners as well as the result of Periodical Test. This study aims to increase the performance of learners through positive engagement in different activities that will enhance the basic skills in Mathematics.

METHODS

The study employed a quasi-experimental method to determine the impact of the use of the Modified Operational Cards (MOC) as a tool to attain pupils' development in Quarterly Test. Purposive sampling was used in the selection of participants. The purpose of the selection was to test the effectiveness of the Modified Operational Cards among primary learners. Therefore, the researcher has used one section of Grade 3 which composed of 45 learners.

RESULTS

The results are shown as an "effective" tool in enhancing pupils' performance in mathematics. Pupils' perception in mathematics diverts from complex to the meaningful lesson that they could use in daily lives.

DISCUSSIONS

The use of MOC can increase the academic performance of Grade 3 learners in mathematics. Moreover, the use of different kinds of MOC can possibly uplift and activate learners' mathematical abilities which can make their mathematical foundation well founded and lead every individual to step into advanced mathematics skills. Mathematics teachers should attend conferences/ seminars related to the construction of mathematics materials especially on least learned competencies, sets the standard as a basis for instructional planning to create pupil centered lesson plan and integrate MOC as a part of routine activities until it becomes one of the best practices to uplift pupils' performances.

KEYWORDS: Modified Operational Card, numeracy skills, academic performance

SUBMISSION ID: R04A-CALAMB-0158

A Modular Approach for SARDO Through E-Learning

Emma Ona, Department of Education, Camp Vicente Lim Integrated School

Abstract

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INTRODUCTION
Technology has been so advanced for it gives us convenience in many ways. The use of the scientific method involving computers and electronic devices makes our lives easy and effortless. As stated by Y, Vovides, et. Al (2007), It is believed that E-Learning environments can improve student's self-regulation skills and their metacognitive skills. DepEd has recorded several cases of dropouts in secondary schools in Calamba City. It has been the rigorous undertaking in the Department mostly from public schools. In this factual idea, the program Modular Approach for SARDO Through E-Learning was formulated to help students and prevent them from dropping out of the school.
This study is especially aimed at those students who are at risk of dropping out with official approval upon producing the necessary requirements.

METHODS
The main instrument used in the study was the module and worksheets which can be accessed through the internet. The teacher gave access to students on the internet so students can read and answer the modules given, and send it back to the teacher for checking and recording purposes. Modules, as well as the special grading system, are formulated and validated by the Teacher, Head Teacher, and the school Principal. The second-grade performance was collected and served as the point of comparison to the target of the third and fourth grading period. The 16 SARDO from a selected section of Grade 10 was the participants of the study.

RESULTS
The SARDO students from selected sections improved their performance level through E-Learning. This study helped the Students from failing and dropping out of the school for this was an effective learning alternative for special cases like them. The result of the study could be used by the principal in creating projects for the school's Annual Improvement Plan.

DISCUSSIONS
The students benefited from the program because of a minimal absenteeism; thus, it means more knowledge to learn inside the classroom. It was also beneficial on the part of parents or guardian for not wasting time and money if students will continue their studies. The teachers and principal also benefited from the program because of the zero drop-out rate. Likewise, it means more recognition, higher performance rating and realization of Education for All (EFA) goal.

KEYWORDS: SARDO, E-Learning, modular approach

A Modular Approach in Teaching Statistical Hypothesis Testing

Jeanne Marie Lago, Cuenca Senior High School

Abstract

INTRODUCTION
The use of self-instructional materials plays an important role in the teaching and learning process. In the absence of a teacher, a modular approach is found to be a significant substitute to the traditional method. This study aimed at finding whether learners will perform better when the modular approach will be used in teaching statistical hypothesis testing.

METHODS
Following the Understanding by Design (UbD) framework, a learning module was developed in teaching statistical hypothesis testing to Grade 11 students of Cuenca Senior High School. The module developed was checked three teachers from a private/international school. Since the teacher was not around to attend the Regional Mass Training of Senior High School Teachers (MTOT), the module was used for 10 days by 155 Grade 11 TVL, ABM, and HUMSS students. Paired observations using pre and post-test mean percentage scores were analyzed.

RESULTS
Results showed that learners scored higher after using the learning module. There was an average of 17. 2% increase or gain score from the pre to the post-test. However, scores showed below mastery level. Moreover, results indicated that on the average, ABM students scored higher than their TVL and HUMSS counterparts.

DISCUSSIONS
These findings support the use of the module in teaching the topics. Results indicated an increase from pre to post-test MPS. This shows that the use of the module had a positive effect on students' knowledge of hypothesis testing. This may be used as an example for future learning modules that will be created when there is an extended absence of teacher in the classroom. Nonetheless, it is recommended that interventions be given to learners based on further analysis of scores.

KEYWORDS: Modular approach, Hypothesis Testing

Module-Based Teaching and The Level of Readiness of Grade III Pupils

Jasmin Medalla, Department of Education, Calamba City

Abstract

INTRODUCTION

As stated in the Republic Act 10533, Enhancing the Basic Education System by strengthening its curriculum reiterates the use of Curriculum and Learning Management Division Framework Guide and Tools in localizing / indigenizing and contextualizing materials as references . This study was made to improve the achievement level of pupils in English Grade III specifically in Reading Comprehension. The researchers made and contextualized materials that can be of great help to the pupils' comprehension skills.

METHODS

This action research used a descriptive method to identify the level of readiness of Grade III pupils in English specifically in reading comprehension. This action research is divided into three phases. First is the development of the research instruments including the modules, Pre-test, and Post-test questions. Second is the administration of the pre-test to the experimental group and the controlled group then the Implementation of the modules to the experimental group and Administration of the post-test to the experimental group and controlled group. The last Phase is the Data Analysis of the Pre-test and post-test using the Mean, MPS and SD.

RESULTS

Based on the findings, the following implications are drawn: The Module based teaching in English Grade III in Reading Comprehension used shows a significant difference on the pre-test and post-test and is highly effective since the performance of pupils has improved and is highly recommended for school use. Module aided the increase of the Pupils Level of Readiness in Reading Comprehension. There is a significant difference in the level of performance of the experimental group as revealed by the post-test result.

DISCUSSIONS

Based on the implications, the following recommendations are offered: The module materials in teaching English in reading Comprehension be reviewed and revised with respect to the format to attain the level of acceptability that suits to Grade three pupils. Teachers are encouraged to produce and use more modules that are interesting to Grade III pupils. Parallel studies considering other content areas in English be conducted to produce more modules which will be used by Grade III pupils.

KEYWORDS: Module, Readiness, Reading Comprehension, Contextualized Materials

Module-Based Instruction and the Level of Writing Capability of Primary Learners: An Assessment

Mona Liza Ocampo, Department of Education

Abstract

INTRODUCTION

Communication is defined as the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings both in oral and written form. In the education institution, how could a teacher improve the style of learning to write if the basic knowledge in writing a formal letter was not mastered by learners? This study aimed to assess the performance level and capability of learners in writing a formal letter through Module-Based Instruction.

METHODS

The study used the descriptive method of research. Pre-Test and Post-Test were used as the questionnaires. A teacher-made test was used to gather information about the existing capability of learners in writing a formal letter among the primary learners in Grade 3 Jose P. Rizal class in Mamatid Elementary School, Cabuyao Laguna in June 2016-March 2017. In the selection of respondents, a systematic random sampling technique was used by the researcher.

RESULTS

The performance of learners before the implementation of the module was 47.50 % or No Mastery in writing a formal letter. The following parts of a test specifically contributed to the Least Learned topics: Nearing Mastery regarding the identification of the basic parts of a letter with 63.26%; Writing the Parts of a Letter in Proper Position with 54.78% and Finding the Error in Writing a Letter with 53.78% respectively. In addition, the result also presented that learners had No Mastery in Writing a Formal with a percentage of 18.91 % correct answers. On the other hand, post-tests revealed that the performance of learners increased to 80.05% over-all percentage of correct answers. Writing a formal letter was mastered by pupils. Meanwhile, the capability to find the errors in formal writing gave the lowest percentage of 60.39% or Nearing Mastery. The results implied that learners became an effective writer if pupils were guided by the module. Exercises from the module reinforced the ability to understand the concepts of writing a formal letter.

DISCUSSIONS

The results prove that learners must focus first on the basic parts of the letter by identifying the content of each part. Knowing the contents of a formal letter develops the learner's capability in putting them in the correct position and strengthens their awareness to identify the wrongness and correctness before a pupil write a formal letter and improve the capability to communicate effectively by using Module-Based Instruction at the early stage of primary education.

KEYWORDS: Module, Instruction, Learners

Money Management: Students' Budgeting Behavior

John Lenard Arcangel, GMATHS
(Adviser: Jane Marie Leonares)

Abstract

INTRODUCTION

Financial management is a discipline that everyone must have regardless of status. The purpose of this study was to explore how students manage their allowance. This study was made to identify their budgeting behavior and if they use what they have learned through their business finance. Budgeting is a task that everyone must do to be able to check and assess their spending and how they spend their money. Students in their early years have a limited income in the form of their allowances that was why student behavior on budgeting was a critical part to study.

METHODS

A thematic approach was used to gather data using validated interview questions that were given to the respondents. The thematic approach allowed the researcher to develop a deeper understanding and appreciation to the respondents. The questions are given thematically one t another to see the consistency of the respondent respond. The researcher recorded the interview to be able to store and review the respondent's response as is and follows the record were transcribed, analyzed and interpreted.

RESULTS

The study found students budgeting behavior and factors that affect their spending. Students a lot their allowance on different school expenses specifically on their schoolwork, project, paper works, activities, and handouts. They also give priority particularly on their transportation expenses going to school and home. They consistently mentioned personal expenses that become their least priority expenses even food was last on their priority. It also shows that students that saved money tend to save for future school expenses. They also set goals to save money for them to have more motivation for saving money.

DISCUSSIONS

The study shows students behavior on budgeting and applying the principles of financial management at their personal level knowing their priority and spending their allowance wisely. It also shows their awareness of the value of proper budgeting their allowance from the most important things they need to the least. The study explicit how students used financial management skill in their needs.

KEYWORDS: money, finance, management, budgeting, student, behavior

SUBMISSION ID: R04A-CAVITP-0690

**Monitoring the Senior High School Track and School Preference of
Grade-10 Students of the Punta Integrated School: A Tool for Increasing
Enrollment Rates**

Arlene Garcia, Department of Education

Abstract

INTRODUCTION
The primary focus of the K to 12 Basic Education Curriculum is to develop learners the competencies, skills, values relevant to pursuing further education and/ or joining the world of work. To achieve greater congruence between basic education and the nation's development targets. Under the K to 12 Voucher Program, Junior High School completers can enroll in either public or private schools of their choice, for any reason this gives the indication that many of them would prefer to enroll outside public schooling. The Punta Integrated School is one of the 11 pioneers of Senior High School implementers in the Division of Calamba City. Currently, the school offers Academic Track with two strands (GAS and ABM), and with two strands in Technical-Vocational , these are ICT and Bread and Pastry). For two consecutive years since the implementation of the Senior High School, there is an average of 33. 61% enrolment in the year 2015-2016 and 38. 77% last S. Y 2016-2017. Meaning there is more than half of the population of the Junior High School completers who enrolled outside their home school.

METHODS
This study would make use of descriptive survey method of research to gather the information of three hundred fifty-nine (359) Grade 10 students of Punta Integrated School about their preferred track and school in Grade 11.

RESULTS
Academic Track is the most preferred among PIS participants and General Academic Strand (GAS) as the most favored strand followed by ABM and HUMMS while Home Economics and ICT are the most favored in Tech Voc. They were the one who decides for themselves in choosing the track. Another strong consideration is their skills, knowledge inclination. Private institution outnumbered the public schools when it comes to school choice in the Senior High School because of the Voucher Program.

DISCUSSIONS
The results revealed the need of the school to offer senior high school track that is mostly preferred by Grade 10 students to prevent leavers. There is a strong call for the institution to listen in the voice of the customer (students) to better serve them. With a minimal monthly income of the parents of these students, they cannot afford to go for private schooling even there is a Voucher Program. Expenses incurred in private schooling can hinder them to finish their senior high school.

KEYWORDS: monitoring, senior, high school, tracking, k to 12

Moringa-Squash Crackers

Florinda Rosal, Department of Education Cavite

Abstract

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INTRODUCTION

This research entitled "Moringa-Squash Crackers" is concerned with the use of Malunggay leaves and squash as the main ingredient in making crackers. This food product out of Malunggay leaves and squash was delicious as well as healthful. Children nowadays are fond of eating crackers, which are not good for the body and refused to eat Malunggay leaves and squash which are very healthful.

METHODS

The research presents a solution to the problems by using squash and Malunggay leaves in manufacturing crackers. Fresh matured Malunggay leaves were gathered and dried for two days. Matured squash was peeled and weighed 1 000 grams. The 1 000 grams of matured squash were boiled for 5 minutes. Squash was grounded and mixed with the grounded 2 000 grams of soaked rice. The mixtures were added with 250 grams 0f grounded malunggay leaves. The mixture was seasoned with thirty grams of salt, five grams of black pepper and five grams of lime. The mixture in paste form was poured into a molder and flattened into a thin and thick layer. The molded mixtures were steamed for five minutes. Steamed mixtures were allowed to cool, then cut into desired sizes and dried under the sun for six to seven hours.

RESULTS

The thin layered Moringa-Squash crackers dried faster than the thick layered. The dried chips were fried. The thin layered Moringa-Squash crackers pop faster than thick layered. The Moringa-Squash crackers were tasted by ten students, ten parents and ten teachers. Most of the respondents found that Moringa-Squash crackers have a favorable taste.

DISCUSSIONS

This research is significant to our health because it is very nutritious. It used ingredients without harmful effects on our health. It is also significant to our economy because it is highly affordable, and it involved less amount of money.

KEYWORDS: Malunggay, Squash, Moringa-Squash Crackers

SUBMISSION ID: R04A-CAVITP-0241

**The Most Common Orthographic Errors and the English Academic
Performance of Selected Grade 7 Students**

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Abstract

INTRODUCTION
In the day to day activity, it is seen that students have less interest in writing and unmindful of what they are writing. It is the usual observation of teachers who are teaching English. Such problem resulted in conflicts in the learning process. With this, this paper was made to determine the most common orthographic errors and the academic performance in English of the selected Grade 7 Students of Sta. Anastacia-San Rafael National High School.

METHODS
This study used the descriptive method of research. It involved the usage of quantitative method in presenting the result of the study. Respondents were randomly selected through a convenience sampling method. Through a customized sheet of paper, students were asked to make a composition which served as the instrument of the study. The percentage and frequency were computed to determine the extent of orthographic errors students have committed and through Pearson r, correlation of the orthographic errors committed and the academic performance in English of students was measured.

RESULTS
The findings revealed that the majority of students committed errors in capitalization, followed by punctuation and then, spelling errors. The results showed that all types of errors and the number of errors committed by students have high significance with their academic performance in English.

DISCUSSIONS
The findings of the study will help teachers to know where to focus on teaching students how to write compositions. In connection to this, the result revealed that there is a need of developing a writing skills development module of orthography which covers lessons and exercises about capitalization, punctuations, and spelling which will aid teachers in teaching students how to write correctly.

KEYWORDS: orthography, errors, writing

SUBMISSION ID: R04A-BATANP-2076

Mother Tongue-Based Instruction in Teaching Mathematics to Grade III Pupils of the Mainit Elementary School

Rufina Castillo, Department of Education Batangas

Abstract

INTRODUCTION

Literacy and numeracy skills are crucial in many aspects of our lives. Obtaining an acceptable level of literacy and numeracy can enhance children using the mother tongue help them learn quickly, particularly in Science and Mathematics. Through DepEd Order 94, Mother Tongue-Based Multilingual Education (MTB-MLE) was instituted. Mother Tongue-Based Multilingual Education (MTB-MLE) refers to "first-language-first" education that is, schooling which begins in the mother tongue and transitions to other languages like Filipino and English. One of the changes in the Basic Education Curriculum brought about by the new K-12 program is the implementation of the MTB-MLE specifically in Kindergarten, Grade 1, 2 and 3.

METHODS

Descriptive and quasi-experimental designs were used in this study. The descriptive design was used to present the different practices of teachers in teaching Mathematics using the Mother Tongue-Based Instruction. To know if there is a significant difference in the Mathematics achievement of pupils, the researcher used the quasi-experimental design, pre-test and post-test were seen. The subjects of the study were Grade 3 pupils (22) and Teacher (1) and Parents (22) of Manit Elementary School in Batangas for the school year 2018-2019. Pupils were given pre-test and post-test in selected topics in Mathematics as identified in this study. Teachers were also given survey questionnaires to determine their teaching practices in Mathematics.

RESULTS

Among the common practices of the teacher found to be significant in the improvement in the achievement of pupils are the use of collaborative learning strategies and many others like differentiated instructions, standards-based lessons, learner-centered activities, and strategies focusing on the development of computational skills. 2. It was also found that the common practices of the parents are parental instruction and encouragement. 3. The researcher suggests that the use of Mother tongue-based instruction for Grade 3 pupils in Mainit Elementary School should be followed as there has been an evidence of the improvement of their scores when lessons were taught in Tagalog. In addition, teachers are also encouraged to use prior knowledge and experiences for building new concepts so that students can clearly picture out the lesson being taught. Parental Involvement also helps pupils to perform better in school, thus, parents are encouraged to guide their children in terms of modeling and reinforcement which are the areas which need improvement.

DISCUSSIONS

The proponent concluded that there is a significant improvement in pupils' achievement in Mathematics when exposed to Mother Tongue-based instruction. There is a significant improvement in the performance of pupils in Mathematics were exposed to practices in using MLE (Multilingual Education) Furthermore MLE Instruction in teaching literacy in Mathematics should be imposed among elementary teacher to supply better comprehension in mathematical processes.

KEYWORDS: implementation, mother tongue, instruction. comprehension

SUBMISSION ID: R04A-BATANP-1171

A Mother Tongue-Based (MTB) Module for Grade 3 Mathematics with a Teacher Guide for a Public Elementary School

Maria Lourdes Makatangay, Department of Education

Abstract

INTRODUCTION

The milestone curriculum of the Philippine educational system using the Mother Tongue-Based Multilingual Education (MTB-MLE) was enacted into law known as Republic Act 10533 Enhanced Basic Education Act of 2013. The various studies affirmed the positive outcome of MTB-MLE on the academic performance wherein the use of mother tongue facilitated the teaching-learning process on the specified learning areas. Along with the implementation of MTB-MLE at Magcaseville Elementary School in San Pablo City, Laguna for 5 years, there is a sole existing learning material being used in Mathematics 3. Its use in the teaching-learning landscape in Mathematics 3 revealed the low performance, based on the School-Based Quarterly Result as usually done in checking the academic performance. This alone encouraged the researcher to improve the low performance to a higher level of learning by proposing an instructional material, focused on the opportunity learners.

METHODS

This study employed a descriptive method. Descriptive Research Method involves the description, recording, analysis, and interpretation of data. Its application is the description of the evaluation of the peer evaluators on the Mother Tongue-Based (MTB) Module for Grade 3 Mathematics with Teacher Guide.

RESULTS

In the study of Mathematics, the level of competency recorded a low mastery level in the Third Quarter. The least mastered competencies on fraction serve as the basis for the development of Mother Tongue-Based (MTB) Module. The overall assessments on the effectiveness of the MTB Module in Grade 3 Mathematics with Teacher Guide were highly evident along with the five learning components of Outcome-based education; Learning Outcomes; Learning Contents; Learning Activities; Assessment of Learning and Format and Style.

DISCUSSIONS

The level of competency with low performance requires deep analysis of increased learning; The least mastered competencies focused on fraction deepen the knowledge, attitude, values, and skills of learners leading to the appreciation of Mathematics learning; and the Mother Tongue-Based Module for Grade 3 Mathematics with Teacher Guide is an additional learning resource providing assistance for Opportunity Learners as customized, tailored-fit and user-friendly Module with Teacher Guide highlighting the use of Filipino as the medium of instruction. The following are the future researches: Lecture videos on the study of fractions, board games in teaching fractions and Problem-based learning material in fractions.

Mother Tongue-Based Multilingual Education (MTB-MLE) and Learners' Academic Performance in Mathematics: A Basis for Instructional Development

Janell Laureta, Department of Education Pagbilao

Abstract

INTRODUCTION

The role of language as a medium of instruction in upholding effective teaching and learning is a concern that has occupied many scholars all over the world for many years. The study centered on the relationship between the perception of Mathematics teachers on the use of MTB-MLE in teaching Mathematics and learners' academic performance in Pagbilao District.

METHODS

The study used a descriptive type of research wherein the questionnaire was the main guide. The population aggregates of this study consisted of 110 teachers from grades 1-3 and 31 sections of Grade 3 from 16 elementary schools with 1,175 pupils. The researcher chose Grade three pupils because they were the transition of Filipino to English instruction in Mathematics at intermediate level (Grade 4-6). For the perception of the Math teachers, the weighted arithmetic mean (wam) and the standard deviation were used. To measure the significant relationship between the perception of Math teachers and learners' academic performance, Pearson Product was used.

RESULTS

The study revealed that the perception of the Mathematics teachers on the use of MTB-MLE in teaching Mathematics in the Pagbilao District has the strongly agree rating. Mathematics teachers agreed that the use of MTB-MLE allowed teachers and pupils to interact naturally. In terms of the academic performance of Grade three pupils, it fell under the developing level. It shows that pupils possessed the minimum knowledge and skills and core understanding. There was no relationship between the perception of Mathematics teachers and learners' academic performance in Mathematics. It implied that the perception of teachers on the use of MTB-MLE was not merely the prime factor in determining pupils' academic performances.

DISCUSSIONS

The researcher recommends special training for Mathematics teachers that are related to the use of MTB-MLE in teaching Mathematics to improves children's learning outcomes and be able to meet its goals in achieving learning, linguistic and social economic goals. Also, teachers with pupils with lowest academic performance average grade should provide more authentic performance task these are those that are tangible product/ performance that requires learners to apply their learning in context. In addition, DepEd should continue to monitor and supervise the use of the program as well as to provide necessary teaching and learning materials align with the Mother Tongue of learners.

KEYWORDS: Mother-Tongue Based Multi-Lingual Education, Effectiveness, Teaching, Mathematics

**Mother Tongue-Based Teaching of Mathematics in District II-B,
Division of Antipolo City: A Basis for a 3-Year Strategic Plan**

Reynalyn Alimbaba, Department of Education Antipolo City

Abstract

INTRODUCTION

In learning Mathematics, children do not progress at the same rate. Children who are intelligent in numbers are sometimes those who came from a family who are inclined in Mathematics and English as their first language at home, but how can we make children attain progress and be motivated to love Mathematics at the same time? The challenge is to put teachers who are teaching Mathematics at the primary level, they are considered as they are in authority to transfer learning to pupils.

METHODS

This study made use of the descriptive-survey and design method using questionnaire-checklist. The descriptive-survey method utilized to describe the status of mother tongue teaching Mathematics in terms of teacher, facilities, instructional materials, learners and administrations.

RESULTS

Data revealed that the respondents perceive the Teacher aspect to be the excellent in terms of the status of Mother Tongue in Teaching Mathematics in District II-B in the Division of Antipolo City. However, Facilities and Administration are very good status in terms of Mother Tongue-Based in Teaching Mathematics.

It was also found that the level of Performance of Learners Exposed to Mother Tongue-Based Teaching Mathematics to be satisfactory as revealed by their average grades in Mathematics

No significant difference was proven in the variables on the status of Mother Tongue Teaching of Mathematics in District II-B that predicts the performance with respect to grading period such as first grading and second grading period with the aspect of teacher, instructional materials, learners and administration found to be not significant thus the null hypothesis is failed to reject while the constant which refer to other variables that affect the performance of learners are significant thus the null hypothesis is rejected.

DISCUSSIONS

A strategic plan is needed for the input to increase the MPS on Mathematics, this is also an aid to every teacher especially those who are teaching in primary grades that the medium of instruction in teaching Mathematics is Mother Tongue, in the case in the Southern Tagalog it is Tagalog based. Thus, this strategic plan is needed to comply not only for the output of the study but also for continuous development. Since the school is trying the best to increase the MPS in Mathematics.

KEYWORDS: mother tongue, strategic plan, mathematics, facilities, instructional materials, administration

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**Motibasyon sa Edukasyon ng mga Batang Mag-Aaral sa Ikatlo at
Ikaapat na Baitang ng Loma Elementary School**

Liezel Bautista, Department of Education

Abstract

INTRODUCTION

Ang edukasyon ang isa sa mga maituturing na pinakamahalagang kalasag ng isang tao upang siya ay magtagumpay. Sa murang kaisipan ng isang bata ay dapat maikintal sa kanyang isipan na makatutulong ito upang mapaunlad ang kanyang sarili at magkaroon ng magandang kinabukasan Malaking tulong din ito sa ating patuloy na paglakad sa buhay at upang mapatatag ang ating buong pagkatao. Sabi nga, ng ating mga magulang ito ay pamana na higit pa sa kayamanan at di mananakaw.

Subali't paano kung ang ilan sa mga mag-aaral ay hindi nag-aaral at malimit lumiban sa klase?

Nilalayon ng pag-aaral na ito na makita ang kadahilanan ng malimit na pagliban sa klase ng mga batang mag-aaral sa ikatlo at ika-apat na Baitang at alamin ang mga bagay na makakatutulong sa kanila bilang motibasyon upang sila ay makapasok sa paaralan nang walang liban.

METHODS

Aksyong pananaliksik ang ginamit na paraan ng mananaliksik upang makabuo ng agarang solusyon sa nakitang suliranin ng mga batang mag-aaral. Gumamit ang guro ng deskriptiv na disenyo ng pananaliksik, kung saan ay susuriin at susukatin ang mga datos na nakalap upang mabigyang solusyon ang suliranin. Gumamit ng survey na tala, frequency counts at pagkuha ng bahagdan ang mananaliksik.

RESULTS

Batay sa pananaliksik, ang mga batang mag-aaral sa Ikatlo at ika-apat na Baitang ng Loma Elementary School ay lumabas may 64. 8% o 46 na mag-aaral sa kabuuang respondent na 71 ang lubos na sumasang ayon na may problemang pinansyal.

Ayon din sa isinagawang pag-aaral, ay lahat o 100% ng mga bata ang gustong makatapos sa pag-aaral. Samantala, 48 o 67. 61% ang nagsasabing nakatutulong sa kanila ang reward ng guro at magulang bilang motibasyon sa pagpasok sa paaralan.

DISCUSSIONS

Sa ating kapanahunan ang Edukasyon ay tunay na kayamanan na maituturing na susi sa kinabukasan n gating mga kabataaan. Sa taong ito, napansin ng guro na hindi nakabubuo ang mga bata ng kumpletong pasok sa loob ng isang kwarter kung kaya't isinagawa ang pag-aaral. Bahagi ng pag-aaral ang 35 batang mag-aaral mula sa ikatlong baitang at 36 na mga batang mag-aaral sa ikaapat na baitang ng Loma Elementary School, panuruang 2018-2019.

Ang pananaliksik na ito ay mahalaga upang matukoy ang mga salik o kadahilanan ng malimit na pagliban ng mga bata sa klase at motibasyon na nag-uudyok sa kanila na pumasok sa paaralan araw-araw. At dahil dito, magiging batayan ito ng mga guro sa mga istratehiya at programa na makatutulong upang matagumpay na mapapasok ang mga mag-aaral sa paaralan araw-araw.

KEYWORDS: Motibasyon, Istratehiya, Reward, Pinansyal

SUBMISSION ID: R04A-CAVITP-1125

Motivating Factors for Schooling and its Effect on the Academic Performance of Grade Ten Learners of the Integrated School of Lawa

Crispin Pestano, Integrated School of Lawa

Abstract

INTRODUCTION
For a learner to attend school, or to have high grades or to be an achiever-motivation played a big role. The way learners were motivated was vital in their improvement in the school. Through the different factors that motivate learners could ease their anxiety and forge significant relationships with learners. Since giving motivation in a learning environment was already a given, the researcher wanted to know what other motivations encouraged learners to be more and to excel.

METHODS
This study utilized the descriptive research. It described the Motivating Factors for Schooling and its Effect to Academic Performance of Grade Ten learners of an integrated school of Lawa. The descriptive method involved description, analyzing, and interpretation of conditions that now exist.

RESULTS
Based on the findings, foremost motivator for the participants was their family. Most of them attend school and do well because they wanted their family to be proud of them and their achievements. next was their teacher. Learners' fondness and admiration to their teachers pushed them to achieve more because they feel good on the praises given to them. The third was their romantic relationship with their classmates or schoolmates. Being in love inspired them to work hard at school. Fourth in the list was their friends and lastly, the participants were motivated to go to school and do well because of the influence of the community.

DISCUSSIONS
Based on the positive response of the participants, there was a good relationship among learners and their families and that all motivating factors mentioned made learners behave in a good way. It was suggested that all people involved in the educating community should help each other to motivate learners to attend school and achieve more.

KEYWORDS: motivation, improvement, encouragement, achievement

**The Motivating Qualities of Public Secondary School Teachers in
Relation to the Academic Performance of Junior High School Learners
in the San Nicolas District**

Cecile Desepeda, Teacher

Abstract

INTRODUCTION

Teachers need to possess motivating qualities that would enhance learners' performance. Motivating students is one of the aspects of becoming a teacher . Despite all constraints, a teacher can rise to the expectations bestowed on him. In this study improving the motivation and status of teachers improve teaching. While motivating students can be a difficult task, the rewards are more than worth it.

METHODS

The descriptive method of research was employed by the researcher utilizing the questionnaire in gathering data. The respondents involved in this study were 48 teachers and 80 selected learners from Grade 7 to Grade 10 (10 learners each grade level with good class standing) in Maabud National High School and San Nicolas National High School. The frequency, percentage, weighted mean, t-test, and correlation were the statistical tools applied in treating data.

RESULTS

Based on the highlights of the findings the following were drawn . All the motivating qualities were very satisfactorily demonstrated by teachers in teaching. Empathy was the most pressing motivating quality exhibited by teachers in teaching. There was no significant difference between the assessments of the two groups of respondents on the motivating qualities demonstrated by teachers. Learners' academic performance was very satisfactory. As indicated by the improved critical reasoning and increased comprehension of learners. The teachers and learners differed in their assessment of the academic performance of learners.

DISCUSSIONS

The results demonstrate that since all motivating qualities were very satisfactorily demonstrated teachers should still be encouraged to maintain and sustain such qualities for the welfare of learners. In as much as teachers and learners had similar assessments on the extent of demonstrating the motivating qualities of teachers, the school heads need to conduct frequent classroom observation for verification. Learners' academic performance should be strengthened by utilizing enhanced motivational techniques in teaching. Learners' academic performance should be strengthened through the assistance of the school heads. A follow-up study should be conducted with the inclusion of school heads observation and teachers teaching performance as additional variables.

KEYWORDS: academic performance, clarity, empathy, enthusiasm, expertise, motivating qualities, punctuality

SUBMISSION ID: R04A-BATANP-0716

The Motivation and Struggles of Physically Challenged Students: Towards the Development of Inclusive Guidance Program

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Abstract

INTRODUCTION
Despite efforts in the promotion of quality education for learners at all levels and in varied conditions, the provision of education for physically challenged students has been sluggish and has been experiencing several bottlenecks in society. Thus, with the purpose of determining the motivations and the extent of challenges of physically challenged students in public secondary schools in the Schools Division of Lipa City (Cluster II), the researcher explored the parameters and several factors contributing to how physically challenged students to conduct themselves in school.

METHODS
The study used the descriptive method of research utilizing the researcher-made survey questionnaires as its main data-gathering instrument. Employing the purposive sampling, the questionnaires were administered to eighty-eight physically challenged students from eight secondary schools in Cluster II, Schools Division of Lipa City. Data gathered were interpreted using frequency count, weighted mean, T-Test and regression/correlation.

RESULTS
The data revealed that majority of the respondents were adolescent, female, Grade 7, have family monthly income of five-six thousand and have a hearing impairment. The study found that extrinsic and intrinsic motivations strengthen the self-confidence of the physically challenged students and are instrumental in their pursuit of an educational career. In addition, the physically challenged students commonly encounter great challenges in participating in school contests, activities and programs, attending class regularly and to overcome the feeling of inferiority by discovering and enhancing talents. The perceptions of physically challenged students between motivations and challenges have no significant variations. There are a strong linkage and association between motivations and challenges among physically challenged students.

DISCUSSIONS
It is recommended that parents and teachers extend vigorous efforts and encouragement for the physically challenged students to acquire better grades and feel more accepted. On the other hand, there should be a realization on the parents of physically challenged students that they can do well in school and that they need to be assisted to fit well in any educational program. The proposed guidance program may be considered for implementation to enhance the motivations and challenges of physically challenged students. The recognition of shared roles in identifying the problems is likewise imperative.

KEYWORDS: motivations, challenges, physically challenged students

The Motivational Activities of Mathematics Teachers in Selected Public Elementary Schools in Calatagan, Batangas

Jennifer Javier, Talisay Elementary School, Department of Education, Calatagan

Abstract

INTRODUCTION
Teachers used or employed many best practices and teaching styles but only few of them are effective. In some instances, the teacher's instructional strategy itself is the reason students produce failing grades. Proper way of imparting of knowledge right from the beginning of instruction is important. This demonstrates that the teacher's best practice have an enormous impact into pupils' academic achievement. Pupils' achievement is the most affected matter when best practices are not used appropriately since they measure the amount of academic content of a pupil learns in a determined amount of time (Carter, 2011). It is essential for the teacher to always consider the goal of improving pupils' ability level and prepare them to become functional. Identifying pupil achievement and factors that may affect pupils' achievement progress can also define whether a teacher is efficient or not.

METHODS
The descriptive research method was used to survey the elementary students and Mathematics Teachers and used to describe characteristics of a population or phenomenon being studied. It does not answer question about how/when/why the characteristics occurred, rather it addresses "what-questions.

RESULTS
The revealed data shows that the most commonly used motivational activities of mathematics teacher respondents retained the overall mean rating of 3. 84, which was interpreted "used almost every time."
The revealed data shows that the mathematics teacher respondents got the overall mean rating of 4. 00, with a verbal interpretation of "preferred. "
The preferred motivational activities of pupils in teaching mathematics, 3. 86 was the overall mean obtained by pupils which was interpreted "preferred. "
It was figured out that there was no significant difference between the preferred motivational activities of mathematics teacher respondents and that of pupils'.

DISCUSSIONS
It was figured out that the preferred motivational activities of mathematics teacher respondents were also the preferred motivational activities of pupils which were games, concept image and math manipulatives.

KEYWORDS: motivational activities, achievement, concept image

Motivational Factors and the Work Commitment of Public Elementary School Teachers: A Basis for an Action Plan

Amy Doctora, Department of Education

Abstract

INTRODUCTION

This study aimed to analyze the work motivation and commitment of elementary school teachers in Talisay District: Its implications to administration and supervision.

METHODS

This study employed the descriptive correlation method of research. Descriptive method was used in the present study to be able to find the new truth about the demographic profile of the teacher-respondents. According to Best (2006), descriptive research concerned with the practice that prevails beliefs processes that are going on, effects that are being felt, or developing trends. Correlation research was also applied in this study to investigate relationships between the demographic profile and the work motivation as well as the work commitment of teachers. The relationship between work motivation and organizational commitment was also determined in this study. Costales (2006) cited that correlation research could be applied to determine the relationship or association of variables not necessarily in terms of cause and effect.

RESULTS

1. 1 Sex Most of the respondents are female with 174 or 76. 65% against 53 or 23. 35% of male respondents. 2. 1 Security Aspect Teachers believed that the job is stable and trouble-free and got the highest rank (1) Monetary Aspect The safe working condition got the highest rank. The extent of teachers' commitment to their work in relation to the following aspects: 3. 1 Affective Commitment; Teachers are "strongly committed" to their work in relation to the continuance commitment that they always see to it that their students learn something in their class as manifested by the weighted mean score of 4. 39 on rank number 1.

DISCUSSIONS

That age is a factor in determining the degree of affective commitment, continuance commitment and normative continuance of teachers.

That having supportive administrators with great capability of supervision would generate a tough line-up of teachers who are strongly dedicated to commit themselves in any worthy endeavors that the school administration would like to attain through any way or means.

The researcher hereby offers the following recommendations.

Administrators need to maintain and sustain the atmosphere of open communication among teachers with a high sense of responsibility in acknowledging the accomplishments and achievements of their people through providing awards and recognition; may encourage teachers in planning and organizing different activities.

KEYWORDS: Motivation, Commitment, Work

SUBMISSION ID: R04A-BATANP-0762

Motivational Factors in Pursuing Graduate Education Programs Among Teachers in Public Schools in Cardona, Rizal

Michael Jordan Bauto, Teacher

Abstract

INTRODUCTION
The study aimed to determine the extent of motivational factors in pursuing graduate education program among teachers in selected public schools in Cardona, Rizal during the School Year 2017-2018. The respondents of the study were 125 teachers pursuing graduate education in selected public schools. They were described in terms of age, sex, educational attainment and length of service. The descriptive survey research design was applied to utilize a researcher-made questionnaire-checklist as a tool in gathering the needed data. The instrument measured the extent of motivational factors in pursuing graduate education among teachers as perceived by themselves with respect to self-development, career enhancement, and promotion and recognition. Documentary analysis was also applied since the results of the Individual Performance Commitment and Review was used as a basis in determining teacher's performance.

METHODS
Descriptive Survey Research Design and Documentary Analysis

RESULTS
The study concluded that the socio-demographic data of the teacher-respondents are Significant to the diversity of their perceptions on the degree of motivational factors in pursuing their graduate education. The level of performance by teachers is Not Correlated to their perceived extent of motivational factors in pursuing graduate education.

DISCUSSIONS
The study revealed that more than half of the teacher-respondents are 21-30 years old and are mostly female. Many among them are not pursuing their graduate studies and have been in the service of teaching for less than a year. The extent of the motivational factor of self-development is perceived by the teacher-respondents to be Very Much; however, career enhancement and promotion and recognition are perceived to be Much. The test on the significant difference on the extent of motivational factors in pursuing graduate education among the respondents as perceived by themselves with respect to self-development, career enhancement, and promotion and recognition in terms of their profile age, sex, educational attainment and length of service rejected the null hypothesis. The level of performance by the teacher-respondents is mostly in the Very Satisfactory level as revealed by the results of their Individual Performance Commitment and Review.

SUBMISSION ID: R04A-RIZALP-0442

**Motivational Factors of Tenured Teachers and School Heads of the
Schools Division Office of Imus City: To Conduct Academic Research**

Matea-Alvyn H. Trinidad, Gregorio A. Co, Jr., & Jenielyn A. Sadang, Schools
Division Office of Imus City

Abstract

INTRODUCTION
Teachers are the most important resource in every school. Through their individualized professional competence, they provide valued learning to students and work-related services.

The conduct of quality research although a function that will not only help teachers to make a valuable contribution to the body of knowledge but will also serve as one of the criteria for tenure and promotion has been neglected by teachers.

DepEd has been zealously pushing for a stronger orientation among DepEd schools. To further promote and encourage research in the Schools Division of Imus, DepEd Order 43 series of 2015, the "guidelines for the Basic Education Research Fund" (BERF) was revised and implemented to promote the culture of research and encourage eligible teachers and school heads to conduct BER and utilize the BERF.

The study determined the relationship between the socio-demographic characteristics of the respondents and their motivational factors in conducting academic research.

The study served as baseline data for DepEd to plan the support that can be extended to them and design a rewards system that will encourage tenured teachers and school heads to produce more researches.

METHODS
The study utilized the descriptive design where 641 respondents from SDO Imus City took part in the online survey. It is limited only to tenured teachers and school heads of Schools Division Office of Imus City.

RESULTS
Results showed that there were only 38 research studies conducted and 10 are still on-going. Of the two hours allotted for ancillary works, the majority do not allot work hours for research.

The top three motivational factors are respect from students (intrinsic), salary increase (extrinsic) and satisfaction of personal needs (intrinsic). Age, sex and academic rank are not significant while approximate monthly has a significant difference among respondents with their motivation to conduct academic research.

DISCUSSIONS
Not only personal motivators whether extrinsic or intrinsic motivate the respondents to conduct academic research. Tenure, work time allotted to conduct research and funding are also factors that increase or decrease their motivation. Actions to satisfy employees' needs and increase the quality of work life must be tied to every Human Resource practice at Schools Division Office of Imus City. As Bryan (2003) summarily contends, "motivation is crucial to every organization that seeks to effectively succeed".

KEYWORDS: Intrinsic motivation, Extrinsic motivation, School Head, Teacher-Researcher, Academic Research

SUBMISSION ID: R04A-IMUSC1-0070

Motivational Factors on Parental Involvement in School Activities at the Pook Elementary School

Jennifer de Leon

Abstract

INTRODUCTION

This study aims to determine the significant roles or contributions of parents' involvement in various school activities and to identify motivational factors that would encourage them to make themselves present in all school activities wherein parents are the main character.

METHODS

It is of no doubt that the research method plays a pivotal role in accomplishing this tedious but useful task. The researcher uses the interview method. She is very confident that this is the most appropriate and easiest way to gather reliable and accurate information. This study utilized thirty respondents: Ten (10) parents; fourteen (14) teachers and six (6) elementary pupils. She believed to be the reliable and accurate sources of information needed in this study to determine the significant roles or contributions of parents involvement in various school activities; to identify motivational factors that would encourage them to make themselves present in all school activities and to determine the possible outcomes of maximum parents involvement in the child's performance in school both academic and co-curricular activities.

RESULTS

The significant roles/contribution of parents in school various activities was being a role model for learning, pay attention to what their children love and tune into how their children learn. The top 3 reasons why parents do not want to attend school various activities because they had a conflict with their work schedules, they were not well-informed about the activities and they are not comfortable to stay in the school campus.

DISCUSSIONS

It cannot be denied the fact that based on the tabulated gathered data, the researcher believes that parents involvement in various school's activities may give benefits to students, teachers, and school as a whole. And that improved self-confidence and morale of students and higher grades and test scores were the first and second benefits that students may get if their parents will be engaged in school's various activities. For teachers, improved teachers morale was and better reputations in the community and for the school's benefits, parents proved that they support the school's mission.

KEYWORDS: Extra Co-curricular Activities, Parental Involvement, Motivation, Education, Academic Performance

SUBMISSION ID: R04A-BATANP-1403

Motivational Strategies and The Philosophy Towards Learners' Achievement of the Talumpok National High School Junior High Faculty

Marc Elmer Perez, Teacher

Abstract

INTRODUCTION
Every learner must be prepared physically, socially, mentally, emotionally and morally to learn effectively. Thus, it is important for them to be motivated. Motivating students has always been a challenging task for teachers especially today facing 21st-century learners. Motivation bears a direct effect on the performance and learning inside the classroom. It is where students find the interest and full realization that learning is a challenging task.

METHODS
The descriptive method of research was used in this study. Purposive sampling was used in the study. It utilized 18 Junior High School Teachers regardless of year level handled, subject handled for the school year 2018-2019. To gather the information needed in the study, a researcher-made questionnaire and interviews were also conducted to complement data. Percentage for the analysis and interpretation of profile variables, weighted mean to determine the responses of the respondents in rating the effects of motivational strategies, ranking in determining the positional importance of the items in the questionnaire, Pearson r moment correlation to determine significant differences between the respondents' responses as to effects of motivational strategies when grouped according to their demographic characteristics.

RESULTS
1. The effects of motivational strategies employed by the TNHS Faculty was successful in every group activity and energetic for new learnings that are about to come.
Constructivism as educational philosophy as seen to have been practiced by teachers should be continued as this was an effective philosophy. This was also anchored to the VMG of the K to 12 program.
There are no significant differences to the effects of motivation when compared to the demographic profile such as age, gender, and year level handled.

DISCUSSIONS
1. It is highly recommended that the TNHS Faculty uses more motivational strategies to further enhance learners' motivation.
A larger group of respondents should participate to further enhance the studies.
School should conduct more training and seminar necessary for the improvement of utilizing motivational strategies in the classroom.
Similar studies should be conducted to evaluate the importance of building a strengthened motivation for students so that the effectivity of learnings may take place eventually.

KEYWORDS: Motivation, philosophy, constructivism, strategies, achievements

SUBMISSION ID: R04A-BATANC-0082

Ms

Janice Rubiales

Abstract

INTRODUCTION

One of the problems of educators today is the engagement of students. They were now living in the world of social media and another digital thing that affects their focus and interest in school. The study will determine the effect of visual literacy strategies and student engagement in Grade 7 English, Science and T. L. E class.

METHODS

The study used Descriptive Method. Focus group discussions and interviews were used to determine which visual literacy strategy is the most effective in engaging students and a pre-test post-test was used to gather data.

RESULTS

Findings indicated that visual literacy strategies are effective in students' engagement in EST subjects. Based on the pre-test and post-test, there was 9. 8 increase in the MPS in English, 12. 5 increase in Science and 18. 7 increased in TLE. Among the visual literacy strategies, using think aloud and visual thinking strategies were the most effective strategies.

DISCUSSIONS

Based on the result, visual literacy strategies can be used to increase students' engagement which is one of the problems in teaching students. It is therefore helpful to design the activities for students to focus on their study.

KEYWORDS: visual literacy strategy, students' engagement

SUBMISSION ID: R04A-CALAMB-0110

MTB-MLE: its Effect to the Academic Performance of the Primary Levels of the Tidman Elementary School

Lydia Veraque, Department of Education, Tidman Elementary School

Abstract

INTRODUCTION

The implementation of the K-12 program in the country started in the school year 2011-2012 has brought something to Philippines education. It may have a deep and unending impact not only on the issue of the intellectual development of Filipino children but in their relationship with their communities as well. Foremost of this is the issue on the use of mother tongue as a mode of instruction at the primary level. This crucial shift is known a "Mother Tongue-Based Multi-Language Education (MTB-MLE) is a part of the K to 12 Basic Education Reform Agenda (BESRA). In the local setting, this reform program Tidman Elementary School in the usage of mother tongue in the Elementary Schools as observed by parents and teachers has really a big impact on the learning process. Learners can easily comprehend the lessons discussed by teachers. They can easily participate and expand and express ideas.

METHODS

This research will use the non-random sampling of Kindergarten and Grade 1, 2, 3 learners in Tidman Elementary School. The process was by getting the result or the MPS of each grade level on areas like MTB, English, Math, and Filipino accompanied by observation tool on the delivery of lessons by teachers on the competencies prepared. The gathering of data was done every after the grading period. The responses on the informal interview on the effectiveness of using community language as a medium of instruction was also recorded.

RESULTS

This research study utilized the qualitative method in analyzing and reporting the gathered data using the descriptive procedure in treatment data, specifically percentage as the result. The result of this research emphasizes that using MTB-MLE instruction is to connect the life of every learner to the community they live in, and enhances quality life learning.

DISCUSSIONS

Teachers have just adopted in their daily teaching using mother tongue instruction as evident in the effectiveness of their high-performance level. The extent of implementing the MTB/MLE instruction, teacher utilized translation, localization, indigenization by contextualizing lectures discussion most of the time. Moreover, they must continually read professional readings materials to keep them abreast with recent strategies.

Teachers' know-how and styles to continually nurture with changing technological needs and demands of time to conform to the effective implementation of the MTB / MLE instruction.

KEYWORDS: MTB-MLE, Effect, Academic Performance, Instruction, Local Language, Community Profile

SUBMISSION ID: R013-SURSUR-0103

Multimedia Presentations: Its Impact on the Teaching-Learning Process in Science

Victoria Natural, Department of Education Cuenca

Abstract

INTRODUCTION
One of the goals of the new K-12 Basic Education Curriculum is that of globalization in general. More specifically, The attainment of this goal necessitates the process of adapting both teachers and pupils with the utilization of modern technology as that of a multimedia presentation of lessons in different subject areas, included of which is Science. The researcher conducted a study on this concern with a focus on its effects on the test performance of selected Grade Six pupils of Tomasa C. Pasia Memorial School, Cuenca, Batangas.

METHODS
The experimental method of research was utilized in conducting this study. The effects of modality variable or an independent variable were determined through conducting a pre-test and post-test. 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.

RESULTS
There was a significant difference between the test performances of pupils on pre-test and post-test. The grades obtained by pupils were higher on the test based on multimedia instruction than that based on the traditional method of teaching. Science teachers enhanced their readiness in utilizing multimedia instruction by attending seminars and workshop. They were patient in preparing power point presentation and resourceful in utilizing the teaching strategies that will best suit to the interests and needs of pupils and at the same time aligned with the goals of the new curriculum of K-12 Basic Education.

DISCUSSIONS
Based on an informal interview with other teachers of Science, they claimed to have been using multimedia to a moderate extent, but not too often due to the limitations they encounter such as the preparation of multimedia materials such as PowerPoint presentation, scarcity of programmed materials and time allotted to the use of multimedia tools in the school.
The test performance of pupils based on multimedia instruction was better than that based on the traditional method of teaching as sustained by higher scores.

KEYWORDS: Multimedia presentation teaching-learning process

Multiculturalism and its Impact in Strengthening DepEd Core Values in Araling Panlipunan 6 of the Malitam Elementary School

Bong Intac & Resielyn P. Lolong, Malitam Elementary School

Abstract

INTRODUCTION

Children's ways of behaving inside the classroom are based on the kind of environment they have been exposed to. Often, cases are based on what they see in their daily living. The values that the individual has and the content of the values of education that the individual has been subject to since childhood are very important as it sets up a healthy future and one's happiness. According to the Time Magazine's article in 1989 as cited by So and Castolo (2008), a result of a poll conducted found that more than 90 percent of the respondents agreed that morals have fallen because parents fail to take responsibility for their children or to imbue them with decent moral standards. That is where a teacher can bridge the gap in incorporating and integrating values and ethics since the teacher is the main factor in infusing desirable attitudes and habits in the child, either through direct or indirect teaching (Quisumbing, 1994).

METHODS

The researchers used a descriptive type of research or a qualitative method. Interview and utilization of descriptive method will be observed in this study. Analysis of their answers in the checklist as well as thematic analysis of their responses to the interview will be done to gauge their level of understanding of the core values of DepEd.

RESULTS

Pupils developed a positive attitude toward different cultures through the integration of DepEd core values in Araling Panlipunan lessons and exposure to different cultures in their classroom. Moreover, the findings highlight the importance of strengthening DepEd core values in a multicultural classroom of Malitam Elementary School. It increases productivity, overcomes the prejudice, develops interpersonal communication, creating cultural awareness, and prevents social conflicts among students.

DISCUSSIONS

The results demonstrate the need for strengthening the DepEd core values in a multicultural classroom of Malitam Elementary School through its integration in Araling Panlipunan lesson to improve the academic performance of ethnically diverse students. Moreover, it teaches pupils to acknowledge, embrace, and respect cultural differences. Multicultural education helps teachers come to terms with personal, cultural, and ethnic identity while simultaneously encouraging and providing settings for pupils to come to terms with their own culture and ethnicity.

KEYWORDS: Multiculturalism, multicultural education, social factors, core values

SUBMISSION ID: R04A-BATANC-0033

Multi-Media Assisted Instruction: Its Effect on Oral and Silent Reading of Grade One Learners of Mother Tongue Based Multi-Lingual Education (MTB-MLE)

Annie Parola, Teacher

Abstract

INTRODUCTION

The research was funded by the Basic Education Research Fund (BERF) of the Department of Education Regional Office V, through Division Planning Research Committee. This study focused on the Mother-Tongue Based Multi-Lingual Education (MTB-MLE) with the used of Television assisted utilized the self-made innovation the MTB-MLE Bikol Alphabet movie to suppress the poor performance of learners in oral and silent reading. It is based on the reading readiness Pre-test, 20% out of 40 pupils passed the test. It was in this context that this action research was conducted in support of DepEd order no. 77, the Every Child a Reader Program (ECARP).

METHODS

Using the descriptive development design utilizing the questionnaire checklist as a means of determining the assessment of oral and silent reading of 40 respondents of Grade One class. Convenience probability sampling technique was used to determine the performance level of learners. The teacher made test was used to gather basic information concerning learners performance by correlating the group Pre-test and Post-Test design that proved the mean percentage score for the positive increase (+) and negative decrease (-) of results. Tabulation was used to determine the general weighted average mean.

RESULTS

The result from the comparison of the pre-experimental design specifically the "One Group Pre-test-Post-test Design" This design includes a pre-test measure followed by a treatment and a post-test for a single group. In this case, the test for correlated samples is applied. Thereby the pre-test (mean before) is measured, the treatment of the interaction is applied and then the post-test (mean after) is likewise measured. Then the two means (pre-test vs. Post-test) are compared. This is an appropriate test for the evaluation of DepEd programs. This is used to test the effectiveness of a certain program that had been developed, such as the Multimedia Assisted Instruction as in the case of this research undertaking.

DISCUSSIONS

The positive results demonstrate the need of every teacher to upgrade their strategy in teaching. Develop additional instructional materials to trouble shoot the learning deficiency of every learners. The use of multi-media assisted instruction through contextualized video materials was proven effective in responding to the holistic development of every domain of literacy of learners specifically the language development and the reading comprehension of every pupils in preparation to their next Grade level.

KEYWORDS: Multi-media assisted Instruction, MTB-MLE Mother-Tongue Based Multi-Lingual education, Silent and oral reading, Self-made innovation

Multimedia-Based Instructional Materials in Teaching MAPEH P.E. for Grade Four Pupils: Its Acceptability

Lorena Dimaranan

Abstract

INTRODUCTION

The rapid changes in the use of technology in education have dramatically intensified. Conventionally, the chalk and board were utilized as a medium of instruction in the teaching and learning process, and then print and broadcast media; and now the communication satellites that project the events as they occurred around the world are utilized as a part of the continuing process in education.

METHODS

The study employs a descriptive research design. According to Calderon and Gonzales (2011) descriptive research may be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical method.

RESULTS

The study focused on the acceptability of the developed multimedia-based instructional materials in teaching MAPEH-PE for Grade 4 Pupils.

DISCUSSIONS

Multimedia-based instructional materials were developed, as it was the moderately utilized instructional materials.

KEYWORDS: Multi- assessment innovations, activity instructional materials, activity sheets, workbook in arts

SUBMISSION ID: R001-PANGA2-0003

**Multimedia Gadgets: Its Effect on the Study Habits of Grade VI Pupils
of the Iriga Central School for School Year 2014-15**

Jester Bona, Iriga Central School

Abstract

INTRODUCTION
Effective study habits are a very import part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are obviously crucial as well. Good habits are important for all students to protect investments of time and money and to achieve educational goals. The main priorities are class attendance, time management, and great studying habits are necessary workings for academic success.

METHODS
The study employed a descriptive method. The main tool used in data gathering was the questionnaire. The statistical tools used were percentage technique, mean, weighted mean and Five-point rating scale.

RESULTS
1. Majority of the parent respondents were minimum earners. Most of Grade VI pupils owned a computer as an aid to learning but not as reference materials since only very few have internet access or connections. The gadgets available among Grade VI pupils were iPhone or Android cellphones and Non-android cellphones; 2. Grade VI pupils used their gadgets for texting, gaming, and Facebook; 3. On popular applications that Grade VI pupils used Games or Gaming and Facebook; 4. The activities of pupils at home after school was focused on Texting/Gaming, Facebook and doing their assignments or homework; 5. Grade VI pupils have Less focus on the lesson and More time spent in gaming, texting, Facebook and often Neglect to do their Homework; 6. A study guide can be a reminder to parents and guide for pupils of the step by step process of developing study habits and help them achieve good academic performance.

DISCUSSIONS
Several factors could hinder learners on their study habits such as the learning environment, socio-economic status, health and nutrition, the teacher and pupils' motivation to study. However, multimedia gadgets such as Android Cellphone, iPad, and computer where most of the games can be downloaded captured much of pupils' attention and time both in school and home. Setting aside and forgetting their assignments and other schoolwork to do in school and at home because of these gadgets is something to be alarmed with both by the parents and teachers. The recent online gaming and downloadable games hooked learners setting aside their lessons or assignments at hand. Parents should monitor their children after school to ensure that they are doing their homework and other school assignments.

KEYWORDS: gadgets, multimedia, study habit

Multimedia Instruction Regarding Plants and Animals Among Kindergarten Pupils in the Mapulo Elementary School

Arlene H. Comia & Peachie M. Garbin, Department of Education

(Adviser: Ofelia P. Driz)

Abstract

INTRODUCTION
Science learning aims to make a transformational step to improve the knowledge base and practice of informal science experiences, to better understand, strengthen and coordinate their vital role in science engagement and learning. A reason for studying science that is of importance personally to many scientists is that scientific knowledge enhances one's enjoyment and appreciation of the natural world in much the same way that a knowledge of music, painting or literature brings delight to those who have studied those subjects. More profoundly, science offers an understanding of ourselves of the universe, and of our place in it, which must be ranked as one of humankind's greatest achievements.

METHODS
This research utilized the descriptive method in the study, cited that descriptive research is concerned with the description of data and characteristics of a population. The goal is the acquisition of factually accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. Descriptive studies seldom involve experimentation, as they are more concerned with naturally occurring phenomena than with the observation of controlled situations.

RESULTS
There is a clear disconnect between the media students are accustomed to using outside the classroom and the media they use within the classroom. The younger generation is intimately familiar with multimedia, accustomed to receiving and sharing information in a range of formats. In contrast, students spend most of their time in the classroom viewing printed text and listening to a teacher. This disconnect is troublesome. Integration of multimedia into instruction can help to reduce curriculum barriers and improve learning for all students. This article provides a basic introduction to multimedia and describes how it can be used to support student learning.

DISCUSSIONS
There is a set of lessons in science using multimedia instruction. The first is plants, and the next one is animals and lastly, the researcher comprehends the performance of students. Based on the findings the following conclusions are drawn. The distinct features of multimedia in teaching plants and animals were comprised of illustration and pictures as part of video and PowerPoint presentation. The pupils have very high performance and high performance using multimedia presentation in learning lesson about plants and animals. From the findings and conclusions of the study, the recommendations are proffered; To maintain retentivity of what has been taught, science teachers must include models as one of the methods in presenting scientific concepts, principles, and theories.

KEYWORDS: availability, instructional reading, reliability

Multimedia Instructional Materials and Its Effects to the Skills Taught in Mother Tongue-Based (MTB) to Grades One to Three Pupils of the Sinturisan Elementary School for the School Year 2017-2018

Virginia Montenegro, Sinturisan Elementary School

Abstract

INTRODUCTION
Mother Tongue-Based Instruction is a formal or non-formal education wherein children's mother tongue is used in the classroom as a bridge in learning Filipino and English. It aims to develop appropriate cognitive and reasoning skills enabling children to operate equally in different languages starting in the mother tongue with the transition to Filipino and then English. Mother Tongue-Based Instruction teacher browsed the lessons included in the curriculum and saw how the lessons are to be administered and taught to pupils of primary grades, We know that although lessons are pre-given and the teacher has to adapt the lessons to suit learners needs. That is why the researcher conducted this study to know the effects of modifying the presentations or instructional materials into multimedia.

METHODS
This study used the descriptive design method wherein the subjects were asked to describe their reactions to the multimedia presentations/instructional materials seen in the lessons compared to the presentation used to do. Thirty-three (33) Grades One to Three pupils of the Sinturisan Elementary School were utilized as subjects of this study.

RESULTS
Based on the reactions of the respondents of this study yielded as they strongly agreed that they learn a lot from the presentations used. They were also being motivated to learn, and they are actually interested from the materials utilized by the teacher , with that they appreciate their teacher's efforts in multimedia presentation and that they are happier because of the demonstration of the different materials. The reaction also cited that they tend to remember more from multimedia presentations and instructional materials employed on the lessons.

DISCUSSIONS
It can be deduced that Grades One to Three pupils of the Sinturisan Elementary School positively and interestingly reacted to see multimedia presentations and other instructional materials. Based on the reaction, the researcher proposed a multimedia presentation.

KEYWORDS: multimedia, effect

Multimedia Tools Utilized in Strengthening the Reading Comprehension Skills of Grade Nine Students in the Padre Garcia National High School, Division Of Batangas

Mary Grace Real, Department of Education Padre Garcia

Abstract

INTRODUCTION
Comprehension is the goal of reading, yet it is notoriously difficult to instruct. In fact, evidence supports problems with comprehension in many aspects of our students resulting in individuals being left behind. From the released National Achievement Test result taken by Fourth Year students last SY 2014-2015, Padre Garcia National High School has dramatically decreased into 43.15 MPS losing 17% from its 51.86 MPS result in SY 2013-2014. Where among the subjects taken in the said standardized test, English acquired the lowest MPS of 32. 21 compared to Filipino with 37.88, Social Science with 37.85, Math with 35.96 and Science with 36.1. With the desire to lessen if not to eliminate the said difficulty, the researcher was interested to prove the help of multimedia tools utilized in strengthening reading comprehension skills of Grade Nine students.

METHODS
The experimental method of research was used to determine the multimedia tools utilized to strengthen the reading comprehension skill, learning competencies in English for the first quarter, reading comprehension test preparation, level of performance of students in the pre-test and post-test in reading comprehension, the significant difference in the pre and post-test result of the tested students, and the instructional materials to strengthen the reading comprehension skill of students. Purposive sampling was used to gather data from the target respondents in Grade Nine students of Padre Garcia National High School.

RESULTS
After conducting the reading comprehension test, an approach which was well-organized to measure the sufficient validity of the evidence so as to support the proposed inference from the test scores of students, the experimental group of students who were taught with the use of multimedia tools acquired a higher level of performance than the controlled group of students thus learned and comprehend better.

DISCUSSIONS
Since learners' capacity, skills, and uniqueness are undeniably diverse, teachers are invigorated to use different teaching strategies associated to utilizing multimedia tools in teaching which will make students fascinated and highly motivated in daily learning.

KEYWORDS: gregorio

SUBMISSION ID: R04A-BATANP-0267

Multimedia: A Tool for Developing the Authoring Skills of Intermediate Teachers

John Louie Yedra, Tanauan North Central School Teaching Personnel

Abstract

INTRODUCTION

Living in the 21st century, teachers are expected to be more technology-oriented in the teaching and learning process inside the classroom. Using different forms of multimedia will enhance their authoring skills to be more adaptable in the globalization happened in the environment. Increasing their awareness and skills in using multimedia will also increase the skills and capabilities of students inside the classroom. Hence, this study determined the level of the multimedia authoring skills of the intermediate teachers at Tanauan North Central School during the school year 2018-2019.

METHODS

A self-constructed questionnaire was used as the primary tool for gathering the pertinent data for the study which is to know the level of multimedia authoring skills of the intermediate teachers wherein each is represented by five items. The instrument goes through content validation to ensure its appropriateness to the main objective of the study and clarity of the item statements for the target respondents. The study used descriptive research and weighted mean as its statistical tool.

RESULTS

Based on data gathered, it was found that the respondents are competent and well-educated in teaching media literacy to pupils especially how media can be presented in the class. They also practiced using music and arts as tools in teaching their respective subjects in their class which respondents are competent too. Moreover, the intermediate teachers revealed that they are competent in the designing principles of the respondents creating pleasing multimedia presentations in the classroom. As well, they showed competent in creativity and novel thinking skills in presenting and partaking information from multimedia especially in deciding how the information will be presented to their pupils the lesson (text, pictures, movies, audio, etc.). Lastly, the respondents revealed that they were slightly competent in considering audiences especially in publishing their research output that can be a source of information to other researchers.

DISCUSSIONS

In consonance with the above-cited results, a course of action made to further improve the multimedia authoring skills of the intermediate teachers in answering the needed skill of the 21st-century learners. They may conduct INSET training and encourage teachers to attend seminar-workshops to strengthen and to develop multimedia authoring skills which they can use in everyday teaching inside the classroom.

KEYWORDS: Multimedia authoring skills, 21st century skills, media literacy, creativity and novel thinking, Educational Technology

SUBMISSION ID: R04A-TANAUA-0107

Multimedia-Aided Instruction and the Academic Performance of Students in Selected Public Schools in the REINA Area

Merriam O. Sta. Maria & Laarne A. Orozco, Ungos National High School
(Adviser: Merriam Sta. Maria)

Abstract

INTRODUCTION

Some studies found that traditional instruction is not significantly different from modern instruction. Other educators said that modern instruction is more effective than traditional instruction. This is the reason the researcher pursued this study, with multimedia instruction as another element in the teaching-learning process.

METHODS

The type of research that was utilized in this study was descriptive-evaluative to evaluate the effectiveness of multimedia-aided instruction in teaching and learning mathematics. This study was conducted in selected national high schools at REINA area (Infanta National High School, Paaralang Sekundarya ng Heneral Nakar and Ungos National High School) within the academic year 2017-2018.

RESULTS

The academic performance of the randomly selected students in REINA area are computed and obtained an average grade of 85. 73%, which belongs to "Very Satisfactory" category, the computed p-value of 0. 354324 and 0. 313483 on overhead projector and television versus mathematics performance of students indicate positively low correlation, while 0. 178136, 0. 165081, 0. 09469 and 0. 036416 on Facebook, CD/DVD player, cellphone, and computer/laptop/netbook versus academic performance of students indicate positively slight or negligible correlation.

DISCUSSIONS

The results show that students have a very satisfactory academic performance and teachers from selected public schools in REINA area commonly used computer/laptop/netbook as an aid in their classroom instruction and this multimedia-aided instruction used by teachers has a significant relationship on the academic performances of students.

KEYWORDS: academic performance, multimedia aided teaching

SUBMISSION ID: R04A-QUEZON-0096

Multimedia-Based Instruction for Improving The Reading Skills of Grade 1 Pupils of the Tawig Elementary School

Juvy Bravo, Tawig ES

Abstract

INTRODUCTION

Learning to read is the most important skill required for a child's development. Poor reading disabilities affect and hinder the child's general success in academic performance and attitude. Neglecting early reading problems can be academically detrimental against children's education.

The researcher being a reading teacher herself personally experienced problems and difficulties in reading. The researcher decided to pursue a study centered on the utilization of multimedia-based reading instructions to grade one pupils of Tawig Elementary School.

METHODS

The researcher applied the descriptive-survey method of research utilizing survey-questionnaires, pre-test, and post-test in reading. The respondents of this study were the selected 34 grade one pupils and grade one teachers. They were all selected through a total enumeration sampling technique.

RESULTS

The study found and concluded that: 1.) Majority of pupils have completed the Kindergarten education. Majority of the parents were only attained secondary education. Most of the respondents have learners' materials provided by DepEd as available reading materials at home; 2.) The pupils' level of reading skills improved with the help of multimedia-based reading instructions. This was shown in the increased in the performance level of pupils in post-test with 95. 29% compared to the previous pre-test performance level of 53. 73%; 3.) Majority of pupils selected of this study encountered problems on alphabet recognition and phonemic awareness. 4.) The teachers selected as participants of this research faced problems in teaching reading and language in terms of instructional materials in presenting reading instructions.

DISCUSSIONS

Based on the result, the researcher recommends the following: 1.) Schools should integrate programs that will orient, educate and motivate parents about strategies and practices towards being reading tutors of their children 2.) Pre-test and post-test in reading should be conducted and administered by the reading teachers. 3.) Reading teachers are encouraged to utilize more innovative multimedia-based reading materials that integrate instructions on the various basic reading competencies 4.) In response to the problems and challenges faced by teachers, sufficient, regular and intensive training and higher education centered on reading instructional strategies and 5). Encourage teachers to make intervention materials to improve the reading skills of pupils.

KEYWORDS: multimedia-based instruction, reading skills

Multimedia-Based Instructional Materials as a Tool in Remediation Classes for Grade 1 Pupils

Ancel Ann A. Panganiban, Mendez Crossing Elementary School

Abstract

INTRODUCTION

Since the implementation of the K to 12 Education Program by the Department of Education (DepEd), different approaches and teaching strategies were created for pupils to meet the target learning competencies in the curriculum program. However, despite the huge efforts in achieving these learning competencies, some pupils still fall under frustration level. If these pupils are not provided with proper support to achieve these learning competencies, they will not be able to pass their certain grade level. Conducting a remedial class is one of the solutions to address the inadequacies of low achieving learners. Different approaches and teaching techniques have been used in conducting remedial classes to students.

METHODS

The study is a qualitative research design using a descriptive method to describe the effects of using multimedia-based instructional materials in the remediation classes for Grade 1 pupils of Mendez Crossing Elementary School. The respondents of the study were 20 out of the 30 pupils who were involved in the remediation classes for Grade 1 students. Simple random sampling was used in choosing the respondents for the study. These pupils were divided into two groups: 10 pupils in the controlled group who will be undergoing the traditional remedial instruction and 10 pupils in the experimental group were taught using multimedia-based instructional materials. A teacher-made pre-test and post-test were designed to measure the mastery level of students.

RESULTS

The findings of the study showed that using multimedia-based instructional materials helped pupils master the least competency-based skill. Before using these materials, results showed that the experimental and controlled group performed on the same level. It was concluded that using multimedia-based instructional materials helped improve the performance of Grade 1 pupils.

DISCUSSIONS

Based on the outcomes and implications of the study it is recommended that Grade 1 teachers can use multimedia-based instructional materials to help pupils mastered the least learning competencies in their grade level; Grade 1 teachers should develop more strategic multimedia-based instructional materials for the lessons which were not included in the research; Conduct seminars and in-service training regarding the development of multimedia-based instructional materials; and Conduct a similar study covering other grade levels.

KEYWORDS: Multimedia, Least Mastered Skills, Remediation, Learning Competency

SUBMISSION ID: R04A-CAVITP-1600

Multimedia-Based Instructional Materials in Teaching MAPEH: Its Acceptability

Princes Quinones, Alfonso National High School

Abstract

INTRODUCTION

Multimedia become an important part of education today. Like before lectures, memorization, silent book reading, chalk and board activities only. Educational institutions have become more conscious of how they impart knowledge to learners that is why they launched the multimedia-based instructional materials. Multimedia instruction used different media such as audio, visual, text, video, sounds and graphics which are very fast to catch the attention of different kinds of learners. With the use of multimedia, students are better able to comprehend what they are being taught at school. Learning becomes more effective for them when multiple senses work together; the human mind catches information readily and absorbs it fully. With the use of graphics, sounds, and animation, their comprehension power increases substantially. Multimedia-based instructional materials had already used in Alfonso National High School by teachers and students, but since there's just limited materials and facilities available, teachers and students still deal and used traditional method (chalk and board) in instruction.

METHODS

According to Shuttleworth (2008), Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Many scientific disciplines, especially social science and psychology, use this method to obtain a general overview of the subject. Some subjects cannot be observed in any other way; for example, a social case study of an individual subject is a descriptive research design and allows observation without affecting normal behavior.

RESULTS

1. The extent of utilization of instructional materials in teaching MAPEH for Grade 10 students as assesses by the school administrators and teachers
2. Multimedia-Based instructional material was developed to improve teaching and learning.

DISCUSSIONS

Based on the findings of the study it can be concluded that:
A multimedia-based instructional material was developed to improve teaching and learning MAPEH for Grade 10 students.
The respondents assessed the developed multimedia-based instructional materials as acceptable.

KEYWORDS: multimedia based instructional materials

SUBMISSION ID: R04A-CAVITP-0535

A Multiple Choice Type of Formative Test: Its Impact on the Performance Level of Selected Grade 10 Students of the Camp Vicente Lim National High School for the School Year 2016-2017

Evelyn Lazo, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Students' performance in mathematics is always low as compared to other learning areas from the national level down to school level achievement test. But, Mathematics teachers are constantly devising and implementing a new plan on how to improve students' mathematical performance. The intervention has become an important way for teachers to ensure that all students succeed in today's life. The researcher made use of Multiple Choice type of formative test as intervention materials for improving students' performance. The scores of students every quarter were monitored to determine the development of the intervention used.

METHODS

The researcher used descriptive research design and used the paired samples t-Test using one group only. Purposive sampling was used to determine the 30 students from Grade 10 Cronus of Camp Vicente Lim National High School for the school year 2016-2017. They were students who have at least satisfactory performance in Mathematics during their previous year. The mean difference and the difference in the standard deviation of the pre-test and post-test were computed and compared.

RESULTS

An analysis of the pre-test results in the performance of the students before and after using the multiple choice type of formative test was determined. A fifty-item test was given to students as pre-test and post-test. The mean percentage score in the pre-test result was 30. 64% with a mean result of 15. 32. After using the intervention materials, the mean percentage score of the post-test was 59. 44% with a mean result of 29. 72. The computed t-value was 20. 002 and was greater than tabulated t-value. Findings showed that there was a significant difference in the performance of students before and after the utilization of the multiple choice type of formative test. Thus, these results provided evidence that using intervention materials in teaching and learning mathematics were effective.

DISCUSSIONS

Results showed that there was a significant difference in the result of the t-tests since the calculated t-values exceeded the critical value. This showed that there is a significant difference in the performance of students before and after the implementation of the multiple choice type of formative test in teaching mathematics. The results implied that the intervention material is proven effective in improving students' achievement in mathematics 10 and it should be implemented to other secondary schools in the Division of Calamba City.

KEYWORDS: Multiple choice test, formative test, intervention

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Multiple Genres of Texts for Grade 2 Learners to Develop Comprehension

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Abstract

INTRODUCTION
The importance of reading has been discussed in so many articles and studies. In the same manner, developing reading comprehension among young learners is important. It must be recognized that understanding meanings from written texts is equally important as recognizing them. The teacher must admit the fact that the recognition of words and texts would be futile if students do not know what they mean. In this study, the researcher focused on the reading comprehension skill of Grade 2 learners as she believes that it is very significant to develop reading comprehension skill as early as possible. Furthermore, the researcher suggested the use of multiple genres of texts as a means of developing reading comprehension among young learners.

METHODS
In this study, the researcher used both quantitative and qualitative methods of research. The researcher first determined the reading comprehension level of Grade 2 learners through a simple test. Some basic comprehension questions were given to students. After which, the researcher tried several genres of texts to determine how pupils would interact and respond. After these texts were read and given to the pupils, they were again given several questions and exercises to check their comprehension.

RESULTS
Based on the analysis of the results, the researcher found that during the pre-test given many students were quite disengaged and having difficulty in understanding the texts. Also, the majority of students could hardly determine facts mentioned in the texts. Also, many students could not predict future events and happenings in stories. Meanwhile, after the use of multiple genres of texts such as scientific (e. g. animals, environment), fashion, cartoon characters, people (actors and actresses), engagement significantly increased. It was observed that many pupils became motivated to participate in reading activities. Likewise, test results also revealed that there was a significant improvement in terms of pupils' comprehension level.

DISCUSSIONS
Considering the findings, it was found that pupils' comprehension could be greatly improved using different strategies. In this study, the use of multiple genres of texts was found to be an effective strategy to increase engagement of Grade 2 pupils in reading. At the same time, it was found that reading comprehension skill of pupils could be significantly improved with multiple genres of texts based on their reading interests and reading capacities.

KEYWORDS: Multiple Genres of Texts for Grade 2 Learners to Develop Comprehension

Multiple Intelligences and Performance in English of Grade 10 Students of the Naic Coastal National High School-Naic (2017-2018)

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Abstract

INTRODUCTION
Every student is unique. Students' Learning Style may vary from how they prefer to learn. A learner may be spatial, naturalist, musical, linguistic, bodily-kinesthetic, intrapersonal, logical/mathematical, interpersonal and existentialist (Gardner, 1983). The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information (Fleming and Baume, 2006).

METHODS
The research aimed to determine the Multiple intelligence and English performance of Grade 10 students of Naic Coastal National High School. Specifically, the study aimed to find out if there is a significant difference in English performance of Grade 10 students from Naic Coastal National High School when grouped according to their multiple intelligence and find out if there is a significant relationship between Multiple Intelligence and Performance in English of the said respondents.

RESULTS
The study revealed that 34% of the respondents are existentialist learners. Furthermore, there was no significant difference in the English performance when grouped according to their Multiple Intelligence and there was no significant relationship between Multiple Intelligence and English performance.

DISCUSSIONS
The research demonstrates that there was no significant difference in the English performance of Grade 10 students of Naic Coastal National High School when grouped according to their multiple intelligences. They also found that there was no significant relationship between multiple intelligences and the performance in English of Grade 10 students of Naic Coastal National High School.

KEYWORDS: Naic Coastal, Multiple Intelligence

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Multiple Intelligence Manifested by Public Elementary School Pupils of the Mataasnakahoy District, Division of Batangas

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Abstract

INTRODUCTION
The theory of multiple intelligence rests on the concept that individuals have different potentials and/or talents which manifest more when these are enhanced and developed. This study aims to determine the multiple intelligence manifested by public elementary school pupils in relation to classroom management skills utilized by teachers and with implications to classroom administration and supervision.

METHODS
To perform the test to gather all accurate information and answers to the problem it presents the research design, sampling procedure, research instrument, data gathering procedure and statistical treatment of data using survey sheet/form and questionnaire. In the teaching-learning situation, this implies that no one set of teaching strategies will always work best for all students . Any strategy is likely to be successful with several students, and yet, not for others. Because of these individual differences among students, teachers use a broad range of teaching strategies to cope with the different interests and abilities manifested by students.

RESULTS
Pupils' Manifestation of Multiple Intelligence for school heads' and teachers' perception of pupils' manifested linguistic intelligence in Logical-Mathematical Intelligence, Spatial Intelligence, Musical Intelligence, Interpersonal Intelligence, Naturalist Intelligence, Bodily-Kinesthetic Intelligence interpreted as "great extent". And Intrapersonal Intelligence interpretation of "moderate extent" Teachers' Utilization of Classroom Management Skills in Addressing the Multiple Intelligence of Pupils in terms of teaching strategies employed; motivation techniques applied; evaluation process used; enrichment activities; and recognition/awards for performance achieved was a great extent.

DISCUSSIONS
The varying perceptions between the school heads and teachers on the latter's utilization of classroom management skills to address pupils' manifested multiple intelligence are accountable to their different positions and functions in the organization and on the concept that perception of oneself tends to be more favorable than that of others' perception. There is a strong association between pupils' manifested multiple intelligence and teachers' utilization of classroom management skills since the latter is one of the factors of the former.

KEYWORDS: multiple intelligence

**Multiple Intelligence of AES Teachers: A Basis for Coaching Activities
to Enhance Instructional Skills**

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Abstract

INTRODUCTION

The clamor for quality education is heard all around the corner for a long time but still we are not having it. There may be several factors which were overlooked as we focused on other areas of our educative process and keeping abreast with the changes and technological advancement. Educative process is composed of the learner, the teacher, and the curriculum or content. Among the three, the teacher plays a significant role because he facilitates the learning process. His role is indeed significant. The success or failure of the learning process is on his hand.

METHODS

Descriptive type of research was used involving 20 teachers as respondents. Data were collected using MI Inventory Checklist devised by SEAMEO Innotech. Additional information was secured through interviews, then tallied, tabulated, analyzed and interpreted using weighted mean, percentage, ranking, and four-point Likert Scale.

RESULTS

The respondents showed a great extent of development in verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal and naturalists intelligence with a weighted mean ranging from 1. 545 to 1. 825. While visual-spatial, musical-rhythmical and intrapersonal with a weighted mean ranging from 1. 384 to 1. 485 interpreted as developed to some extent.

Five or 25% of the respondents have considered themselves as intrapersonal intelligent people which ranked first. Second in rank was the verbal intelligence with a frequency of 4 or 20% of the respondents. It was followed by the interpersonal intelligence which ranked third. On the other hand, nobody among the respondents labeled themselves as visual-spatial intelligent persons.

DISCUSSIONS

The development of the domains of multiple intelligences among the respondents differs from one domain to another. Visual-spatial, musical-rhythmical and intrapersonal intelligence described as developed to some extent while the other five domains were developed to a great extent among the respondents. The most prevalent multiple intelligence among the respondents was the intrapersonal intelligence which hinders the promotion of collaboration among them. Most of the respondents considered themselves to perform at their best when working by themselves which is far on the promotion of collaborative work furthermore, nobody considered themselves as visual intelligent people, there is a need to enhance these domains of intelligence for the benefits of learners.

KEYWORDS: Multiple Intelligences, teachers, coaching activities, instructional skills

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