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EDUCATION

Project MADE: Multiply and Divide for Excellence

Kristine Diloy

Abstract

INTRODUCTION

Numeracy complements literacy and is sometimes called "mathematical literacy". Both skills are needed in order to function fully in modern life. Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life. Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. Being numerate is as much about thinking and reasoning logically as about 'doing sums'. This Project MADE (Multiply and Divide for Excellence) was implemented to enhance pupils' numeracy skills.

METHODS

Project MADE (Multiply and Divide for Excellence) aimed to increase the number of pupils to be efficient in Math or to reduce the children at risk of 20 out of 22 or 90% to at least 15 out of 22 or 68% by the end of March 2017 in Banaba Lejos Elementary School. The methods used for this research are the Root Cause Analysis using the Why-Why Diagram as well as conducting Surveys. The team also utilized the "Teacher made test" that became very helpful in doing the research.

RESULTS

The Grade IV pupils involved in Project Made had significantly improved their Mathematical Skills in addition, subtraction, multiplication, and division. They got an MPS of 90.5% for the Addition of 3-digit numbers. Second, they got an MPS of 88.2 for Subtraction of 3-digit numbers. Third, they got an MPS of 90% in Multiplying 1-digit multiplier with 1-digit multiplicand. Lastly, they got an MPS of 80.4 on Dividing 2-3-digit Dividend with 1-digit divisor. Overall, the test results showed remarkable success among the pupils.

DISCUSSIONS

The outcomes proved that enhancement of pupils' skills in Math was gradually enhanced through the consistent provision of learning activities fitted for their individual needs. These included giving take-home math exercises through the Enhanced Teacher-Child-Parent Approach, boosting peer tutoring during free time and remediation period, validating and developing computer-based/interactive materials, training of teachers of Mathematics teaching strategies and implementing Project Oplan Master F4 Four Fundamental Operation. Regular implementation of such activities was a great factor for the project's success

KEYWORDS: Project MADE: Multiply and Divide for Excellence

SUBMISSION ID: RACE-NATOFF-0002

Project MAGKIALAM (Magulang May Pakialam) at Roman Ozaeta Memorial School; Intensified Activities in Enhancing the Status of Parents' Attendance and Participation on School Activities

Mildred De Torres, Department of Education - San Jose

Abstract

INTRODUCTION

Parents who have been considered as one of the stakeholders of the school community play tremendous roles in the child's educational and environmental transformation. Thus, the intensity or extent of participation that parents have in their child's education and the school have to be realized. In this study, we implemented Project MAGKIALAM (Magulang May Pakialam) to enhance the status of parent's attendance and participation on school activities and promote a sense of responsibility and successful parental involvement at Roman Ozaeta Memorial School

METHODS

The descriptive research method is used to describe systematically, functionally, accurately a situation, problem or phenomena that seeks to answer questions to real facts relating to an existing condition.

RESULTS

Based on the baseline data, which is the minutes of the meeting, the researchers were able to organize the collected data into different tables. Table 1 shows that 40.9% are attending meetings frequently, 50.3% are seldom attending the meeting and 8.8% were not attending the meeting. Table 2 shows that 55.1% of parents were frequently attending Brigada Eskwela, 40.2% were seldom attending and 4.7% were not attending. Parents attendance in Table 3 regarding SBFP, 58.4% were not attending, 30.4% who attended seldom and 11.2% attended frequently.

DISCUSSIONS

The results indicate that still, the most numbers of the parents find time in monitoring the growth of their children in school by attending PTA meetings. Table 2 indicates that most of the parents were not supportive in Brigada Eskwela. Table 3 indicates that half of the parents were not spending time attending the School-Based Feeding Program.

KEYWORDS: stakeholders, minutes of meetings, intensified, home visitation

SUBMISSION ID: R04A-BATANP-2148

Project MAGULANG: as Intervention on the Degree of Parental Involvement using Multi-Stage Technique

Leonor C. Reyes, Ma. Ellena Romualdo, & Sol P. Aceron, Department of Education, CDO

Abstract

INTRODUCTION

Enacted Ordinance No.13195-2017, providing for the parental Responsibility Code of Cagayan de Oro City. As defined in Chapter 1 Section 3 of said ordinance, parental authority. As a response, this research study sought to determine the degree of Parental Engagement of the Senior high School parents and Elementary parents. Secondly, assess promptness and barriers of parental engagement in the school of senior high school parents and Elementary parents.

METHODS

The basis of the chosen one hundred (100) parent-participants was through a multi-stage sampling technique to ensure the exact representations.

RESULTS

(a). The result shows the responses of parents in a welcoming school environment were highly involved. (b). The result shows the responses of parents on school/parent communication were highly involved. The result shows the responses of parents on parents as decision makers reveal the parents are sometimes involved in parental involvement plans and decisions on the educational progress of the child. (d). The result shows the responses of parents on partnerships with community resources often community reveals the support of community organizations, parents as facilitators and partners were sometimes involved.

DISCUSSIONS

The following are the recommendations: (1). Parents should always engage their selves in school since the result shows that parents are sometimes involved as decision makers and partners of the school. (2). The school administrators must demonstrate openness and enthusiasm among parents to encourage parents to involve their selves in school functions. (3). To further understand, the degree of parental involvement as "Project MAGULANG" follow up action research may be conducted by employing bigger respondents.

KEYWORDS: parental engagement/involvement, barriers

SUBMISSION ID: R010-CAGDOC-0000

Project MAIN (Multiplication and Operation in Integers) to Enhance Academic Performance of Grade 8 Students at Bukal National High School

Jobelle Reyes, DLSU

Abstract

INTRODUCTION

The implementation of the K to 12 curricula by the Department of Education ensures that every learner has to complete the basic quality education with the necessary competencies and skills for higher education and/or for the world of work or entrepreneurship. In line, Lack of Basic Numeracy is one of the Priority Improvement Areas of Bukal National High School wherein there is a need to enhance the basic numeracy skills of every student. Thus, Mathematics Department implements a program that will help the students to increase the mastery of the multiplication table and improve the operation on integers of the students to attain better performance in Mathematics class through the use of Numeracy Assessment Worksheets and E- Games.

METHODS

The study applied the descriptive method of research. Prior to developing the Project MAIN, the researcher creates a Numeracy Proficiency Test that serves as the pre-test to determine the academic performance of the students. Numeracy Worksheets and E-Games are also produced as primary materials in conducting the Project MAIN. In addition, interviews with the Mathematics teachers and Grade 8 students utilized to strengthen the data gathered, to reveal the problem encountered in teaching and learning the basic numeracy skills and to improve the program based on the participant responses. The researcher used data analysis, pre-test result and post-test to determine the academic performance of the students before and after implementing the Project MAIN. In addition, the researcher used to mean and percentage to find out the effectiveness of the Project MAIN

RESULTS

The main problem in teaching and learning the skills in Multiplication and the Operation of Integers is Lack of Time in studying the skills and was followed by a Lack of Study Habits and Mathematics Anxiety. In addition, study shows that the project MAIN becomes successful since there is 50.74% and 81.82% difference in the Pre and Post Test Result in the mastery of multiplication and skills in Operation in Integers respectively.

DISCUSSIONS

The overriding purpose of this research is to improve the Basic Numeracy Skills of the students at Bukal National High School. The results of the study may be beneficial to the Mathematics teachers to devise plans of actions on how they can improve the Mathematics academic performance of the students through the use of Numeracy Worksheets and E-Games.

KEYWORDS: E Games, Numeracy Worksheets, Project MAIN

SUBMISSION ID: R04A-BATANP-1410

Project MAMBO (Maaasahan at Aktibong mga Magulang, Bumabalikat Oras-oras): Input to Enhanced Stakeholders' Participation to School Programs and Projects in Banyaga ES

Elizabeth Mendoza, Department of Education

Abstract

INTRODUCTION

This study is conducted to enhance the participation of the stakeholders specifically the parents of Grade Six pupils at Banyaga Elementary School to make them responsive to school projects and activities. Project MAMBO (Maaasahan at Aktibong mga Magulang, Bumabalikat Oras-oras) is designed for parents to be receptive to the needs of their children by keeping in touch with the school every time they are needed for the improved academic performance of pupils.

METHODS

Qualitative Research Method was utilized in the conduct of the study. The respondents were the grade six parents with productive partnerships with the school. Participants who were aware of the implication of their presence in school activities and programs were asked to answer the semi-structured interview. Data were encoded and analyzed and compared across cases to establish the generality of findings within the sample.

RESULTS

Findings show that enhanced parental involvement in school projects and programs has an implication on the performance level of pupils. Further, it confirms that Transparency, Awards and Recognition, and Involvement of Stakeholders emerged during the conduct of the study which developed to the harmonious relationship between school and stakeholders.

DISCUSSIONS

The study will be of great help to improve parents' level of participation in the implementation of school projects and at the same time ensure the success of all the programs and projects initiated by the school. The study is limited only to the grade six parents of Banyaga Elementary School in the District of Agoncillo for the SY 2017-2018. The study would be valuable to the school head, teachers, learners to improve partnerships with stakeholders.

KEYWORDS: performance level, productive partnership and parental involvement

SUBMISSION ID: R04A-BATANP-1390

Project MASTA Manipulative Approach and Strategies in Teaching Addition

Irec Bernarte, Department of Education

Abstract

INTRODUCTION

Calubcub 1 CI Team found out that Mathematics is a difficult subject for the learners. This was revealed from the data gathered based on the result of the First Periodic test for the school year 2017-2018. The K to 12 Basic Education Program uses a standard competency-based grading system as stipulated from the Department of Education Order No. 8, s. 2015 to assess the performance of the learners.

Based on the data gathered, out of 34 learners of Grade Two- St. Anthony, 1 or 3% attained 75% proficiency level during the conduct of First Periodic Test for the School Year 2017-2018.

The alarming number of failing pupils of Grade Two St. Anthony resulted to conduct this study to raise the performance level of the pupils in Mathematics.

The CI team targets on their project to increase the number of learners who will pass on the First Quarterly test by 15% this School Year 2018-2019.

METHODS

In the data collection, the team used interviews, provide a questionnaire and analyzed the result of the first Periodic Test on the first quarter for the school year 2017-2018 in the graphical representations. Through the voice of the costumes and instructional supervision, the team was able to identify the root cause of the problem and started to conduct the project MASTA.

RESULTS

Based on the result after the implementation of project MASTA, the pupils who passed the test increased to 15%.

DISCUSSIONS

The implementation plan was piloted to grade 3 pupils. The process owner was observed by the team with the aid of the Manipulative Approach and Strategies in Teaching Addition for five consecutive days. Some issues were encountered during pilot testing and addressed the solutions after conferencing the teacher or the process owner. The process was repeated for the remaining lessons.

KEYWORDS: COSTUMER'S VOICE, IMPLEMENTATION,

SUBMISSION ID: R04A-BATANC-0531

Project MASTA Manipulative Approach and Strategies in Teaching Addition

Eunice Delacion, Department of Education

Abstract

INTRODUCTION

Calubcub 1 CI Team found out that Mathematics is a difficult subject for the learners. This was revealed from the data gathered based on the result of the First Periodic test for the school year 2017-2018. The K to 12 Basic Education Program uses a standard competency-based grading system as stipulated from the Department of Education Order No. 8, s. 2015 to assess the performance of the learners.

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METHODS

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RESULTS

Based on the result after the implementation of project MASTA, the pupils who passed the test increased to 15%.

DISCUSSIONS

The implementation plan was piloted to grade 3 pupils. The process owner was observed by the team with the aid of Manipulative Approach and Strategies in Teaching Addition for five consecutive days. Some issues were encountered during pilot testing and addressed the solutions after conferencing the teacher or the process owner. The process was repeated for the remaining lessons.

KEYWORDS: COSTUMER'S VOICE, IMPLEMENTATION,

SUBMISSION ID: R04A-BATANC-0543

Project MASTA Manipulative Approach and Strategies in Teaching Addition

Eglecephine Gega, Department of Education

Abstract

INTRODUCTION

Calubcub 1 CI Team found out that Mathematics is a difficult subject for the learners. This was revealed from the data gathered based on the result of the First Periodic test for the school year 2017-2018. The K to 12 Basic Education Program uses a standard competency-based grading system as stipulated from the Department of Education Order No. 8, s. 2015 to assess the performance of the learners.

Based on the data gathered, out of 34 learners of Grade Two- St. Anthony, 1 or 3% attained 75% proficiency level during the conduct of First Periodic Test for the School Year 2017-2018.

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METHODS

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RESULTS

Based on the result after the implementation of project MASTA, the pupils who passed the test increased to 15%.

DISCUSSIONS

The implementation plan was piloted to grade 3 pupils. The process owner was observed by the team with the aid of Manipulative Approach and Strategies in Teaching Addition for five consecutive days. Some issues were encountered during pilot testing and addressed the solutions after conferencing the teacher or the process owner. The process was repeated for the remaining lessons.

KEYWORDS: Collaborative, Performance

SUBMISSION ID: R04A-BATANC-0545

**Project MATH GILAS (Galing ng
IsipanLinanginsaAsignaturangSipnayan)**

Karl Jonvel Peñaranda, Aldea NHS

Abstract

INTRODUCTION

Education plays a great role in everyone's life. It is considered as the only consistent and time tested the path to success. Furthermore, education is mainly concerned with the ways and means of teaching and learning. It is considered as a powerful tool in improving one's life. It opens the door and accepts the idea of expanding horizons and learn new things. Moreover, education is essential to everyone and an indispensable part of life both personally and socially. Thus, through Project MATH GILAS (Galing ng Isipan Linangin sa Asignaturang Sipnayan) which is one of the intervention programs in Mathematics, it caters the Grade 7 learners who attained below standard in the level of numeracy. The objective of the intervention program is to establish and maintain a non-zero numerate among the learners of Aldea National High School. Based on the deeper sense of the intervention program, the teachers withdrew the root cause which is the poor foundation of the learners when it comes to the four fundamental operations such as addition, subtraction, multiplication, and division.

METHODS

The study uses the descriptive method of research utilizing evaluative design which describes characteristics of a population or phenomenon being studied. The sampling technique used is the purposive random sampling in identifying the respondents.

RESULTS

It was found that the learners obtained a higher mean in the post-test in terms of fundamental operations of the whole number. It also implies that the exposure of the respondents to the Mathematics Program made a difference in the level of mathematical skills in addition, subtraction, multiplication, and division. Thus, the null hypotheses are rejected. The findings imply that the exposure of the respondents in the English intervention/enhancement program is such a big help in terms of the acquisition of mathematical skills in the fundamental operations. The conclusion that significant effect exists suggests accepting all the substantial increase in each aspect of the level of Mathematical skills performance of the respondents.

DISCUSSIONS

The remedial/intervention program incorporated with Explicit Instruction: I Do, We Do, You Do are still subject to further enhancements. The enhancement program must be a continuous project since it increases the level of Mathematical skills on fundamental operations of the learners. Different Explicit Instruction activities may be developed focusing on the least effective skills not only in Math but in all subjects as well.

KEYWORDS: math GILAS I Do You Do We Do

SUBMISSION ID: R04A-RIZALP-0455

**Project MATHAMBAYAN: Impact of Activity- Based-Learning
Through Experiential Learning on the Development of Learners'
Fundamental Operation Skills**

Aleli C. Tolentino, Jamaine P. Aguilar, Robelyn Anne P. Caraan, & Thelma P.
Samson, Munting Ilog National High School

Abstract

INTRODUCTION

Mathematics is a series of building block, a full understanding of the meaning and application of each fundamental operation help learners to develop their mathematical skills. The majority of the learners were experiencing difficulties in adding, subtracting, multiplying and dividing numbers, especially in the Grade 7 level. As an effect, the learners with weak basic math skills find the subject increasingly confusing and difficult, resulting in poor grades and low self-esteem. Project- MATHAMBAYAN aims to measure the impact of activity-based learning in Grade 7 Mathematics using experiential education in developing the fundamental operational skills.

METHODS

The study is action research in nature which used experimental quantitative approach. The respondents were 30 selected grade 7 students of Munting Ilog National High School year 2017-2018. Window Card was used as a tool in determining the respondents of the study. A teacher- made test was also administered which consisted of the fundamental operational skills. Data were analyzed using item- analysis, Likert scale and mean.

RESULTS

The findings showed that with the help of activity-based learning through experiential education helped the learners to improve their understanding and skills in fundamental operation. Through this, they had a hands-on experience and a deeper understanding of how these operations are being applied. It also helps learners to transform knowledge or information into their personal knowledge which they can apply in different situations. Also, it increases self-efficacy of the students in answering mathematical problems thus enhances positive attitude towards learning mathematics.

DISCUSSIONS

The study revealed that activity-based learning through experiential education helped the learners to master the fundamental operations. It also reveals that having a mastery of the fundamental operation skills increases learner's self-efficacy and self-esteem to solve a more complex and difficult math concept.

KEYWORDS: Fundamental operation, activity-based learning, experiential education, MATHAMBAYAN

SUBMISSION ID: R04A-CAVITP-1531

Project MATHIPON (Mentoring and Tutoring to Hone Mathematically-Challenged Learners to Improve Performance on Numeracy); an Intervention Program for Mathematically-Challenged Learners

Cora Del Rosario, Leah Mojica, & Vilma Pelina, Department of Education

Abstract

INTRODUCTION

Aiming for quality education for a quality nation leading to quality future is basically what education system reconsiders in objective scheming steering all learning areas, specifically, in Mathematics. This is because of the suspicion that without targeted help the most likely scenario is that these students will fall further behind peers in Mathematics (Sullivan & Gunningham, 2011). This study sought to determine the effectiveness of Project MATHIPON as an intervention program for mathematically-challenged learners.

METHODS

The study utilized the experimental single group pre-test/post-test design to determine the effectiveness of Project MATHIPON as an intervention program for mathematically-challenged Grade 10 learners. The instructional plans were well constructed and validated based on the objectives of the lesson in teaching the least mastered competencies and on the 60-item first quarterly assessment result with an accumulated mean percentage score of 46.30%. The student-participants underwent through Project MATHIPON from August 28, 2018, to October 5, 2018, focused on the least mastered competencies of the first quarter in Mathematics 10.

RESULTS

The data were analyzed statistically finding the Difference of pre-tests and post-test, Weighted Mean, Standard Deviation (SD), compared computed Value from table value at 0.05 confidence level. The data revealed that there was an improvement between the student-participants' scores of Pre-test and Post-test after the administration of Project MATHIPON intervention program in the teaching of the least mastered competencies in Math with the Gain Score of 137. Moreover, the data gathered showed that the mean in the Post-test was higher than the mean in the Pre-test with the difference of 9.13. Consequently, the data exhibited that there was a significant difference in the score of Pre-test and Post-test which meant that the learners performed better during the post-test after the implementation of Project MATHIPON rather than when there was no intervention program carried out.

DISCUSSIONS

It is very important to comprehend learners' background especially the status of their Mathematical skill and competency through pre-assessment. Researches and studies had been conducted and proven effective in studying the best pedagogy in teaching Mathematics. Teachers teaching Mathematics subject somehow is encouraged to implement the Project MATHIPON intervention program in teaching Mathematics to JHS classes for gaining optimistic academic performance.

KEYWORDS: mathematically-challenged, intervention, least mastered competencies

SUBMISSION ID: R04A-CAVTP-1531

Project MCDO (Multimedia Conquers Different Operations)

Diana Morada, Ester Banaag, Evelyn Pumupula, Maribel Balido, Nora Ramirez, & Venia Varcas

Abstract

INTRODUCTION

Education encounters, in the modern times, challenges in all aspects of social' economic and cultural life; the most important of which are over-population, over-knowledge, education philosophy development and the change of teacher's role, the spread of illiteracy, lack of technological development and mass media (Aloraini,2005, pp.30-32). This drove the Develop Innovations from the Group of Innovative Teachers Team (D.I.G.I.T.) to use the modern teaching technologies through Multimedia Conquers Different Operations (Project MCDO) to face some of the main problems that education encounters, by increasing the learning level which may be achieved through providing equivalent opportunities for all students, while taking into account the individual differences between learners (Wilkinson, 1986,p. 13 & Abd El-Halim Said, 1997, p. 19).

METHODS

The study used the descriptive-qualitative research design since the study aims to measure the ability of pupils in the four fundamental operations in Mathematics with the use of multimedia during the implementation of Project MCDO (Multimedia Conquers Different Operations) and compared the previous test results with the 4th Quarterly Test given to the pupils before the project was implemented. The researchers opted to use purpose homogeneous sampling techniques since the whole class of Grade II-Section 3 implemented Project MCDO.

RESULTS

During the pilot implementation, it was observed that teaching fundamental operations using power point presentations, modules, games, film viewing and worksheets obtained good results. The number of pupils considered to be low in proficiency decreased from 23 to 7 or 64% to 19%.

DISCUSSIONS

Learning the four fundamental operations through multimedia with the help of modules, games and worksheets deepened pupils' understanding about their lessons. This innovation motivated pupils to listen attentively, give focus to the topics with enjoyment while learning.

Through this research, feed backs from the teachers, parents and learners inspired the researchers to continue the implementation of Project MCDO. In fact, other schools from the District of Calauan have already adopted this project. The lesson in life that the researchers would want to emphasize is to subtract fear, add courage, multiply knowledge and divide/share learning in Mathematics.

KEYWORDS: multimedia

SUBMISSION ID: R04A-LAGUNA-0339

Project MEAL: MATHematics Education Assistance for Learners

Ma. Gloria Guhit, Bagbag National High School

Abstract

INTRODUCTION

Project MEAL is a prototype remediation program designed to help non-numerate Grade 7 students better understand and put into practice fundamental skills in mathematics. This is achieved by making them undergo a refresher course on the topics of addition, subtraction, multiplication and division of whole numbers (2-digits) and decimals (up to the hundredths place). This after class program hopes to bolster and both the foundation and capabilities of the said students in mathematics which in turn allows them to have the ability to grasp the more elaborate mathematical concepts that they will encounter during their regular classes.

METHODS

The study made use of quasi experimental design involving the quantitative method. It aims to emphasize learning competencies and cognitive skills through series of intervention assessments. The effectiveness of the test was basically determined by analyzing the pattern of the test scores that result from three (3) series of Pretest and Post-test. Purpose sampling was used with a population of 12 grade 7 students of Bagbag National High School during the school year 2018-2019. The data gathered were analyzed and compared using mean, standard deviation, weighted mean and t-test.

RESULTS

The student-participants' grades on the first, second, third in Mathematics were also gathered. This was done to ensure the comparability of their performance in Mathematics during the study period. This presented the comparative results of the pre-test and post-test performance of the student-participants' foundation skills in mathematics. It showed that the results of students in the pretest can be described as Low. While the level of achievement of students in the post-test significantly increased, this is described as Moving towards Mastery. It revealed that the result of the students' performance in all Quarters was Passed.

DISCUSSIONS

Based on the preceding findings, the Project MEAL Program was found to be an incredibly effective method of increasing the aptitude of the non-numerate students through the improvement of their fundamental skills in the subject of Mathematics. It is also important to consider that there were only 12 respondents, hence through this intervention, the learners were able to practice and prepare for quarterly and other standardized assessments which in turn resulted in more consistent and better test scores and grades.

KEYWORDS: Mathematics Intervention plan, Teaching/Learning Materials, Activity Sheets Quasi-Experimental Method

SUBMISSION ID: R04A-CAVITP-0254

**Project MEMO Mastering Effectively the Multiplication Operation of
Grade Four Pupils in Tulay Elementary School**

Elizabeth L. Ramos & Marilou C. Kalalo, Department of Education

Abstract

INTRODUCTION

Learning multiplication is an important foundation for learning different aspects of Mathematics such as division, long multiplication and even fractions. For pupils that don't have enough understanding of the times table they may find other areas hard to understand.

This study aims to reduce the number of identified Grade IV pupils who have learning difficulties in multiplication by at least 75% or 26 out of 35 pupils in Tulay Elementary School by the second week of October 2017 for the school year 2017-2018

METHODS

Participants and/ or Other Source of Data and Information like parents, teachers and pupils were used as resources. Data has been gathered through descriptive research design with the use of questionnaires in order to obtain data pertinent of the investigation. In the Data Analysis Plan, data were collected, presented in tables, analyzed and interpreted for the purpose of drawing conclusions and recommendations for the study. 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

35 out of 45 Grade IV-1 pupils in Tulay Elementary School were identified to have learning difficulties in multiplication based on the result of the pre-oral and written assessment in multiplication last June 2017. Data gathering results on the hindrances in learning multiplication were as follows: Out of 35 respondents (pupils) 10 of them were fond of playing, 6 in watching television, 5 were asking for their mothers' guidance and 4 were always playing games on gadgets and computers. Teachers considered lack of practice among pupils and the transition of Math curriculum from Mother Tongue to English medium of instruction from grade III-IV as primary causes of the problem.

Post assessment, oral and written were administered. Results showed that out of the 35 pupils without mastery in the pre- assessment, 32 or 91% gained mastery in the post assessment.

DISCUSSIONS

After thorough analysis of the data gathered, root causes were identified and solution/ improvement plan was finalized for implementation.

Roll out of the identified solutions was implemented to the pilot class which was the Grade IV-1 pupils composed of 35 respondents. Results were evaluated after the implementation to check the progress of the study.

KEYWORDS: pedagogical approaches, innovation, intervention, voice of the costumer, hindrances

SUBMISSION ID: R04A-BATANP-1738

Project MERKS: Magallanes Elementary School Reaching Knowledgeable and Skillful Future Through LOA (Learners Outcome Assessment) focusing on Least Mastered Skills in Science 5

Kristoni Del Mundo & Violeta R. Sernat, Magallanes Elementary School

Abstract

INTRODUCTION

"Don't try to fix the students, fix ourselves first. When our students fail, we, as teachers, too, have failed", Marva Collins. It has been our job ever since as an educator to cultivate the young minds of our pupils who will be responsible for the future. It was never an easy task to help our pupils learn knowing that they live in a world where technology overpower humans. Some may not, but most of them live their lives as the 21st century learners. These are the kinds of learners every teacher encounter where each has special needs we have to deal with. They must be taught in different ways to address their individual differences. In this, different assessment tools must be considered.

Learners Outcome Assessment (LOA) is a tool to evaluate the pupils understanding of the lessons they have in each quarter. It assesses whether the pupils are learning or not.

Assessing the LOA result for the first quarter encouraged the author to come up with a study that will test whether there is a chance to improve the scores of the Grade 5 pupils in their Science class, which happened to be the lowest among the other grade levels.

METHODS

The researcher first used the LOA as an assessment tool. It showed that Science 5 got the lowest. She listed all the least mastered competency and thought of the possible strategies that may be used during remediation. She used different collaborative activities like peer teaching, group activities and games as an approach. The approach was tested during the second quarter period in the whole grade 5 which consisted of 57 individuals.

RESULTS

As a result, the researcher found out that the use of different collaborative approaches in teaching had a big effect in students' learning ability. It allowed them to participate freely during discussions and share their knowledge in their groups. Learning with the help of others gave them confidence which kept them motivated to learn. Because of this, they were able to increase their scores for the second quarter as seen in the LOA result.

DISCUSSIONS

This research aimed to use LOA to study the relevance of learners' individual assessment in reaching one's growth and potential. It showed that there was a change in the learners' outcomes especially in the field of Science after using collaborative approach as an intervention to a group of grades 5 students of Magallanes ES.

KEYWORDS: Learners Outcome Assessment (LOA)

SUBMISSION ID: R04A-CAVITP-0843

Project MPES - Makabuluhang Pagbabasa sa Edukasyong Sapat

Melodessa Verola, Department of Education

Abstract

INTRODUCTION

As a catalyst of change, it is our duty and responsibility to provide the necessary knowledge and skills to our 21st century learners to equip them for the challenges that will come their way. Learning is not only on about academic achievements but also about the development of that person into a multi-talented individual.

Attainment of basic literacy level is very crucial. The level of comprehension affects the performance of a learner in school. After the administration of the pre-reading test, it was found out that 120 out of 430 learners fall under frustration level.

METHODS

This application paper devised different methodologies in addressing the problem in literacy. Pre-assessment was given to all learners from Grades Three to Six. Upon identification of learners who were under frustration level, intervention activities were used by teachers to two groups, one is using Marungko Approach and the other was Fuller Approach. At the end of six months of rigid implementation, the learners were again given reading assessment.

RESULTS

Most of the learners used in this study were greatly affected as well as their parents who were co-mentors in improving reading comprehension level of learners. Project MPES became a vessel of change when fully implemented, monitored and evaluated. On the part of teachers, they had a deeper understanding of the difference of the two approaches which was beneficial in their teaching styles

For learners who had primary reading levels, Marungko Approach was more appropriate. For learners who had a level lower than their grade, they found it suitable to use Fuller Approach.

DISCUSSIONS

The results showed the need for rigid assessments of learners in their pre-education years, to have strong partnership between parents and school community in the development of the learners, and to give a deeper sense of ownership in the part of teachers in their responsibility as the catalyst of change in the life of learners.

KEYWORDS: catalyst, Marungko, Fuller

SUBMISSION ID: R04A-TANAUA-0190

Project MRICH (Making Reading a Habit to Improve Comprehension)

Dolores A. Tuguinay, Alicia Integrated School

Abstract

INTRODUCTION

Many children know how to read but not all of them read with comprehension. The key to successful teaching and learning inside the classroom is knowing the art of listening, and understanding what was read. Failure to read and comprehend affects the learning process of a child. This project was a strategy that the teachers of San Benigno Elementary School, Aglipay, Quirino used to enhance the interest of pupils to enhance their reading capabilities in English and Filipino.

METHODS

This research made use of the descriptive method to describe the pre-test results of the Phil-IRI conducted by teachers during the beginning of the school year. Post-test were also taken after the implementation. In addition, survey and interview from teachers and pupils were also conducted to assess the usefulness of the project.

RESULTS

After its implementation, the teachers saw a big difference on the attitude of pupils toward reading. Most of the pupils loved reading and lessened their playing time to sit down and browse materials that the teachers placed in those reading corners. On the other hand, the teachers were motivated to keep on updating their materials and to procure more reading materials to attract their pupils. As a result, the reading comprehension level of the pupils eventually improved from frustration level to instructional and other achieved the independent level in all year levels. In addition, their vocabulary was enhanced too. Thus, reading became their habit. Many of them were awarded during the Recognition Day for the efforts they made to help and improve themselves.

DISCUSSIONS

The results impacted a positive outlook among the teachers and the pupils to continually adapt the project year after year. Since the teachers saw the impact this project had for their pupils, it served as an encouragement for them to push through and also make it their habit to keep on procuring quality learning materials and at the same time an avenue to start making researches and innovations. In addition, it will become a guide for future researchers to use the same strategy in Mathematics.

KEYWORDS: Reading Comprehension, Performance, MRICH

SUBMISSION ID: R002-QUIRIN-0132

Project Music in Me: A Strategy for Pupils' at Risk of Dropping-Out

Waldymar Pasacsac

Abstract

INTRODUCTION

School absenteeism is an alarming problem for administrators, teachers and parents particularly in Gibanga Elementary School. Unacceptable reasons of absences have negative effects on the academic performance of pupils which can cause further absences. According to Malcolm, Wilson, Davidson and Kirk (2003) teachers identified the effects of absenteeism of students as:

academic under-achievement

difficulty in making friends which could lead to boredom and loss of confidence

prolonged absence can have deleterious effect for the child in later life

Students who are absent from the school are the greatest risk of dropping out early.

This result prompted the researcher to develop and determine the impact of Project Music in Me, a Lyre and Drums Activity, as a strategy to minimize, if not eradicate absenteeism or truancy.

METHODS

This study utilized quantitative method of research. More specifically it used a descriptive type of study focused on the effectiveness of the Project Music in Me, a strategy to augment absenteeism among the pupils of Gibanga Elementary School of the School Year 2016-2017. Twenty- five selected pupils were chosen purposely. Daily attendance records were kept by the school head and regularly filled in by the grade level teachers. Questionnaires were used as the primary data gathering instrument. Formula for weighted mean was used to treat the data.

RESULTS

After the implementation of the Project Music in Me, it is observed that the pupils at risk of dropping out were actively engaged in the lyre and drums related activities that increased their participation and attendance in school. The number of pupils at risk of dropping out was decreased by 13% from its previous record. Seven (7) of them identified the causes of their absences as:

*three (3) pupils with health-related problem (asthma)

*one (1) pupil for distance of school from home

*three (3) pupils' preoccupation with household chores

DISCUSSIONS

Engaging pupils in different activities is a key to have active participation in school. They have to enjoy every single minute of stay in the school. Give extra attention to those who are left behind in the lessons. They created wonderful experiences that they learned the competencies that the curriculum expected of them. This study thereby proposes to continue the implementation of Project Music in Me as a strategy for pupils at risk of dropping out (PARDO) and to capacitate all teachers as learning resource developer.

KEYWORDS: Project Music in Me, PARDO, absenteeism, truancy

SUBMISSION ID: R04A-TAYABA-0006

**Project PALS: A Localized and Contextualized Evidence-Based
Intervention Program to Improve Student's Academic Performance in
Mathematics**

Kevin Kertz Peñaflor

Abstract

INTRODUCTION

Mathematics as a subject affects all aspects of human life at different ways. In the Division of Province of Cavite, the result of National Achievement Test (NAT) for the past four (4) years have not yet to reach the target mean percentage score of 75. It is in this regard that the researcher intended to analyze the impact of Project PALS (Peer-Assisted Learning Strategies) with localized and contextualized learning activities on students' academic performance in Mathematics.

METHODS

The study made use of experimental research design and inferential statistics. Data for the research was gathered through the use of teacher-made multiple-choice type of test. There was no sampling procedure used, instead, total enumeration of the participants was involved in the study. This study was conducted from October 16, 2017 to January 16, 2018. The results were obtained using Data Analysis Add-in: Excel 2016.

RESULTS

The results showed that Peer-Assisted Learning Strategies with localized and contextualized learning activities and traditional teaching have both increased the academic performance of students in Mathematics. It also showed that there is no significant difference on their impact on students' academic performance in Mathematics. Moreover, Peer-Assisted Learning Strategies with localized and contextualized learning activities does not result in higher mathematics achievement than the traditional teaching methods.

DISCUSSIONS

The results demonstrate the effectiveness of the use of both traditional teaching and Peer-Assisted Learning Strategies with localized and contextualized learning activities. Hence, the teachers should use both of them. Also, training organizers should keep an eye on strengthening not only Peer-Assisted Learning Strategies but also traditional teaching.

KEYWORDS: Mathematics, Peer-Assisted Learning Strategies, Localization, Contextualization, Traditional Teaching Methods, Academic Achievement

SUBMISSION ID: R04A-CAVITP-0264

**Project Parenticipation at Nag-iba ES: Intensified Parents' Participation
on School Programs and Projects**

Sheryl Cabral

Abstract

INTRODUCTION

The aim of the study is to assess the project “Participation of Nag-iba Elementary School”. Specifically, it sought to determine the participation level of parents in school programs and projects, common difficulties encountered during the implementation of the project, and proposed activities that will intensify parents' participation in different school activities that are very important in attaining a successful, meaningful, effective and excellent output.

METHODS

The research utilized the descriptive design with survey questionnaires as a main tool in gathering data. The descriptive research is also known as a basic research method that examines the situations such as characteristics and practices as they exist in their current state. The respondents of the study consisted of 68 parents of the pupils in Nag-iba Elementary School.

RESULTS

Results indicated that parents' participation in school activities was below 65 percent. Moreover, it was found out that the most common difficulty experienced by the respondents in participating in various school activities is doing home chores.

DISCUSSIONS

Consequently, conflicting time schedules were experienced sometimes by some respondents. On the other hand, transportation was never a reason for the respondents t not be able to cooperate in school programs and projects. Furthermore, “Attendance Ko”, “Award ng Anak Ko” was considered an effective tool in intensifying parents' participation in different school activities. However, new ways for increasing parental involvement can always be discovered. Additional research and information in this area can help all concerned.

KEYWORDS: “Participation”, programs and projects, school activities

SUBMISSION ID: R04A-BATANP-0783

Project Parenticipation for Pupils Instructional Progress

Isidra Cabral

Abstract

INTRODUCTION

The study aimed to identify the parents' level of participation in the different school programs and projects that affect pupils' instructional progress.

METHODS

The study made use of the descriptive method of research with questionnaires as the main data gathering instrument. The respondents were the total population of teachers from Nag-iba Elementary School. The statistical tools used were the simple weighted mean, frequency and ranking.

RESULTS

Teacher-respondents assessed the common problems they observed based from their everyday experiences with their pupils. From the results, the factor that ranked first that hinder parents to be involved in school programs was their work-time conflict with school activities followed by the extensive travel they had to school and having young children at home which both ranked 2.5 with the second highest number of answers.

DISCUSSIONS

From among the given factors, parents' involvement was interpreted to be very effective in helping pupils' development of good study habits. This ranked first with a weighted mean of 3.0. It is believed that there is always a role for parents with kids' school work no matter what grade the student is in the activities which reveal that the parents' level of participation in school programs and projects were just sometimes observed. Thus, there is a great need to improve parents' level of involvement with these matters.

KEYWORDS: Project Participation, parents' involvement

SUBMISSION ID: R04A-BATANP-0795

Project PAWS: Pupils Action on Waste Segregation an Intervention Activity to Strengthen the Pupils' Skill on Classifying Waste Products

Roselyn De Villa & Julian D. Luna ES, SDO Batangas

Abstract

INTRODUCTION

Republic Act 9003 or the Ecological Solid Waste Management Act of 2000 will focus on providing a framework for managing the growing problem on solid waste in school and community through educational campaigns. The success of this program depends on how it will be implemented and adopted. Teachers play a vital role in realizing this purpose. Therefore, they carry heavier responsibilities than others. Pupils are taught at young ages to practice the "3R's" in order to cultivate care for the environment. It's a big challenge to task pupils with saving the planet, but it is important to challenge pupils to understand that their actions impact the health of the environment. Learning to reduce, reuse, and recycle, is a good start because it is an easy and manageable task for learners of any age to achieve, and the topic is universal. Additionally, from engaging in topics on waste, pupils can dive into more complex thoughts related to creating a more sustainable future.

Many schools have initiated creative, fun, and effective waste reduction projects in the classroom. For as many projects that have been successful it is important to remember that there is no one way to becoming a waste-free school. No easy check-list exist that will work in all classrooms or schools.

METHODS

The researcher utilized the descriptive method of research to determine the effectiveness of the intervention activities on classifying waste materials into biodegradable or non-bio-degradable among 46 Grade IV pupils of Julian D. Luna Elementary School. The researcher tabulated and analyzed the gathered data.

RESULTS

The first table reveal that only 13 pupils or 28% got the correct answer for the skill on classifying waste products into biodegradable or non-biodegradable. After the implementation of the intervention activities, 41 pupils or 89% of the class got the correct response to the question.

DISCUSSIONS

On the basis of findings obtained through the analysis of the data gathered, the following conclusions were arrived at only one third of the class or 28% only got the correct response in the First Periodical Test. The "Project PAWS: Pupils Action on Waste Segregation" was implemented to strengthen the pupils' skill on classifying waste products. The remedial Assessment in the said skill revealed that after implementing the intervention, there was a great increase in the number of pupils who got the correct response.

KEYWORDS: Waste Segregation, Biodegradable, Non-Biodegradable, Reduce, Reuse, Recycle

SUBMISSION ID: R04A-BATANP-0967

Project PBB: Pagpapabilis Bumasa ng Bata

Ma. Theresa Alano, Department of Education

Abstract

INTRODUCTION

Reading is a very crucial skill every learner needs to develop and master at a certain level, depending on reading standards and his/her prerequisites, in order to acquire other or higher levels of literacy. When reading, gaps exist and learning deficiencies in subject areas will also increase and thus affecting ones' development and achievement.

With this, Continuous Improvement Program's (CIP) and Project PBB's (Pagpapabilis Bumasa ng Bata) main objective is to attain 75% increase in the number of non-sentence readers among Grade 3 pupils.

METHODS

In this program, the pupils reading profiles particularly the Phil-IRI pre-test results and Dolch Reading Assessment tests were analyzed. Questionnaire Checklist were also administered and responses were gathered through interviews.

To analyze the existing process and implement program interventions, SIPOC was used. With the identification of priority improvement areas, solutions were crafted and weighed in the Decision Matrix.

RESULTS

This project revealed the following reasons why the pupils were below reading level: pupils' frequent absences, no reading follow-up at home, insufficient reading material, teacher is busy with other school work and no allotted reading time in class program.

To address the probed reasons, the following interventions were done reading remediation by vacant teachers in the morning and in the afternoon; provision of appropriate reading materials; creating reading time commitment at home; boosting peer tutoring; and home visitation, interviews and monitoring.

Through the implementation of the interventions, the target of 75% increase was successfully obtained. Out of 37 non-sentence readers, 97% or 33 pupils become sentence readers. The remaining three percentage or four pupils become phrase and word readers from syllable readers by the end of the program.

DISCUSSIONS

The results showed that with the implementation of needs-based interventions and targeting specific reading ability success will be obtained. For the closure of the project, the following recommendations were suggested: continuous implementation of suggested interventions particularly peer tutoring and provision of appropriate reading materials; and lengthen the reading time commitment at home from 30 minutes to one hour on a daily basis.

It is also recommended to implement the project in other grade levels and to also conduct intensive individual reading profiling of pupils in all levels to have authentic assessment in their reading needs.

KEYWORDS: Increasing reading ability through needs-based interventions

SUBMISSION ID: R04A-CAVITP-1163

Project PBG (People Bridging Gaps)

Phillip Gallendez, Banjo Laurel National High School

Abstract

INTRODUCTION

The government has been adopting measures in order to address the issues and concerns in terms of providing quality and accessible education. Through the years, there have been existing problems in schools which hamper their operations.

School heads play a significant role in the improvement of their respective schools. They are like the captain of a ship who directs it to a certain destination. During the travel, so to speak, problems will arise. It is their duty to ascertain ways to solve the problem. Nevertheless, it is not the sole responsibility of the school head to craft solutions on existing problems.

The challenges of the changing times are insurmountable. Hurdling them requires knowledge, skills and strong will of all the involved individuals. Through active participation of stakeholders, nothing will be impossible.

METHODS

The researcher used the school's performance indicators for the last three years as baseline data in identifying problems in the school. After data gathering procedure, coordination with different internal and external stakeholders was undertaken. They discussed the problems and ways to cope with the problems.

After working hand in hand, the problem was identified and then solution was enforced. The program has successfully worked out the shortfalls ultimately. Nonetheless, other related problems will be given equal attention to identify solutions.

RESULTS

The drop-out rate of the school significant declined from 2.5% in 2017 to 1.73% in 2018 after the project was initiated. However, enrollment rate dropped from 203 to 199. The efforts of the stakeholders are still on high level despite the turn-out. They are determined to help the school in overcoming struggles and looking forward in improving the services of the school.

DISCUSSIONS

School Heads Development Program is one of the programs of the department in order to equip future leaders with necessary skills in managing their schools. Part of the program is identification of the existing problems in their respective stations and come up with solutions to combat the problems.

Project PBG was conceptualized to identify ways in solving the problems on drop-out and enrollment rate. During previous years, these indicators continuously suffer decline in numbers. Participation of stakeholders has been one of the identified factors thus, their participation is sought. Several meetings were held in order to come up with best ways in solving the problems. With the concerted efforts exerted, problems were addressed

KEYWORDS: performance indicators, stakeholders, school heads

SUBMISSION ID: R04A-TANAUA-0149

Project Peanuts and Eggs (PEN): An Initiative to Supplement the School Based Feeding Program

Sevilla Avancena, Department of Education, City Schools Division of Tanauan

Abstract

INTRODUCTION

The Department of Education (Department of Education) has issued Department of Education order No.13 series of 2017 which includes guidelines on healthy food and beverage choices in schools and its offices. Department of Education's policy has categorized food and drink under green, yellow or red to guide schools on the food and drinks that can be or can't be sold in the canteen.

For these reasons, the researcher found it interesting to conduct a study on how the Supreme Pupil Government (SPG) officers will help to supplement the school-based feeding program with the use of boiled eggs and peanuts.

METHODS

The SPG officers together with their adviser delivered boiled peanuts and eggs in canteen with 20% profit for the canteen and 80% for SPG funds. With the gained profits from delivered items, the SPG officers were expected to donate during every second and last week of the month boiled eggs and nuts for free to the below normal pupils from Kinder to Grade Six. The researcher gathered data from the respective advisers, measured the weight and height of the pupils concerned. They were given free boiled eggs and nuts twice a month. After several months of supplement of nuts and eggs, their height and weight were measured again to determine if there was progress.

RESULTS

Based on the data gathered, out of sixty-two below normal pupils (62), sixteen (16) severely wasted and forty-six (46) wasted pupils, 42 pupils became Normal based on the feeding program and after the supplies of eggs and nuts. Only 6 severely wasted and 14 wasted pupils are now included in the feeding and supplemental program.

DISCUSSIONS

Continuous SPG support on the school's feeding program is advised to be included in the School Improvement Plan. This will also improve the reading performance and will make the nutritional status of learners improved. The officers as well as the adviser shall also think of other means on how to raise funds to provide healthy and nutritious foods. These food items are also included in Green category which are the best choices for a healthy school canteen.

KEYWORDS: SPG, boiled eggs and nuts, supplement below normal, School feeding program

SUBMISSION ID: R04A-TANAUA-0148

Project PEER: A Learning Cooperative Approach to Improve the Learning Comprehension of Grade IV Pupils Under Frustration Level of Isidro Cuadra Elelenty School

Marites Diesta, Department of Education - Cavite, Isidro Cuadra Elementary School

Abstract

INTRODUCTION

Reading is the fundamental source of learning. Any written text will only be understood through reading; thus, it will be meaningful with comprehension. Anderson in McKay (2006: 224) stated, reading is both process and product. The product of reading is called reading comprehension, or an internal construction of meaning; that is, there has been understanding of what has been read. This study aims to address present situation in reading through the use of Learning cooperative approach. The importance of effective reading is also proposed by Greenal and Michaels (1986: 46). Effective reading according to them, means being able to read accurately, and to understand as much of the passage as you need in order to achieve purpose.

METHODS

This study employs the pre-experimental one-shot case approach. According to De Jesus the pre-experimental one-shot case study is a design in which a single group is only studied once, subsequent to a treatment is the instruction of reading strategies. Another tool used was the Phil-IRRI test administered to forty-four pupils in Grade IV during the first week of July 2018. This tool used to determine student level of reading. Teacher's observation checklist was used by the researcher to gather data throughout the intervention. This tool provides information of changes on how pupils understand and use reading comprehension strategies over time.

RESULTS

The whole duration of the study from August 2017 to March 2018 was participated by forty-four Grade Four pupils in Project PEER. Cooperative Learning Approaches was used and proven to be of great help in improving the reading comprehension through the use of active learning. From the pre-test consisting of forty-four pupils (44), fourteen (14) fall under the level of frustration, eighteen (18) under instructional and 12 under independent level or 27.27%. After eight months of monitoring and instruction, post test showed positive response attaining only 4.5 % of pupils remaining in the frustration level. Thus, the data collected shown was there are only 2 from 14 pupils who fall under frustration level, 26 under instructional and 16 under independent. These data shown a 22.77% decrease of frustration level in reading comprehension.

DISCUSSIONS

Our students' positive response to eight months of cooperative learning approach as interventions convinced us that many of the activities warrant continued implementation. Performance related activities proved to be highly motivating and the researcher's plan is to continue gathering material for reader's for reading. Paired reading proved most effective when it was closely linked to curriculum, rather than an isolated fluency activity. Implementation of paired reading in connection with curriculum, to make it practical and meaningful for students, facilitating transfer of learning. The implementation of teaching and learning activity using Project PEER have successfully improved the students' reading comprehension.

KEYWORDS: pre-experimental one-shot case approach, reading strategies, cooperative learning approach

SUBMISSION ID: R04A-CAVITP-1683

**Project Perfect Attendance is Significant for Outstanding Pupils
Competence (PASOC): An Intervention to Remedy Absenteeism of
Selected Grade 1 Learners**

Dianne Indy M. Tolentino & Jenny Calong, Department of Education

Abstract

INTRODUCTION

One of the problems that Grade One teachers and learners face in the teaching-learning process of Tagaytay City Central School (TCCS) was the frequent absentees resulting to poor academic performance and at risk of dropping out. SY 2014-2015 marked forty-two (42) percent drop-outs from Grade One level and recorded the highest number of learners who have stopped from schooling. This had alarmed the school to think and plan for an intervention that would remedy absenteeism which was the leading cause of drop outs.

METHODS

The experimental method of research was used in this action research using developmental design because attendance progress of learners was being monitored. The study was limited to selected fifty-eight (58) Grade One pupils who were identified at risk of dropping out due to frequent absenteeism. A survey was used to identify reasons and causes of being absent from school. Frequency counts and percentage weight values were used in the analysis and interpretation of data.

RESULTS

Based from the survey, Sickness is the root cause of absenteeism among Grade One Pupils. During the implementation of PASOC, the number of absentees had gradually decreased from June to October 2016. In June fifty-four (54) pupils or ninety-three (93) percent of the respondents committed three to five absences weekly. In October, about forty-six (46) pupils or seventy-nine (79) percent of the respondents were attending their class regularly and twelve (12) pupils or twenty-one (21) percent had recorded only one absent in a week. Seventy-two (72) percent decrease on the number of absentees was noted. This only implies the interventions being materialized gained positive results.

DISCUSSIONS

PASOC helped pupils to become readers simply because they do not miss important lessons especially reading class sessions. Moreover, there is also notable improvement with regard to general average of the pupils and their class rating in all subjects because of their regular attendance in school. This only proves that most of the respondents can cope up with the lessons well because of regular attendance in class and few of them even excelled in their respective class sections. Hence, the program should be implemented among learners in all grade levels and should be endorsed to other schools to solve the same problem.

KEYWORDS: absenteeism, attendance, drop-out

SUBMISSION ID: R04A-CAVITP-0436

Project PLAN (Pay Later, Act Now)

Auris Catinsag, Gregoria Atas, May Anne Joy Romanes, Nerisa Venzon, &
Queenah Sangangbayan, Department of Education - Division of Cavite

Abstract

INTRODUCTION

One of the competencies crucial in student achievement is the ability to read well. In practice, public elementary school pupils undergo standardized reading assessments to ensure that each pupil learns how to read properly. From these assessments, non- and slow readers were identified, and teachers were asked to do reading remediation among them. In some cases, the pupils, who struggle in reading comprised the majority of the class, and as a result, the teacher will recourse to a generalized approach in teaching reading. Because of this, the needs of some struggling readers were left unnoticed and so the problem in reading remained unresolved. Project PLAN (Pay Later, Act Now) was created to teach non- and slow readers in early grades using Differentiated Instruction (DI).

METHODS

Project PLAN aimed to reduce the non- and slow readers from 14% or 22 out of 157 Grades 1 to 3 pupils, to 7% or 11 out of 157 Grades 1 to 3 pupils of Indang East Elementary School S.Y. 2016-2017 by the 1st week of May 2017. It utilized the following DI activities in teaching reading, namely: (1) one-on-one teaching, (2) watching videos, (3) use of flashcards, (4) use of laminated story sheets, (5) reading storybooks aloud, (6) reading multimedia stories aloud, and (7) use of Marungko and Abakada booklets.

RESULTS

The pupils-at-risk were reduced to 5% or 8 out of 157 Grades 1 to 3 pupils. There are 7 slow readers left from Grade I to III pupils and 1 non-reader left from Grade III.

DISCUSSIONS

The use of DI activities and strategies, the engagement of parents, and the training of teachers on the implementation of DI helped in the success of the project. Based on the results of the study, it is recommended to find a way to incorporate DI in teaching reading in early grades during the school year. If this would not be possible, continuation of Project PLAN during summer break is suggested.

KEYWORDS: Differentiated instruction, Non-readers, Slow readers, Reading, Summer reading classes

SUBMISSION ID: R04A-CAVITP-0189

Project PLIGHT: A Modern Pedagogy in Developing Mastery on the Critical Content topic in Science 8

Oliver Guevarra, Ascendens Asia

Abstract

INTRODUCTION

The poor performance of Filipino students has been reported internationally on different international studies. Nationally, the results of NAT and NCAE among high school students have been very low. The emergence of different technologies in our daily lives has been a great impact on the learning styles of students. It has been observed that students nowadays are more hooked on using different technologies for different purposes. Students are more relaxed and freer when they are using technologies for their own learning inside or outside the classroom. This reality gives an idea to the researcher to conduct an investigation on the effectiveness of personalized learning in developing mastery on the critical content topic in Science.

METHODS

Descriptive-quantitative method using quasi-experimental and design-based research approach were used in the study with twenty-five and forty-six Grade 8 students as the experimental and control group chosen through purposive sampling. Pre-test and Post-test, and survey questionnaires were given to students before and after the application of Project PLIGHT. The data collected were subjected to mean, ranking, weighted arithmetic mean, Pearson-r, and t-Test using SPSS.

RESULTS

Results revealed that Project PLIGHT is important in developing the mastery on critical content topic in Science 8 in relation to studying in school, studying at home and guidance given by the teacher. There is a positive effect on the learning performance of students in terms of comprehension of the topic, motivation to learn and interest of students with weighted arithmetic means of 3.81, 3.87 and 3.85 and verbal interpretations of Strongly Agree. Moreover, there is a significant difference between the pre-test and post-test among control and experimental group based on the result of t-Test with a t-value of 8.36 at 0.01 level of confidence. Lastly, Project PLIGHT was positively accepted by the students with a mean of 3.85 and a verbal interpretation of Strongly Agree.

DISCUSSIONS

The implementation of Project PLIGHT is very important among students. There is a positive effect of Project PLIGHT in the learning performance of students in relation to the comprehension of the topic, motivation to learn and interests of students towards Science. Project PLIGHT is positively accepted by students because it is innovative and helps developed mastery on the critical content topic in Science.

KEYWORDS: Personalized learning, guidance, habit, technology, modern pedagogy, critical content

SUBMISSION ID: R04A-BATANP-0107

**Project PLSS (Parent Learning Support System) supported by
Technological Advancement: A Merged Strategy to Increase the Level of
Knowledge in Science Academic Performance of Grade Four in
Kaylaway**

Ronald Pille, Batangas Researchers Association For Value-Driven Education

Abstract

INTRODUCTION

Nowadays parents are both working for the future of their children and Pupils are left to the nannies for their schooling. This study considers the learner's attitude and aptitude in their study habits. The researcher aims to recommend a suitable plan of action to increase science academic performance which aim to examine the effectiveness of a merged a strategy to the pupils.

METHODS

This action research investigated that a merged strategy helped to improve the academic performance of the pupils. The study utilized pre-test and post-test control group design. Two sections of Grade Four were purposely selected to be the control group of the study. Both the control (N=44) and experimental group (N= 43) were taught using Video presentation and slide deck only but the experimental group was given multimedia and used The Project PLSS as a support intervention. The results showed enough evidence that a merged strategy was a much better teaching approach as compared to multimedia alone.

RESULTS

Based on the discussion of findings, the following conclusions are presented: Pupils recorded a low performance in pre-test given to them. Both groups performed well in their post-test. However, a higher increase in mean was evident in the experimental group which was under the treatment. Thus, a merged strategy applied between Project PLSS and Technological Advancement is an effective strategy to further reform pupils' performance in Science. The action plan acquainted the areas of concern to be addressed regarding the propagation and utilization of Project PLSS supported by Technological Advancement to increase pupils' Science performance.

DISCUSSIONS

This study indicates that for a teacher to be willing to make the commitment of time and energy in teaching science, he or she must recognize and believe the support of parents. Teachers should embrace this situation. Times are changing and technology is everywhere. Putting this reality into good for education is a must and the benefits from it are real. Discussion contain the following moves: (1) It shows the result of pre-test given to the controlled and experimental groups, (2) Reflect the results of post-test given to the pupil-respondents, (3) Discuss the defect of the result, (4) It uses to find out suggestion to solve this problem, (5) After analyzing the implication, conclusion follows and recommendations were given.

KEYWORDS: Technological Advancement, strategy, assessment, support

SUBMISSION ID: R04A-BATANP-0602

Project PPASSOC (Pupils Perfect Attendance in School is Significant for Overall Completion): Remedy for Chronic Absenteeism of Grade Six Pupils at Paaralang Sentral Ng Mataasnakahoy

Nerie Gonzales, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

All children, regardless of socio-economic background, do worse academically if they are chronically absent (missing 10 percent or more of school including excused and unexcused absences). It was observed that if the pupils are always absent in school, they will not become proficient readers and learners compared to pupils who are always in school. Pupils who go to school every day from kindergarten to grade six will likely become productive pupils. On the other hand, pupils who do not go to school regularly because they are living in poverty are less likely to have the resources to make for lost time in the classroom. In view of the foregoing, it is apt to find a solution or strategy to eliminate chronic absenteeism of Grade six pupils at Paaralang Sentral ng Mataasnakahoy.

METHODS

This study aimed to determine the effectiveness of Project PPASSOC (Pupils Perfect Attendance in School is Significant for Overall Completion): Remedy for Chronic absenteeism of Grade Six (6) Pupils at Paaralang Sentral ng Mataasnakahoy. To attain this purpose, I was able to use the descriptive method of research since it is most appropriate in determining current status and situations related to the variables of the study being conducted.

RESULTS

Findings revealed that Grade six pupils at Paaralang Sentral ng Mataasnakahoy have a chronic absenteeism for the months of June-August. Financial problem, parent decision, friends influence, sickness and pupils' choice are the contributory factors in the chronic absenteeism of Grade six pupils. Project PPASSOC is effective and positively perceived by both parents and pupils in terms of sponsorship/scholarship, rewards and parental involvement/home visitation.

DISCUSSIONS

Based on the results, it is a must that pupils should be given motivation to stay in school in order to lessen or eradicate their chronic absenteeism. Different measures should be addressed or discussed to pupils and parents in order to prevent the pupils' missing school or practice chronic absenteeism. Project PPASSOC may be utilized to all grade levels within the district so that it will help the pupils to be motivated to stay in school every day.

KEYWORDS: Absenteeism, Perfect Attendance

SUBMISSION ID: R04A-BATANP-0580

Project PSIP (Problem Solving to Improve Performance): its Effects on the MAThematics Skills of Grade Four Pupils

Liza Katigbak, Ma. Carmela Kristina Hernandez, & Toribia Tessie Anog, Sto. Angel District Department of Education - San Pablo City

Abstract

INTRODUCTION

The study aims to determine the effects of Project PSIP in the Mathematic skills of Grade 4 pupils upon implementation during the 2nd, 3rd, and 4th grading periods.

This action research is intended to come up with a unique intervention specifically intended to help classroom teachers in elementary level to increase the pupils' problem-solving skills and at the same time increase the Mean Percentage Score (MPS) in Mathematics 4 from 2nd, 3rd, and 4th grading periods using the 1st grading MPS as baseline.

METHODS

This study used all the Grade 4 pupils in the four schools of Sto. Angel District. Out of the 10 schools, the researchers chose these schools as the participants of the study since the results of their MPS in Mathematics is below the division target as determined using the 1st grading period Quarterly Assessment Result (QAR) during S.Y. 2017-2018. They were Concepcion, Dolores, San Buenaventura, and San Diego Elementary Schools. 211 pupils were utilized as respondents of the study.

The instrument used to gather data were the QAR in the four grading periods using the 1st grading as the basis in the implementation of this study. 2nd, 3rd, and 4th grading results indicate the effects of the Project PSIP in the Mathematics 4 MPS.

RESULTS

Based on data analysis using One - Way ANOVA and Scheffe Post Hoc Multiple Comparisons as statistical tools, the findings are as follows: (1) there is an increase in the schools' MPS as indicated in QAR; (2) there is significant difference between the schools' MPS from 1st to 4th grading period as indicated by the p-value of 0.013 at 0.05 level of significance; (3) there is an abrupt increase in the schools' MPS comparing the scores per grading period as indicated in multiple comparisons data analysis at 0.05 level of significance.

DISCUSSIONS

The results demonstrate that Project PSIP improved the academic performance of the pupils in Mathematics, promoted personal accountability among pupils about their own learning and provided opportunity for teachers to reflect on the performance of their learners.

Future researchers should conduct further research to examine if there is a significant difference on the MPS results between male and female pupils. One good research is to utilize the 10 schools in the district. Moreover, future researchers can use other grade levels as respondents of the study to further prove the effects of Project PSIP on Grade 4 pupils' performance and skills in Mathematics.

KEYWORDS: Project PSIP, Quarterly Assessment Result, Mean Percentage Score, Mathematics Skills

SUBMISSION ID: R04A-SANPAB-0017

Project R -TEA (Reading Through Enhancement Activities)

Charilyn Perico, Department of Education

Abstract

INTRODUCTION

Each learner has a different learning capability. We cannot expect the learning outcome of one learner to be the same with others. So, it is really necessary that we are equipped with different materials and method. The purpose of this action research is to discover the effective reading enhancement activities for non-reader pupils of grade one to develop their reading skills.

METHODS

The respondents of the research are the grade one pupils of Banca Banca Elementary School who cannot read fluently in Filipino. Before the study was conducted, parents of the concerned pupils were informed. This action research was started through the outcome of pre- test given to the said class. It was the basis to come up with this kind of study. Teachers have researched some other approaches that can be effectively used to enhance the reading ability of the said pupils. As the result of some researches, Claveria approach was used to them as their reading enhancement activities. The approach was used for their remedial activities.

RESULTS

At the end of the research, a post-test was conducted to find out the effect of the chosen approach to the ten pupils of grade 1- Mahogany. Based on the result of the test conducted, 80% of the pupils used in our study was able to read fluently in Filipino. This shows that the chosen Claveria Approach is effective in teaching reading.

DISCUSSIONS

The use of Claveria approach in the primary level is a tool that can help the pupils read with enjoyment. Enhancement of reading activities can be fun with the help of multimedia reading and pupils themselves can be motivated.

KEYWORDS: reading enhancement activities

SUBMISSION ID: R04A-LAGUNA-0192

Project R&C: Read and Comprehend

Nikki Abarentos, Department of Education

Abstract

INTRODUCTION

Many researchers find that teaching reading strategies is a key element in developing student comprehension. Knowing this, still a lot of teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to our students. This program helps the students especially those individuals who lack in comprehension skills to develop their own with the help of faculty, classmates and even their parents.

METHODS

This program helped students with poor reading and comprehension skills. The researchers selected them based on the result of their Phil-IRI. The team determined the root of their lack of comprehension by means of a thorough validation and data gathering. They were then subjected to some interventions with the aid of a team of teachers and students. The team discussed the results and made a careful evaluation. The researchers also collected feedbacks and recommended some important improvements to consider for future processes.

RESULTS

It was found out that many students can read but most of them cannot comprehend what they were reading. There were a lot of factors to consider for their poor performances. Such things are lack of practice, not properly guided by teachers and parents, family problems and many more. This intervention program helped these students to improve in their reading comprehension skills with the aid of teachers and students.

DISCUSSIONS

With the results of this intervention program, the school committed to continue providing remediation to frustration level students. This program can also be expanded for other problems of students. The program can be standardized and create a manual of operation to aid other schools in the area.

KEYWORDS: read, comprehend

SUBMISSION ID: R04A-CAVITP-1465

Project R.A.C.E.R. (Recognize, Ask, Critically Analyze, Eliminate, and Rationalize): Developing Critical Thinking Through Test Rationalization

Leah Vhie Belo, Department of Education - Palocpoc National High School

Abstract

INTRODUCTION

Over the past years, the Science Department of Department of Education CALABARZON has been challenged with attaining an 80% level of Achievement in the National Achievement Test (NAT) during the past couple of years. The poor achievement level of less than 50% in science based on NAT results has been attributed to the underdeveloped critical thinking skills especially among the high school students. This action research aims to improve the level of critical thinking of grade 9 students of Palocpoc National High School for the school year 2018-2019 and in effect improve their academic performance as well in the subject area of Earth Science through Project R.A.C.E.R.

METHODS

Using a descriptive method of research, the level of critical thinking and academic performance of the 55 students Palocpoc NHS for S.Y. 2018-2019, served as the respondents of the study using the Purposive Sampling Technique, were looked into. Analysis of data made use of t-test to determine the significant difference between the level of critical thinking and academic performance of the respondents in the subject area of Grade 9 Earth Science before and after the conduct of Project R.A.C.E.R. (Recognize, Ask, Critically Analyze, Eliminate, and Rationalize)

RESULTS

Grade 9 students of Palocpoc National High School for the school year 2018-2019 have a High Level of Critical Thinking before the intervention Project R.A.C.E.R. was conducted in the subject area of Earth Science, but developed it a level ahead further to a Moderately High Level of Critical Thinking after the implementation of the said intervention; hence, there is a significant difference between the summative test and parallel remedial test results of the students during the Project R.A.C.E.R pre-implementation phase and its post-implementation phase, signifying its efficacy in improving both the level of critical thinking skills and academic performance of the students in the subject area of Grade 9 Earth Science.

DISCUSSIONS

The Project R.A.C.E.R should also be applied in the other three more areas of Science namely: Biology, Chemistry and Physics and even be applied in teaching other subjects to reinforce the continuity of developing the learners' critical thinking skills. Such may also be optimized by strengthening the foundations of Reading and Comprehension skill among the learners in as early as the primary level.

KEYWORDS: R.A.C.E.R. (Recognize, Ask, Critically Analyze, Eliminate, and Rationalize), Rationalization, Earth Science, Grade Nine, Palocpoc National High School

SUBMISSION ID: R04A-CAVTP-1053

Project R.E.A.P as a Tool in Mastering the Least Mastered Competencies in Reading Among Grade 10 Students at Bauan Technical High School

Noel Agravante & Rosanna Coronel, Bauantechnical High School

Abstract

INTRODUCTION

Reading is a comprehension skill that is critical in the educational success of all individuals. Reading readiness according to (UNICEF 2012) is a process of preparing a child for reading, encouraging the child to read and engaging that child in reading. However, reading readiness entails the maturation of all the mental, physical and social emotional factors involve in the leading process. In other words, it is a state of development which prepares the child mentally, physically and emotionally for reading experiences. The ultimate challenge of a teacher is not letting the child know that he or she is left behind. How the teacher differentiates and modifies his or her instruction considering that the class is composed of the readers and non-readers establishes the difference in the teaching and learning.

METHODS

This study made use of the descriptive method of research to gather information about existing conditions or situations for the purpose of description and interpretation. It employed the process of disciplined inquiry through the gathering and analysis of empirical data and each attempt to develop knowledge.

RESULTS

The least mastered competencies in reading include noting details, drawing conclusions, making inferences and identifying the main idea. These competencies were least mastered because of the factors affecting the students reading comprehension. Leading among them are the student's interest in reading and the support from parents.

DISCUSSIONS

There were factors that affected the reading comprehension of the students that include students' interest in reading and support from parents, to master the least mastered competencies in reading, improve students' reading abilities and monitor students' progress in reading.

Project R.E.A.P was developed and implemented through remedial classes among students who were identified to have reading difficulties. They were placed under a reading program that utilized the modules in reading developed by the researchers.

KEYWORDS: comprehensions, Least mastered competencies, Ability, Periodical test

SUBMISSION ID: R04A-BATANC-0519

Project RACA: (Reducing Allies for Chronic Absenteeism) a Tool for Reducing Absenteeism

Alicia Rosales, Department of Education - Batangas

Abstract

INTRODUCTION

Absenteeism is a wide spread problem found in many schools, there are pupils who usually go absent from school which lead to missed lectures and quizzes and result to low academic performance. Project RACA (Reduction Allies for Chronic Absenteeism) is a tool designed for reducing absenteeism. This proposed project has been made to be able to combat the different facets of absenteeism among pupils. This is a trial and error program only. That is why it was tested with one section and few pupils. At the end of this action research and assessment, the program may be enhanced and reinforced and may be utilized by the whole school as well as with other grade level to reduce the absenteeism prevalence among elementary pupils.

METHODS

Descriptive method and documentary analysis were used. Class attendance records and guide questionnaires were used to assess the effectiveness of the program pertaining to the performance of each pupil. To be able to analyze the data gathered, different statistical tools were used such as percentage and frequency distribution, and weighted mean. Percentage and frequency distribution were used to identify the profile in terms of gender, attendance for the first six week and attendance for the next 6 weeks during implementation of Project RACA program. Weighted mean was used to assess the effectiveness of the Project.

RESULTS

Based on the comparison of attendance before and during implementation of Project RACA Program the average mean of the pupils' number-of-days present was increased by 5.5% during first 6 weeks over the next 6 weeks and an increase of 0.34% standard deviation. The attendance of the pupils increased during the implementation of RACA program which indicated that it enhanced the possibility of encouraging pupils to attend their class efficiently. One major barrier to learning faced by students and teachers in schools today is the lack of consistent attendance in classrooms. The item "RACA program increased academics" got the highest weighted mean of 3.37 followed by the item "incentives were effective in increasing attendance of the pupil" with weighted mean of 3.25 and "have the check-in cards was beneficial" with weighted mean of 3.17 while the least is "effectiveness of the program pertaining to the attendance performance of the pupil" with weighted mean of 3.08 and verbal interpreted as effective.

DISCUSSIONS

The results show that the program can increase academic performance of the pupils subconsciously because being present in the classroom will eventually lead to updated lessons and participation in discussion. The incentives given by the teachers as reward system for pupils who usually attend class is also effective for, they anticipate the rewards. Check in cards is also beneficial for it monitors the performance of the pupils and it can encourage them to attend class since they do not want to have a bad record in the check in card. It has a subconscious effect to the pupils when they saw that they have more absences. Students who are frequently truant often feel disengaged or incompetent when it comes to skills and knowledge. Having effective programs for students at risk will improve attendance and help them grow academically and socially.

KEYWORDS: Chronic absenteeism, attendance, rewards, incentives, monitor performance.

SUBMISSION ID: R04A-BATANP-1688

Project RACE (Reading with Accuracy and Comprehension in English)

Melanne Baculanlan, Department of Education

Abstract

INTRODUCTION

Reading is one of the basic skills an individual should possess. The school utilized Philippine Informa Reading Inventory (Phil IRI) to measure the reading ability of learners. It is used to measure readers and non-readers whether they are classified under frustration, instructional, and independent. Based from the result, 60% of the Grade III pupils were considered under Frustration Level and 30% are in Instructional Level, while 10% are independent readers. This will affect their performance in many discipline or subject areas. As early as Grade III, they should be given appropriate interventions.

Thus, 12 Grade III pupils who were identified under frustration level as the target of this project.

METHODS

Different methods were used in Project RACE (Reading with Accuracy and Comprehension in English) hence its main objective was to improve the reading performance Grade Three pupils by 75% or 9 out of 12 Grade III pupils under frustration levels in word recognition and reading comprehension. Steps in CIP (Continuous Improvement Plan) were strictly followed like Assess, Analyze, and Act. Different strategies, techniques, and materials were employed for the implementation of the program.

RESULTS

Result showed that 50% or six (6) out of 12 Grade Three pupils in frustration level was moved to instructional level. Though not all pupils in the frustration level were moved to another level. Only 30% or 6 out of 20 pupils remained in frustration level. Different strategies, techniques and materials were employed and used by the program to improve the reading abilities of pupils. These are using English Reading Kit (Level 1), Interactive reading using ICT, colorful reading materials downloaded from the internet, big books and small story books. The materials used depended on the reading ability of pupils.

DISCUSSIONS

Every pupil has his own way of learning. Some can learn fast, some through constant practice while others need thorough teaching. Just be patient in dealing with them. They needed more time, effort and love to learn hence they lack reading readiness. Basics on reading needs to be established upon them. Pupils must be respected. Peer tutoring was also utilized. Commitment of the school personnel, community and parents to continue providing remediation to frustration level pupils is highly appreciated.

KEYWORDS: reading, comprehension, strategy

SUBMISSION ID: R04A-CAVITP-0854

Project REACH: Reading Exercise and Activities in Comprehension Harnesses

Cleta A. Escover & Rochelle Binauhan, Department of Education

Abstract

INTRODUCTION

Reading comprehension has been highlighted as a problem of learners in almost all schools and Mangas Elementary School is one among the many schools which experiences that scenario, particularly in the case of Grade Five learners at present. Many pupils while being proficient text decoders or readers have difficulty comprehending text. When there is little to no emphasis on comprehension, on exploring the meaning behind the words being read, pupils are not actually reading but merely making the appropriate sounds. In this study, we were able to identify the reasons for their poor comprehension skills and sound intervention must be used in order to address the gaps in comprehension skills.

METHODS

A mono method design was used. the information was analyzed using quantitative data analysis techniques. Using interactive approach which is simultaneous, in the sense that all patterns and elements from different sources interact simultaneously to synthesize comprehension. Moreover, the use of modules and pamphlets in harnessing comprehension skills as an innovation was conducted and monitored by the teacher by using a monitoring tool through which data collected was measured using quantitative analysis.

RESULTS

The participants in the study have shown a remarkable proof that the intervention used could considerably be noted as applicable in gauging the level of comprehension of the Grade five pupils. The results of the post work activity, which is the Phil IRI, show that among the 26 participants, 15% of the learners that fall on the frustration level has increased. Furthermore, 12% increase in the instructional level was also manifested. Lastly, the independent level gained a 27% increase, proving that through the use of interactive approach using exercises and activities relevant to the needs of the learners and close monitoring of the teacher in charge of the study it will yield a reliable outcome.

DISCUSSIONS

The results construe the need for a vital involvement of the pupils and the teacher in the innovation in order for it to be considered effective. Interactive approach using the different exercises and activities in developing comprehension skills should be put into practice in order to help alleviate those who still fall in the frustration level. Thus, sustainability of the identified innovation must be done. The success of the innovation greatly lies on the close monitoring of the teacher as well as the active involvement of the learners in it.

KEYWORDS: interactive approach, involvement, post work exercises and activities

SUBMISSION ID: R04A-CAVITP-0401

**Project READ - to - LEAD: A Reading Intervention Program of Grade 7
Students in MAtematics and Science of Francisco Osorio National
High School for S.Y. 2017-2018**

Ellen Joy G. Caniya, Evelyn Marcelino, & Hazel Anne C. Laviña, Department
of Education

Abstract

INTRODUCTION

This study distinguished the urgent need to enhance the reading comprehension skills of Grade 7 students, who were identified under the Frustration Level based on the Philippine Individual Reading Inventory Test (PHIL-IRI). Recognizing the critical rating of the least mastered competencies in English subject as reflected in the NAT results, the researchers anchored the bases of this study primarily aimed at improving the learners' reading skills in English.

The SSP (School-to-School Partnership) Team realizes the urgent need to deliver an effective reading program to augment learners' comprehension skills in English, Science and Mathematics subjects and equip teachers in module writing to further enhance teaching and learning activities in the classroom.

METHODS

This study used descriptive design composed of 139 students under Frustration Level using PHIL-IRI for SY 2017-2018. Those students underwent reading remediation activities on the improvement of the following reading skills: (1) getting the main idea; (2) noting details; (3) predicting outcomes; (4) sequencing events; (5) distinguishing cause and effect and (6) vocabulary. As for the second part of the intervention program, the students were given modular activities in Science and Mathematics where the aforementioned reading skills were applied and tested.

RESULTS

It can be concluded that the 139 Frustration Readers showed a significant increase in the post test administered after several weeks of remedial classes. They were lessened to 32 frustration readers who were given follow up remediation for SY 2018-2019.

The reading program posed a great impact on the improved performance in English, Science and Mathematics thus decreasing the number of failed students in Grade 7. Also, this study opened the parents to proactive participation as they do follow-up activities at home. This study sees to lessen out-of-school youth and drop-out rate thus improving the community's literacy rate.

DISCUSSIONS

Through the SSP Program, performing schools shared their best practices to help other schools improve their performance. Identifying their strengths and capacity. The Leader School (Trece Martires City NHS) extended technical support to its Partner School (Francisco Osorio NHS) based on the identified needs and priority improvement areas.

The findings of this study will be beneficial to both the school and community where learners are expected to display improved academic performance along with the improved community literacy rate.

KEYWORDS: reading remediation, intervention program, proactive

SUBMISSION ID: R04A-CAVTP-0548

**Project READ (Read and Be Developed), an Intervention Program for
Grade Three Pupils of Florante Ilano Memorial Elementary School SY
2017-2018 with Reading Difficulties**

Jennifer Doneza, Cavite Association of Research Educators

Abstract

INTRODUCTION

Improving the children's reading abilities pose a challenge to educators amidst the fast-changing society we are in today. This study aimed to reveal how reading skills of grade three learners of F. Ilano Memorial Elementary School can be improved by means of Project READ (Read and Be Developed). Based on the results of the conduct of Pre-Test of Philippine Individual Reading Inventory (Phil-IRI) in English, the grade three pupils had the greatest number of slow-readers and non-readers.

METHODS

This study used a descriptive design. The 57 grade three pupils were divided into 3 groups; Level 1 - Non-Readers, Level 2 - Slow Readers and Level 3 - Readers without Comprehension. The grouping was based on the results of Phil-IRI. Questionnaires were distributed among the learners and their parents. Interviews were done informally before and after classes. The study was conducted from September 2017 to February 2018. Each level of learners had their reading session daily. Each level of readers was trained to read and was provided with varied activities depending on their ability and level of understanding. Every Friday, diagnostic tests were given. A Pre-test and Post- test were administered.

RESULTS

It was revealed on the questionnaires given and, on the interviews, conducted that 82% of 57 grade 3 learners responded that the main reason for their reading problems are unavailability of reading materials at home and no follow-ups done by the parents. Based on the results of the Pre-test, only 30% of 10 pupils can recognize letters in Level 1. In Level 2, 8 pupils can read words and simple phrases and 7 can read simple sentences in a very slow manner. While in Level 3, only 8% of 32 pupils can answer the basic questions about the text they had read. After the daily reading sessions and series of interventions were done, the grade three learners reading ability was improved. As shown in the results of Post- test, the scores in each level of readers increased. In Level 1, 100% of the 10 pupils can already read English sentences. In Level 2, 78% or 11 out of 15 pupils became moderate readers. Lastly in Level 3, 79% or 25 out of 32 pupils were able to read with comprehension.

DISCUSSIONS

According to the results obtained, there was an improvement in every level of readers. The scores in Post-test increased and so did the reading comprehension level of learners. The fact that the scores in reading tests showed an increase, it indicates that the Project READ implementation was successful.

KEYWORDS: florante ilano memorial es

SUBMISSION ID: R04A-CAVITP-0351

**Project READ (Reading Enhancement Action Drive): Basis for
Strengthening School-Based Reading Program**

Cris Zita, Department of Education, Dr. Juan A. Pastor Memorial National
High School

Abstract

INTRODUCTION

The results of the National Achievement Test revealed a low performance in the English subject among high school students. It is obvious that English reading comprehension level of students is deteriorating. Most of the students have difficulties in understanding written English. The Division Individual Reading Inventory Test Result in June 2016 showed that 64 out of 657 Grade 10 students were classified as Non-Readers. Thus, this study aims to assess the reading comprehension skills in English of Grade 10 junior high school students of Dr. Juan A. Pastor MNHS, Talaibon, Ibaan, Batangas to determine & craft an action plan to strengthen the existing school-based reading program.

METHODS

The researcher used the Descriptive Method wherein 100 Grade 10 students were the respondents in this research. A questionnaire was used to get necessary data and information on reading comprehension skills in the English language.

RESULTS

The data confirms that students find it hard to gain their comprehension skills in English. Likewise, students are not well attentive, instead they do so many things that trigger them not to understand the lesson in English. This also implies that students have a hard time in reading selections and sometimes it's hard for them to pronounce or read the words correctly. The critical thinking of students' needs to be developed to enhance their ability to comprehend what they read. Metacognitive strategies can improve the reading comprehension of the students which explain that reading comprehension is heritable with modest amount of shared environmental influences as evident in using the mother tongue at home for their communication. Students also have more interest in different activities than to read. They participate more on activities that do not require more reading skills since they believe that they are too old to follow the different suggestions regarding their skills in reading.

DISCUSSIONS

Students should be oriented on the importance of reading as part of their learning through continuous reading activities that will enhance and focus their attention in the content of the reading material regardless of their gender and age. A common reading program should be prepared by the teachers to continuously track the improvement of students who have difficulty in reading comprehension. Lastly, students should be provided with materials suited to their level and gradually increase the difficulty for the students to be able to acquire the skills in reading comprehension.

KEYWORDS: Reading, Reading Comprehension, Metacognitive Skills, Assessment, Reading Program

SUBMISSION ID: R04A-BATANP-1033

**Project READ (Reading Enhancement: Advocacy of the Division): it's
Effects on the Reading Performance of Struggling Readers**

Heidilyn Tolentino, Department of Education - San Pablo City

Abstract

INTRODUCTION

During School Year 2016 - 2017, the Division Reading Team of Department of Education-San Pablo City recorded nearly 6,000 non-readers from public elementary and secondary schools in the whole division. Hence, Project READ (Reading Enrichment: Advocacy of the Division) was launched and was spearheaded by the Education Program Supervisor in English and Filipino and Public Schools District Supervisor in-charge of ELLN. This project engaged learners to a whole year of reading activities that are enjoyable and less cumbersome so that they will develop genuine love for reading. With these in mind, the researcher wants to follow-up what happened to those struggling readers and find out what actions undertaken by the schools in connection with Project READ to promote their reading performance.

METHODS

This study used purposive sampling technique. This research was limited to 42 teachers and 91 pupils of San Buenaventura Elementary School, San Diego Elementary School and Guerilla Elementary School in Sto. Angel District, Division of San Pablo City for the school year 2017-2018. Results of the pretest and midyear reading assessment and survey questionnaire served as the main instrument for gathering data. Weighted Mean was used to assess the perceived responses of the respondents from the structured questionnaire administered by the researcher. Likewise, in determining the significant differences between the result of the pretest and midyear reading assessment results, t-test was utilized.

RESULTS

The study revealed that based on the result of pretest and midyear assessment, reading ability of the struggling pupils improved both in English and Filipino. Hence, there is a significant difference between the pre-test and mid-year assessment of struggling readers after the implementation of Project READ activities. Likewise, teacher-respondents perceived the effects of Project READ in the reading performance of struggling readers as "Evident".

DISCUSSIONS

The implementation of Project READ improved the performance of struggling readers. The technical assistance given by the research proponent, and Division/District Reading Team enhanced the competence of the teachers in handling struggling readers. Hence, they were able to address the needs of those learners. The implementation of Project READ decreased the number of identified non-readers of the three schools from 91 pupils on June, to 5 pupils on November.

KEYWORDS: Reading Enhancement, Reading Performance, Struggling Readers

SUBMISSION ID: R04A-SANPAB-0074

Project Read to LEAD (Learn, Engage, Accelerate and Discover)

Charrmein Peñaverde, Department of Education

Abstract

INTRODUCTION

Learning how to read is the challenge in Kaytambog Elementary School for both the parents and the teachers. Considering the fact that nowadays children are interested more on the technology rather than the books. Most of their time is spent on television, computers, internet and videos, so the love for reading becomes an elusive objective.

This reading program, “Read to LEAD” was geared on developing the genuine love for reading of the pupils as well as developing their reading habit.

METHODS

Read to LEAD is a classroom-based activity where invited readers read to Grade I to Grade III classes. The readers were carefully selected by the committee. The reading session was conducted after the flag ceremony from 7:30 to 8:00 o'clock in the morning, two times a week for each level. The stories were taken from the books in the LRMDs. After the story telling session, the pupils accomplished their "My Reading Journal" notebook and the reader signed their notebooks. The pupils were also tasked to read one (1) story a week with their parents. The book may be taken from the teacher. They recorded the stories read in their reading journals using the specified template and let their parents sign it.

RESULTS

Results showed that the percentage of pupils who are of the view that reading is difficult decreased from 10.9% before the program to 2.89% after the program. The percentage of pupils who believe that reading is enjoyable increased from 10.1% to 81.5%. When asked about their opinion if reading is interesting, the percentage increased from 10.5% to 80.9%. When asked if reading is rewarding, the percentage improved from 12.5% to 40.5%.

DISCUSSIONS

There are significant changes in perception and engagement of the Grades I-II pupils regarding reading after the program. School can influence pupils' attitude toward reading by fostering motivation. Parents play a vital role in the formative years and teachers also need to have an active hand in fine tuning reading habits among kids.

KEYWORDS: classroom based, reading habit, journal, engagement

SUBMISSION ID: R04A-CAVITP-0845

Project Read to Lead: An Intervention to Improve the Reading Ability of Selected Grade 3 Pupils

Adelina Sales, Jonarey Hernandez, & Lovelyn Rogero

Abstract

INTRODUCTION

Literacy is one of the essential components of an effective teaching-learning process. Establishing a strong foundation of literacy starts in the simplest way- Reading.

In the Philippines, the Department of Education uses Phil-IRI as a classroom-based assessment tool to determine the individual student's performance in reading which is also used as a guide in enhancing reading performance. Prior to the administration of the Phil-IRI (Pretest) last June 2018, the result showed that 90 out of 497 Grade 3 pupils are identified as non- readers. This means that the 90 identified Grade 3 pupils are already falling behind their average reading scores. Being in the last stage of early primary education wherein the medium of instruction used is Mother Tongue and in preparation for the next grade level where the medium of instruction switches to English, the researchers felt the need for immediate intervention through Project Read to Lead which uses a teacher and peer-mediated intervention strategy.

METHODS

The study employed Experimental Pretest to Post-test research design which determined a positive gain in the reading level of pupils who underwent the intervention program. Purposive sampling was used to determine the respondents of this study. Peer partners for struggling readers were also selected based on their reading competence, who have successfully demonstrated proficiency with the Phil-IRI result. This characteristic is very important in initiating a peer-mediated reading intervention program since students will be paired based on their comparable reading ability.

RESULTS

Results showed an improvement in the reading level of the respondents of the study. Direct interaction between respondents also promoted active learning not only for the struggling reader but also for their peer partner. Students feel more comfortable and open when interacting with their partner which served as a good foundation to build reading growth and improvement. The findings revealed that teacher and peer-mediated intervention strategy not only improved students' reading ability but also enhanced their social skills with their peers in a classroom setting.

DISCUSSIONS

The salient finding of the study was that students' motivation and reading level have significantly improved after the implementation of the intervention program as compared to their previous reading level. It provided an opportunity for respondents to learn and enjoy reading at the same time. It is therefore recommended to implement Project Read to Lead as an intervention program for reading difficulties in other grade levels wherein the respondents of this study will now be the peer partners of other struggling readers. However, Project Read to Lead requires an exemplary commitment to achieve its goals. It is really a team-effort for pupils, parents, teachers and school heads to manifest reading culture.

KEYWORDS: Project Read to Lead

SUBMISSION ID: R04A-CAVITP-0347

**Project Read, Read, Read: A Strategic Intervention Program to Improve
the Reading Ability of Grade III Learners Under Frustration Level of
PLTMES - Ciudad Nuevo Extension SY 2018 - 2019**

Rochelle Cenizal, Department of Education

Abstract

INTRODUCTION

Reading is one of the macro skills in learning the English language which embraces the four other skills namely listening, speaking, writing and viewing. In this program, we envision the changes for improving the reading levels of learners who are under frustration.

METHODS

Using supervised theory approach, the researcher conducted differentiated activities for the respondents. Thirty (30) Grade III learners of frustration level in PHILIRI administration underwent the intervention program. A pretest and post-test were also conducted to compare the results using the data gathered for quantitative analysis and interpretation.

RESULTS

Most of the respondents who participated in the intervention program faced similar problems when it came to word recognition, pronunciation, enunciation, phrasing and substitution. But interest to learn was apparent. Controlled, semi-controlled and immediate activity were used to acquire learning benefits among the respondents. Improvement with technical challenges of the intervention program was evident for all the Grade III Learners of frustration level.

DISCUSSIONS

The results prove that the need for appropriate intervention suited for the learning level in any grade is a big factor. Interventions, to be effective, need close monitoring and intensive implementation.

KEYWORDS: frustration, PHILIRI, Supervised Theory Approach, Macro Skills

SUBMISSION ID: R04A-CAVITP-0509

**Project READ: Read, Enjoy and Discover: A Reading Strategy to
Improve the Noting Details Skills of the Grade III Pupils**

Naneth Labrador, Victoria District Action Research Association

Abstract

INTRODUCTION

One of the most important aspects and competency that need to be developed in the English language is reading comprehension skills in terms of noting details. Pupils in the primary level are facing problems in this skill based on the records of their reading inventory.

METHODS

Respondents of this action research composed of twenty-one (21) Grade III pupils of Tomas Daguisin Elementary School during the School Year 2017-2018. The author utilized purposive sampling technique from the selected respondents. The result of PHIL-IRI was the basis for identifying the respondents. A checklist in the form of questionnaires was used to get the greatest number of factors that contribute to the pupil's comprehension skills that needed to be addressed.

Pre-test and Post assessment test were also used to measure the difference between pupils' skills in reading upon the implementation of Project READ.

RESULTS

The results implied that the pupils had a hard time in analyzing the details and that the pupils did not reach the mastery level.

DISCUSSIONS

A basic step should be mastered and the teacher should possess the skills so that they can transfer learning of the English language successfully.

KEYWORDS: purposive sampling technique, comprehension skills, remediation

SUBMISSION ID: R04A-LAGUNA-0071

Project READER (Reading Ends All Difficulties Encountered and Resolved)

Ma. Leah Vicedo, Department of Education

Abstract

INTRODUCTION

A person is limited in what he can accomplish without good reading and comprehension skills. The fostering of individual growth in responsibility, respect, and cooperation is an ongoing process. Our mission will be achieved through the active partnership of teachers, pupils, parents, and the community through this CI Project Reader (Reading Ends All Difficulties Encountered and resolved).

METHODS

The researchers conducted reading assessment and identified pupils reading in frustration level in English. The researchers adapted a reading intervention dubbed READER following 3A's method with 10 -step CI approach to address this reading problem. Upon implementation of the K to 12 programs, assessment method was also revised. This S.Y 2017- 2018, after the administration of Phil IRI, 16 out of 38 Grade 3 pupils' reading skills were identified read under frustration level. This data was further validated and these 16 pupils reading in frustration level are the core of the CI Project READER.

RESULTS

The voice of the customers revealed that the Grade 3 pupils preferred to read big books rather than the regular books. They appreciated the illustrated materials much more when they are reading with peers or with someone to guide them. Pupils wanted to read in the company of people they trust or with whom they could exchange ideas and relate their experiences. Encouraging them to read with partners, friends, siblings, classmates or neighbors made them love and enjoy reading. Thus, the school was resolved to commit to continue providing remediation to frustration level students; expand the project to the Grade 4 pupils; hand the project to the class advisers; and standardize the project and create a manual of operation.

DISCUSSIONS

The results showed the need for active participation of concerned individuals who support the reading project that could develop children's love for books and encourage them to read. Giving REWARDS and RECOGNITION also proved to be an effective encouragement for the pupils to perform in the set standards. Appreciation and proper guidance address the problem of increasing number of poor readers.

KEYWORDS: reading, frustration, peers, approach, rewards

SUBMISSION ID: R04A-CAVITP-1460

Project READS (Reading Enhancement Activities and Development Through Stakeholders Support)

Marlinda Patawe & Vivian Ambat, Department of Education - Cavite

Abstract

INTRODUCTION

It's essential that every learner is able to read. Based on the PHIL IRI baseline assessment result in English given by the school, Grade III pupils had the greatest number of pupils that are at risk. Among 70 Grade III enrollees, there are 46 under the frustration level. A Project READS, under the Continuous Improvement Project of the school was made and given attention with the stakeholders' support.

METHODS

Reading Assessment Activities pretest and post-test was used to assess the reading comprehension level of learners. After a one-on-one assessment was conducted, different steps were planned out. The steps were to get organized, talk with a customer, walk the process, identify priority improvement areas, do root cause analysis, develop solutions, finalize improvement plan and pilot solution. The project took 6 months from August 2016 to February 2017.

RESULTS

Parents' support in looking at the stakeholders to have reading materials and food during the reading time greatly helped the school recipients to make a successful implementation of the process. Implementation was made through weekly monitoring of the school head in reading of the 46 pupils, and everyday routine activity of teachers, SLAC of reading teachers by the Master Teacher, peer tutoring during free time, teach one each one strategy, validation and development of computer based/interaction and recognition and phonetic materials, and enhance Teacher-Child Parent Approach. Post Test on Phil IRI was given on February 2017. Record revealed that out of 46 recipients, 36 moved up to the Independent Level and 10 reached Instructional from frustration level.

DISCUSSIONS

The results revealed that Project READS help learners when full implementation is continuously made. To produce good readers, it is recommended that involvement of parents is needed to monitor the attendance of the pupils and reading skills at home. Training of reading teachers on teaching strategies and methodologies are very important for the successful implementation of this project.

KEYWORDS: READS Assessment activity stakeholders enhancement continuous

SUBMISSION ID: R04A-CAVITP-1132

Project Ready Set Read

Alejandro Austria

Abstract

INTRODUCTION

Reading is a complex process, involving skills such as decoding, making predictions and asking questions. Good readers know how to sight words, use context clues to understand unfamiliar vocabulary, and use stock knowledge to make connections. Teaching children to read is complex process too.

METHODS

The researcher design utilized descriptive method research. The respondents of the study were 54 learners from grades 1-6. The data was statistically treated with the use of frequency distribution and simple mean.

RESULTS

Project READY SET READ played an integral part in improving the reading level in Bagumbayan Elementary School. Action plans and reading materials prepared by the teachers in English and Filipino were considered effective since it reached the target percentage of learners under reading level from non-reader and frustration levels. After the comprehensive activities, only 10 learners were set to continue to undergo the reading project.

DISCUSSIONS

The main thrust of this study was to assess the effect of Project READY SET READ in the reading performance of the grades 1- 6 learners of Bagumbayan Elementary School. This project was a School to School Partnership Program between the South-Central School and Bagumbayan Elementary School. They made actions plans and reading materials to be used by the learners to increase their performance in reading in English and Filipino.

KEYWORDS: Project ready set rea, school to school partnership program, reading materials or interventions

SUBMISSION ID: R04A-TANAUA-0136

Project REAL (Read, Enjoy and Learn) in 100 Days

Florpina Galay, Silang Central School

Abstract

INTRODUCTION

Reading is essential for a child's success. Children with reading difficulty are more likely to face problems in learning the lessons. The Phil-IRI results revealed that there were many non-readers from Grade 1 to Grade 3. The academic performances of these pupils were affected because they can't read well. There were 63 non-readers in Grade 3, the highest among the grade levels. This was the reason why Silang Central School decided to focus the CIP among the Grade 3 non-readers. Despite of all the efforts exerted by teachers, non-readers remain to be the top most problem in school, based from the latest Phil-IRI results. The school Continuous Improvement Program attended to this problem. Project REAL in 100 Days aimed to help the non-readers in one hundred days.

METHODS

This project adopted the DISTAR reading program, a specific direct instruction model developed by Siegfried Engelmann and Wesley C. Becker. The program features are: 1) Explicit, a systematic instruction based on scripted lesson plans, 2) Ability grouping, where students are grouped and re-grouped based on their rate of progress through the program, 3) Emphasis on pace and efficiency of instruction, and 4) It only needs 20 minutes a day for 100 days.

RESULTS

The program reduced the number of non-readers by at least 80%. It did not dramatically improve their academic performance but they had fun in learning how to read.

DISCUSSIONS

Based on the assessment results of the project it was necessary that the students with reading problems must be given proper and immediate help. The school should employ a structured and interesting reading program to motivate the non-readers.

KEYWORDS: reading difficulty, assessment, systematic instruction, academic performance

SUBMISSION ID: R04A-CAVITP-0346

Project REAL: A Reading Intervention in Developing the Foundational Reading Skills of Struggling Readers of the Grade Two Pupils of Southville Elementary School

Armando Bayot, Osorio Elementary School & Gerlie Galutan, Southville Elementary School

Abstract

INTRODUCTION

The Phil-IRI Pre-test result in English for this school year 2017-2018 revealed that seventy-five (75) out of 303 Grade Two Pupils of Southville Elementary School of Trece Martires are non-readers. Thus, Southville Elementary School, the partner school of Osorio Elementary School in the School to School Partnership (SSP) was challenged to adopt the Reading program of OES, the Project REAL - Retool Every Activity Logistically utilizing different types of strategies that suit the needs of the pupils in developing the fundamental reading skills to help solve the reading problem in English of 75 non-readers.

METHODS

The study made use of the quantitative- descriptive method to primarily measure the improvements in reading skills of the participants upon the implementation of project REAL and to somehow describe the level of satisfaction of the respondents and stakeholders on the effectiveness of the project REAL as a reading intervention that can address the reading problem of the participants. Questionnaires were used in the gathering of data.

RESULTS

The salient findings of the study were the significant difference between the results of the pre-test and post-test having the t-value of -10.19 for set A, -12.69 for set B, and -9.04 for set C and the positive assessment result of the implementation of Project REAL which got the computed mean of 2.76 from the parents and 2.90 from the SSP respectively showed a Very Satisfactory rating. In cognizant to the findings of the t-test, it implied that Project REAL is an effective intervention on developing the reading proficiency of the participants, wherein in Set A, 9 out of 17 non-readers became slow readers; in Set B, 19 out of 27 became readers but 5 of them remained slow readers; and in Set C where all the 31 slow readers became fast readers. Pupils, parents and project team gave a very satisfactory rating on its effectiveness as an intervention in reading.

DISCUSSIONS

Thus, the implementation of project REAL succeeded in developing the foundational reading skills of the participants of the study specifically in improving the phonological awareness, word recognition, vocabulary and basic reading comprehension skills. The proponents recommend that the teachers should always start where the pupils are. The teaching of reading becomes more effective if the pupils having similar needs are grouped into smaller sizes. Likewise, the parental guidance plays a bigger role on the reading development of the pupils.

KEYWORDS: foundational, retooling, logistically, phonological awareness

SUBMISSION ID: R04A-CAVTP-0253

**Project REAL: its Impact to Grade 2 Pupils' Reading Comprehension of
Aguado Elementary School- Annex S.Y. 2018- 2019**

Jane A. Ayuban, Jhoan L. Hinampas, & Ronaliza R. Manggaring, Department
of Education - Cavite Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

The future success of children lies in the ability to read fluently and understand what they read. Thus, providing Project REAL is imperative to improve both reading fluency and reading comprehension particularly to elementary school learners. Hence, in this study, the researchers set to discover the abilities of the pupils in reading and understanding, particularly as to which level of comprehension and fluency they fall in.

METHODS

Descriptive and random sampling methods were used. The participants were One hundred thirty-nine (139) bonafide Grade 2 pupils, based on the Consolidated Reading Profile of Grade Two Pupils. A one group pre-test and post-test was conducted to gauge the improvement of their reading abilities within the school year.

RESULTS

Different reading tools and techniques were used to assess the learning process, comprehension and fluency skills of the pupils, and recorded it on the Reading Profile of the Pupils. The outcome of the Remedial Reading using Project REAL (Pre and Post) assessment showed that the participants have improved in reading comprehension on post administration. Therefore, the results interpret that project REAL is an effective intervention in enhancing the level of comprehension of the pupils.

DISCUSSIONS

The results demonstrate that Project REAL, as an intervention to pupils who have difficulties in reading, understanding and fluency skills is effective.

KEYWORDS: Fluency, comprehension, remedial reading, reading tool, performance, intervention, reading profile, reading abilities, receptive process, assessment

SUBMISSION ID: R04A-CAVITP-1427

**Project REAL: it's Impact to Grade II Pupils' Reading Comprehension
of Aguado Elementary School- Annex S.Y. 2018-2019.**

Jane Ayuban, Jhoan Hinampas, & Ronaliza Manggaring, Department of
Education - Cavite Province, Aguado Elementary School

Abstract

INTRODUCTION

In millennial times, reading is the most important skills in which learners should acquire. The future success of children lies in the ability to read fluently and understand what they read. Thus, providing Project REAL is imperative to improve both reading fluency and reading comprehension particularly to elementary school learners. Hence, in this study we discovered the ability of the pupils in reading and understanding in which level of comprehension and fluency they fall. In connection with this, early intervention played vital role to assess their difficulties in reading.

METHODS

Descriptive and Random Sampling Methods were used. The participants were One hundred thirty-nine (139) bonafide Grade 2 pupils, based on the Consolidated Reading Profile of Grade Two Pupils. Descriptive in the sense that the level of reading comprehension and performance of the participants were recorded, one group pre-test post-design to gauge the improvement of their reading ability of the school year.

RESULTS

Using different reading tools and techniques that could assess the learning process, comprehension and fluency skills of the pupils, and recorded it on the Reading Profile of the Pupils, the outcome of the Remedial Reading using Project REAL (Pre and Post) assessment shows that the participants have improvement in reading comprehension on post administration. Therefore, the results interpret that the project REAL is very effective intervention in enhancing the level of comprehension of the pupils.

DISCUSSIONS

The results demonstrate that with the aid of Project REAL as an intervention to pupils who have difficulties in reading, understanding and fluency skills is very effective. Moreover, the improvement of their reading skills and comprehension through the administration of Remedial Reading and tracking it using Pre and Post (Reading Profile) is highly recommended by the researchers to help the pupils improve their reading abilities. On the other hand, reading keeps individual informed, up-to-date and thinking. It is both receptive and active process. Thus, reading is a source of enjoyment for individuals.

KEYWORDS: Keywords: Fluency, comprehension, remedial reading, reading tool, performance, intervention, reading profile, reading abilities, receptive process, assessment

SUBMISSION ID: R04A-CAVITP-0853

**Project REALIA - Reading Enhancement Approach Towards Learning
and Individual Advancement**

Arline Vergara, Edrick Cosme, Gina Rosita, Gloria Bathan, & Grace Piansay,
Bolbok Integrated National High School

Abstract

INTRODUCTION

Teaching reading is a complex phase in the teaching-learning process. Basically, it demands instructional approaches and methods that will suit the students' reading skills and capabilities. It should be developed progressively to the learners from primary to secondary, both in English and Filipino. Through PHIL-IRI, teachers are able to assess the reading level of the students. Upon evaluation of the reading teachers, many struggling readers were found under instructional and frustration levels. From the result of the Pre-reading Assessment, it showed that 18 out of 93 Grade 7 learners or 19.35% had difficulty in word recognition, particularly on insertion and mispronunciation of words. It is for this reason that the researchers set to advance the word-recognition level of students by the end of the school year.

METHODS

Grade 7 and Grade 8 enrollees were subjected to reading profiling through Philippine Informal Reading Inventory (Phil-IRI). Reading assessment was conducted which revealed that most Grade 7 students needed guidance and intervention as far as reading was concerned. Data were gathered through one-on-one interviews. The researchers were able to identify the needs and wants of the students, conducted classroom observations and created an enhancement program.

RESULTS

The results of the study showed that difficulty in word recognition and following English instructions are the major causes of students' difficulty in reading. It also revealed that strategy in teaching literature should be improved. Furthermore, the REALIA process specifically the Dolch Word Recognition Enhancement Worksheet and Computerized Reading Enhancement and Assessment Materials (CREAM) increased the number of words recognized by the learners, stimulated interest and enjoyment in reading and improved the word recognition level of 18 Grade 7 learners by 83.33%.

DISCUSSIONS

Word Recognition Enhancement Worksheet (WREW) and Computerized Reading Enhancement & Assessment Materials (CREAM) can be utilized by Grade 7 students. Students can attend advanced classes every day. The utilization of WREW and CREAM was discussed to teachers and students. The concerned teacher let the students use the materials during the session after each class or every week. The effectiveness of the materials was assessed by the English teachers and the CIP Team for constant monitoring of students' progress.

KEYWORDS: PHIL - IRI, Reading enhancement, Individual advancement, WREW, CREAM

SUBMISSION ID: R04A-LIPAC1-0227

Project REAP (Remediation, Exercises, Activities and Parental Involvement)

Elizabeth Bernardino, Siranglupa E/S

Abstract

INTRODUCTION

Numerous non-readers particularly in Grade II pupils are a great concern of SLES Teachers. For the three consecutive years of the PHIL-IRI Oral test results in English showed that from SY 2014-2015, 2015-2016, Grade II has the greatest number of non-readers although it dropped down to zero (0) last 2016-2017. During the pre- test of the PHIL-IRI Oral test in English, again Grade II had the greatest number of non-readers with 34 out of 156 pupils.

This study aims to find out what makes it difficult for the children to be able to learn how to read as well as to find the best solutions to help them be able to become readers at the end of the school year 2017-2018.

METHODS

This study was conducted using the following methods: direct question to the pupils, parents and teachers. After gathering their answers, checklists were formulated to get the possible intervention and materials needed by the teachers and pupils as well as the assistance of parents to their children.

The researchers considered 34 struggling learners of Grade-Two at Siranglupa Elementary School based from the PHIL-IRI results School Year 2016-2017.

RESULTS

Based from the Phil-IRI Oral Test result in English, 34 out of 156 or 21.79% of the Grade II learners are non-readers. From December to February the 7 pupils who were in the instructional level was increased to 20 which indicated a 38.3% improvement. In the frustration level, 16 pupils were reduced to 9 pupils which showed an attained improvement of 21%. Of the 11 non-readers, 6 became readers. This meant that the 34 non-readers were reduced to only 5 for the eight-month period

DISCUSSIONS

After the conduct of Project REAP to Grade II non-readers, the results show that from 34 non-readers, it dropped down to zero which means all the 156 Grade II learners are now readers. Thus, we conclude that the Project REAP is effective.

The SLES CI Team strongly recommends to utilize the concept and data of Project REAP in the conduct of related study to solve the same existing problems.

SUBMISSION ID: R04A-CALAMB-0260

Project REAP (Remediation, Exercises, Activities and Parental Involvement)

Ma. Theresa Alanis, Siranglupa E/S
(Adviser: Ma. Theresa Alanis)

Abstract

INTRODUCTION

Reading is one of the most important skill yet difficult to develop to some learners. Numerous non-readers particularly in Grade II pupils' is the great concern of SLES Teachers. For the three consecutive years of the PHIL-IRI Oral test result in English shows that from SY 2014-2015, 2015-2016, Grade II has the greatest number of non-readers although it drops down to zero (0) last 2016-2017. During the pre- test of the PHIL-IRI Oral test in English, again Grade II has the greatest number of non-readers with 34 out of 156 pupils.

This study aims to find out what makes it difficult for the children to be able to learn how to read as well as to find out what are the best solutions to help them be able to become reader at the end of the school year 2017-2018.

METHODS

This study was conducted using the following methods: direct question to the pupils, parents and teachers. To the pupils, what are the methods that their teachers used in teaching reading that they like most; also, what are the reasons why they find it hard to read? To the parents, if they spend time in teaching their child/children at home and what did they used? To the teachers, what are the difficulties they encounter in teaching reading?

After gathering their answers, checklists were formulated to get the possible intervention and materials needed by the teachers and pupils as well as the assistance of parents to their children.

The researchers had considered 34 struggling learners of Grade-Two at Siranglupa Elementary School based from the PHIL-IRI results School Year 2016-2017.

RESULTS

Based from the Phil-Iri Oral Test result in English, 34 out of 156 or 21.79% of the Grade II learners are non-readers. Table depicts significant improvement in the reading level of pupils. From December to February the 7 pupils who are in the instructional level was increased to 20 which indicates 38.3% improvement. In the frustration level 16 pupils is reduced to 9 pupils which shows an attained improvement of 21%. Of the 11 non-readers 6 became readers. This means that the 34 non-readers are reduced to only 5 for the eight-month period.

DISCUSSIONS

After the conduct of Project REAP to Grade II non-readers, the result shows that from 34 non-readers, it drops down to zero which means all the 156 Grade II learners are now reader thus we conclude that the Project REAP is effective.

The SLES CI Team strongly recommends to utilize the concept and data of Project REAP in the conduct of related study to solve the same existing problems.

SUBMISSION ID: R04A-CALAMB-0262

**Project REAR: An Intervention to Address the Reading Difficulties of
Selected Grade-7 Students of Talon National High School**

Mariel Aterrado, Department of Education - Cavite

Abstract

INTRODUCTION

Reading is the fastest and the simplest way to raise people's educational level (Hung & T'zeng 2001). In view of this, this paper aims to help some of the grade-7 students who were found under frustration level after taking the PHIL-IRI to overcome their reading difficulties.

METHODS

The participants of this study included the 17 grade-7 students who were found frustrated on the PHIL-IRI. To further evaluate the participants, the researcher also considers the grade of the students in English during the 2nd quarter of the school year 2016-2017.

Upon evaluating the participants, the researcher administered the Project REAR for two months from January 9 to March 10, 2017. The students attended 27 sessions conducted every Monday, Wednesday and Friday during their lunch break at Talon National High School Grade 7 - Sunflower room. During the intervention, the researcher used the selected short stories and texts from Self-Instructional Modules in Communication Arts. After two months of intervention, PHIL-IRI was administered again as a post-test to identify if there was an increase in the reading comprehension of the learners.

RESULTS

The results show that through the help of Project REAR, 15 out of 17 students improved their reading skills. The result of this study would enhance the awareness of the students, teachers, and administrators on the positive effect of reading intervention towards difficulty in reading. It will give them the idea on how to enhance the reading comprehension of the learners. It can also help them to make necessary changes on their attitude towards reading and to give more importance on reading.

DISCUSSIONS

Moreover, the researcher suggests for other English teachers to use this program as their intervention to help their students and future students to increase their reading skills. Specifically, they can integrate this in their classes so that all students could be part in enhancing their reading skills, not just those students with reading difficulties but even those who are good readers already.

KEYWORDS: Reading Skills, PHIL-IRI, Intervention, Reading Difficulties

SUBMISSION ID: R04A-CAVTP-0228

**Project REATOM: A Continuous Improvement Program for Talipusngo
Elementary School Under Frustration Level**

Kathleen De Guia & Myra Causapin, Department of Education - Maragondon
(Adviser: Kathleen De Guia)

Abstract

INTRODUCTION

Department of Education Cavite aims for a higher achievement level compared to results from the previous years. Achievement, and reading is one of these essential factors on how pupils learn in all aspects of educational processes. Pupils may have difficulty in learning if they are deficient in reading. In this study, the researcher aims to determine the impact of the continuous improvement program of the school in uplifting the reading skills of the pupils.

METHODS

At the beginning of the school year, particularly during the month of July, the researchers identified the reading levels of pupils whether they belonged to independent, instructional or frustration level using the Phil-IRI as the basis in measuring their reading ability. Pupils went on two processes; the Group Screening Test (GST) for silent reading and the Oral Reading Test. To identify the root cause of the reading problem, the researchers conducted a survey on the factors that affect their deficiency in reading. After the analysis of the survey, the learners underwent to different strategies like peer teaching, computer-based instruction wherein words, phrases, sentences and paragraphs that they were going to read were flashed on the television screen, and intensive remedial reading instruction every day before their classes and after the last period in the afternoon before they went home. Pupils under the independent level were assigned to teach their classmates under frustration level. The researchers also asked the help of the PTA and invited them to have a reading intervention with the pupils.

RESULTS

During the pretest July 2018, 7 out of 24 pupils were identified under independent level, 6 were under instructional level, and 11 were under frustration level. After doing a series of interventions, 5 out of 11 pupils remained under frustration level, 2 became instructional and 4 moved up to independent level based on the Phil IRI post-test last January 2019.

DISCUSSIONS

The results of this study show that peer teaching and intensive remedial reading instruction helped improve the pupils' achievement level especially in reading. Rewards and recognition motivated pupils to study harder and to improve their achievement level.

KEYWORDS: Project REATOM

SUBMISSION ID: R04A-CAVITP-1438

Project Renaissance: A Reading Program for the HBESians

Renalyn Gonzales, Halang Banaybanay Elementary School

Abstract

INTRODUCTION

This Action Research was conducted to determine the impact of Project Renaissance in developing the reading ability of the non-readers, slow readers, and independent readers of Halang Banaybanay Elementary School.

METHODS

This study used the descriptive type of research. There was no experimental manipulation or any random selection to groups.

RESULTS

The findings of this research proved that Project Renaissance was an effective reading intervention program to improve the reading ability of the non-readers, slow readers and independent readers of Halang Banaybanay Elementary School

The Post-Test administered indicated a significant increase in the scores of the pupils which meant that the reading ability of the pupils improved after being exposed to the reading intervention program (Project Renaissance)

DISCUSSIONS

The outcome of this research might serve as a benchmark to improve and adopt the program for implementation, serve as pillar for a more effective and improved program that will help develop the curriculum, a strategy that may increase pupils' motivation to read and learn and thereby; increase their academic performance, and a great opportunity to experience a more effective, fun and interactive way of learning to read.

KEYWORDS: Renaissance, non-reader, slow reader, independent reader

SUBMISSION ID: R04A-CAVITP-0703

Project REREADS: A Reading Development Program for Struggling Readers of Ternate West National High School

Maiqui Mendoza, Rhodalyn Gancayco, & Vilma Pelina, Department of Education

Abstract

INTRODUCTION

The rapid advances in Philippine education demands a need for greater proficiency in reading. And success in it means success in reading in all content areas. (McCormick, 1995). Nevertheless, many elementary and secondary schools all over the world have large number of students who are struggling readers despite years of reading instruction.

In annual the pre-reading assessment administered to the Ternate West National High School on the first or second month of the first quarter, it has been observed that there is a large number of learners who fall under frustration level.

METHODS

A single group pre-test post-test design per grade level was used. Forty students out of 255 Grade 7 learners who fall under frustration level were given a pre-test, tested using FORT (Fry Oral Reading Test) to determine the grade level that corresponds to their reading ability, undergone on a six-month reading class, twice a week using ABRC (Activity for Better Reading Comprehension) and PHIL-IRI and given a post-test.

RESULTS

Based from the study undertaken, there was an increase on the scores acquired by the participants during pre-tests in oral reading and reading comprehension. One hundred percent of the student-participants leveled-up from frustration to instructional and/or independent in their oral reading ability with an increase of 18.63%. In addition, the participants performed significantly better in their post-test results compared to with 3.59 difference in mean scores of pre-tests. Moreover, eighty-five percent of the student-participants stepped-up from frustration to instructional and/or independent in their reading comprehension. It can be concluded that Project REREADS (Revitalizing and Enhancing Reading Abilities for the Development of Struggling Readers), was effective to improve the reading abilities of the students.

DISCUSSIONS

The results demonstrated a need for continuity in the conduct of the project to improve the reading abilities of the students. Consequently, other subject teachers may adapt this kind of activity to increase the rate of instructional and independent readers among all grade levels. It also recommended to the future researchers to focus on strategies, especially on teaching reading comprehension that may be used in reading classes/program.

KEYWORDS: reading level, struggling reader, assessment, reading program

SUBMISSION ID: R04A-CAVITP-0647

**Project ReUke (Reading Using Videoke): A Reading Strategy for
Struggling Readers in Molino Elementary School, Academic Year 2018-
2019**

Ruby Castillo & Juliet Del Rosario

Abstract

INTRODUCTION

Songs are wonderful memory tools and that is why almost every commercial has music in the background or a jingle. We remember things better when we associate something with music. Every television show has to have a theme song, and for many shows tunes we only have to hear two or three notes to think of that show. The reading ability pretest and the recommendation of advisers revealed the reading status of 30 pupils from Grade 3 to Grade 5. The results of the pre-test were used as reference in constructing reading strategy, wherein printed song lyrics and also videoke type multimedia materials were used as springboards in enhancing pupils' reading skills.

METHODS

Experimental design was utilized in this study since its main purpose was to determine the effectiveness of singing while reading and its possible effect to the reading skills of struggling readers from Grade 3 to Grade 5 in Molino Elementary School. Total enumeration or universal sampling was used as method of determining the participants of this study since all the struggling readers from Grade 3 to Grade 5 were all based on the recommendations of their classroom advisers based on results of the pre-test on reading readiness that was given to all pupils from Grade 3 to Grade 5. The results of the pre-test and the post-test were compared and determined whether Project ReUke as reading strategy was effective or not. The result of monthly evaluation on struggling readers' reading ability through singing while reading using videoke were documented and also a basis of determining the effectiveness of Project ReUke reading strategy.

RESULTS

Struggling readers in Molino Elementary School in this school year 2018-2019 had improved with their reading ability since the Project ReUke Reading strategy have been implemented. The results showed that the number of struggling readers decreased.

DISCUSSIONS

The results showed that the Project ReUke reading strategy for struggling readers contributed huge improvement on respondents' reading abilities. Project ReUke reading strategy can also be used by any Grade level as their strategy for effective reading outcome.

KEYWORDS: Song, Videoke, Reading, Struggling, Music

SUBMISSION ID: R04A-CAVITP-0918

Project RIFE: Multi-instructional Approach in Reading for Grade II and Grade III Pupils with Reading Difficulties in English at Bilog Elementary School- School Year 2016-2017

Glenda Dimapilis, Department of Education - Cavite, Bilog Elementary School

Abstract

INTRODUCTION

It is imperative for teachers to not only identify the struggling readers, but to also know the best reading intervention practices. It is essential for learners to get the proper instruction needed for them to find accomplishment in the classroom. The researchers aim to address the alarming deficiency in the use of English language.

METHODS

The study used a descriptive research design because of the nature of the variables that were all at hand to produce data required for quantitative and qualitative analysis. It was carried out among the 34 pupils in Bilog Elementary School. Pupils who have undergone the study were the ones who fall under Frustration Level based on Phil-IRI assessment. The program was done daily every break time and every after class with the help of both teachers and parents. Post evaluation of their reading level was done with the Phil-IRI and the results were analyzed, evaluated and interpreted.

RESULTS

The study showed 18 out of 29 (62%) of Grade II and 16 out of 31 (52%) of Grade III pupils needed to undergo Reading Intervention (Project RIFE (Reading is Fun and Exciting). After the reading intervention, 14 out of 18 (78%) Grade II pupils and 13 out of 16 (81%) Grade III pupils moved up from frustration level. The research showed the positive effect from the reading interventions like peer tutoring, the use of big books and downloaded stories from the internet.

DISCUSSIONS

In the light of the findings of the study, the researcher concluded that the use of early intervention affects Grades II and III pupils in their reading progress. The program enhanced respondent's vocabulary and pronunciation of English words.

KEYWORDS: Multi-Instructional, Project RIFE, Reading Difficulties

SUBMISSION ID: R04A-CAVITP-1296

**Project RITS: Reading Improvement Techniques and Strategies
Through Continuous Improvement Program at Salvacion Elementary
School**

Rita Berdul, Department of Education

Abstract

INTRODUCTION

Reading is an essential part of learning. With this, the school has conducted a series of programs and activities to address the nonreaders to become word readers or sentence readers. Based from the PHIL-IRI result conducted to 31 pupils Grade V Diamond class of Salvacion Elementary School, 10 were identified to be under Frustration Level. It is in this context that Project RITS Reading Improvement Techniques and Strategies (RITS) through Continuous Program was conceptualized.

This action research aims to assess the effect of Project RITS. This was funded under Basic Education Research Fund (BERF) through the Division Research Committee and PPRD Region V.

METHODS

Descriptive method was used in discussing the responses to the research questions. Data gathered were organized according to the order of the statement of the problem.

RESULTS

Findings revealed that:

- 1.) The reading level of Grade V Diamond Class based from the Phil-IRI Pre-Assessment Test conducted revealed that out of 31 pupils who took the test, 10 or 32% fell under frustration level, 16 or 52% under Instructional level and 5 or 16% under Independent level. As reflected in the reading competency record using DOLCH Basic Word Sights Method, 31 or 100% of the pupils can read the letters from the DOLCH Basic Sight Words; 31 or 100% can read phrases; 25 or 83.8 % can read paragraphs; and, 21 or 67.74% can answer comprehension check.
- 2.) The area that needed the most improvement was in reading comprehension of the pupils.
- 3.) On the level of effectiveness of the different reading interventions implemented, Success Mo Award Ko, ranked first among the different activities implemented with 93.54% passing percentage and interpreted as very effective.
- 4.) The pupil's competency level in reading after the implementation of the reading interventions showed that there were 6 pupils or 19% independent readers; 25 pupils or 81% instructional readers; and, zero frustration reader.

DISCUSSIONS

From the findings it can be concluded that there was an improvement in the reading levels of the pupils after the implementation of reading intervention - Project RITS. Programs and activities implemented by the researcher of the school showed positive result with 99% of non-readers becoming word and sentence readers. Therefore, it is highly recommended that Project RITS be adopted by other Grade levels in Salvacion ES with difficulties in Reading.

KEYWORDS: reading techniques, reading strategies

SUBMISSION ID: R005-CAMSUR-0052

Project R-ME: An Intervention to Improve the Reading Skills of Grade II Pupils

Erika Lait, Department of Education

Abstract

INTRODUCTION

The purpose of this action research is to improve the reading ability of the pupils through the use of Project R-ME. Its focused is on different innovations that can be used to help non-readers.

METHODS

The respondents of this action research are composed of 6 males and 4 females of Grade II in Banca-Banca Elementary School that are non-readers. This was an output-based action. Teacher-made module and Self-regulated reading materials were used to help pupils to read and serve as an intervention for them to find reading easier and simpler. Remedial classes were used by the teachers for the actual implementation.

RESULTS

By the end of the action research 6 out of 10 pupils were able to read CVC words, phrases and simple sentences. The researchers used the pre-test and the post-test MPS of the pupils to determine their improvement.

DISCUSSIONS

Follow up at home is an effective tool for the pupils to improve their reading difficulty. Modules and Self-Regulated reading materials are effective ways in helping pupils to read.

KEYWORDS: intervention, improvement, reading

SUBMISSION ID: R04A-LAGUNA-0194

**Project RNR: A Reading Ability Intervention for Selected Grade III
Pupils of San Gabriel I Elementary School**

Cyril Verdeflor, Jonalyn Masaoay, & Sylvia Almendral

Abstract

INTRODUCTION

Pupils who do not learn to read in their early grades find themselves trapped in a maze of knowledge and understanding.

This study relates to successful practices of teachers to plan ways to embed strategies that will improve the attitude and motivation of diverse and struggling readers toward reading in scientifically based reading instructional programs.

METHODS

Descriptive Survey has been used in this study as it is considered suitable for the determination of the respondents. The main objective of this study is to reduce poor and non-readers of Grade III pupils in San Gabriel 1 Elementary School. The data used in this intervention plan were collected by observation, interviews, questionnaires, and reading tests (pre-test and post-test). They were engaged in a reading intervention entitled Project RNR (Reducing Non-Readers).

RESULTS

In the Phil-IRI result that was conducted 130 out of 529 are non-readers in Grade III. Based on the result of the intervention, 9 were able to read and learn the sound of certain letters, 60 pupils were able to read combination of letters in blends and words and 61 pupils became comfortable reading phrases and sentences. Out of 130 non-readers, 121 pupils were reduced.

DISCUSSIONS

The reading intervention helped solve the reading problems of pupils. The focus was not only on the instructional practice but also on the individual pupils needs. Involving parents in their child's development of literacy and language skills had positive outcomes.

KEYWORDS: Non-Reader

SUBMISSION ID: R04A-CAVITP-0530

Project RPSDA: Resolving Problem Solving Difficulties of Grade II Pupils Involving Addition Through Supplementary Worksheets

Daisy V. Malco, Gloria De Castro, & Rosanna T. De Los Reyes, Department of Education

Abstract

INTRODUCTION

Mathematics play a very important role in our daily life. In this study, the researchers aim to determine the common difficulties encountered by the Grade II pupils in Lanatan- Muntingtubig Elementary School in solving mathematical problems to help find ways for a more effective intervention.

METHODS

The research used the quasi-experimental method. Pretest and post-test served as the indicator of the increase in the performance of the control group. The respondents were twelve Grade II pupils. The researchers used the mean, standard deviation and the mean percentile score as statistical tool in determining the results and answers to the statement of the problem.

RESULTS

The results of the pre-test revealed that the common mistakes or difficulties were in 1) Step 5 Stating the complete answer, 2) Step 1 What is in the problem and, 3) Step 4 Number sentence. It also showed that addition with regrouping is the primary cause why step 5 were the respondents' most difficult part in analyzing and solving word problems. Moreover, computing for the amount of money increased the difficulty of the problem. With these results, the researchers gave more emphasis on these three steps in preparing worksheets. With the use of teacher prepared worksheets as the instrument for the instruction and remediation there was a significant difference between the academic performance of the respondents in problem solving. The reinforcement in competencies through instruction and remediation using the worksheets significantly improved the academic performance of the pupils in problem solving.

DISCUSSIONS

The results demonstrated the need for the appropriate interventions or worksheets to meet the needs and difficulties of every learner. The researchers believe that proper knowledge of the teachers on the accurate and appropriate worksheets and interventions will greatly increase and improve the academic performance of the pupils in problem solving

KEYWORDS: problem solving, remediation, worksheets, intervention

SUBMISSION ID: R04A-BATANP-0429

Project S.T.A.R.: A Reading Ability Intervention for Selected Grade III Pupils of Aguado Elementary School

Julie C. Delima & Veronica R. Garcia, Department of Education - Cavite

Abstract

INTRODUCTION

Early intervention for reading difficulties makes a significant difference in the long-term reading abilities of children. Thus, teachers should be concerned about the number of children who struggle with reading. It is for this reason that Aguado Elementary School came up with the idea of Project Star (Spend Time to Acquire Readers) to help the grade 3 non-readers develop their reading skills by the end of the project.

METHODS

This study employed the pre-test post-test design and descriptive statistics Paired T-Test. Descriptive design was used as a means of achieving the main objective of this study which is to improve the reading level of the Grade Three frustration readers. Purposive sampling was utilized in the said study. The school conducted surveys and interviews to identify factors affecting the reading ability of pupils. A questionnaire was used in data gathering. Root cause analysis and validation was done prior to the implementation of the reading program.

RESULTS

The findings of the study were systematically presented, analyzed and interpreted following the sequence of the research questions given. The results revealed that from 253 only 129 pupils remained under frustration level with the difference of 124 or 34% decrease; for instructional level, 80 or 22% of pupils have instructional reading level; 78 or 22% are promoted to independent while there is no more record for Non- Reader.

DISCUSSIONS

From the results, it is evident that the utilization of project STAR was a success. The intervention program eliminated the number of non-reading pupils in the grade three levels. The variety of teaching strategies, including the use of technology and manipulative reading materials were very helpful in motivating and engaging the learners in learning to read in English.

KEYWORDS: intervention, frustration, instructional, independent

SUBMISSION ID: R04A-CAVITP-0901

Project SACRED (Self Awareness and Consciousness Towards Responsible Education)

Baby Lyn Cajan, Janice Paragile, Maridel Banaag, & Mona-Liza Samonte,
Department of Education

Abstract

INTRODUCTION

It has been observed that one of the problems encountered in the classroom set up that hinders learning is lack of confidence. Values Education is a curriculum in which self-expression, sharing and portrayals, are the much-needed components to achieve life-long learning. Unfortunately, students hardly perform because of the lack of self-confidence.

SACRED (Self-Awareness and Consciousness Towards Responsible Education), is a research project specifically offered to incoming grade-8 students in the school year 2017-2018 to present. It was designed to assist students in developing self-confidence to unleash their ability to perform and achieve in all learning areas, highlighting on their talents and interests. Its core goal is to encourage students to initiate a "yes, why not do it and see what happens" rather than "no, I can't do it" attitude.

METHODS

The researchers conducted a survey called Standardized Multiple Intelligence Test, a personality test that profiles students to identify their skills, hobbies, interests and goals in life. The researchers also conducted a modular approach on the topics- The Way to Know Me, Me as a Student, What Road Do I Take? The Person In The Mirror, and Home: Where I Belong.

RESULTS

99 % of the students that participated the research project showed significant difference on the level of self-confidence by way of self-expression, motivated responses, their show of initiative and participation. They performed well and achieved more compared before the implementation of the study. The students benefitted the program following the interventions, counselling, and monitoring given to them during the course of the program, the 1% of the total population failed due to non-participation. It is, therefore, a firm indication that Project SACRED is an effective means of developing student's self-awareness to enhance academic performance and achieve optimal learning.

DISCUSSIONS

The research project SACRED (Self-Awareness and Consciousness Towards Responsible Education) was designed to assist students to boost self-confidence thereby serving to bridge the gap in learning. It has proven its potential to give encouragement and inspiration towards schooling and education to students. At the end of the course, the students are rewarded for their achievements together with their parents for their support to the research project.

KEYWORDS: Research Project SACRED

SUBMISSION ID: R04A-CAVITP-0727/ R04A-CAVITP-0731/ R04A-CAVITP-0724

Project SAGIP: Sapat Na atensyon at Gabay, Ibigay Sa Pag-Aaral

Irma Africa, Department of Education

Abstract

INTRODUCTION

Parental involvement is often seen as a cornerstone in a child's education. It can make a considerable difference to child's school life, both in academic success and in general enjoyment in school. It also provides a support network for children, which is particularly important when they face academic hurdles or other challenges. However, based from the data of parents' involvement in Hidalgo Elementary School, only 11% of parents are actively engaged in school activities and programs. Some of them do not attend parents' conferences or do not support the school programs and projects. Moreover, lack of parental involvement is one of the reasons why the school has increasing percentage of cases of absenteeism. To solve the problem in decreasing parental involvement and increasing percentage in absenteeism, the author conducted an action plan entitled Project SAGIP: Sapat na Tension at Gabay, Ibigay sa Pag-aaral.

METHODS

This action plan was considered as a qualitative Research since it gained an understanding of underlying reasons, opinions, and motivations. Qualitative data collection methods were used to gather information or data. Some common methods used were focus groups, individual interviews, participation and observations. The respondents were randomly selected.

RESULTS

Implementing the Project SAGIP and strengthening it to the fullest to increase the percentage of parental involvement and to decrease the percentage of absenteeism brought a huge change in the school's system. Based on the data, parental involvement was increased from 11% to 60% and was able to decrease the cases of absenteeism from 5% to 1%. Furthermore, based on the interviews conducted by the author to the teachers and parents, the pupils became more motivated to go to school and to participate in school activities actively.

DISCUSSIONS

This project was done with continuous informed home visitation and open communication to parents/guardians of the pupils in Hidalgo Elementary School and where a series of topics were discussed to the parents to inform them on how important it is to be in school and how important it is to give attention and support to their children.

KEYWORDS: PARENTAL INVOLVEMENT

SUBMISSION ID: R04A-TANAUA-0164

Project SAILS and the Mastery Level of Grade 12 GAS B Students in Housekeeping Manipulative Skills

Marlyn C. Irigan

Abstract

INTRODUCTION

In today's competitive world, job search is a challenging task and the Department of Education is revitalizing its resources to lead the young minds and to prepare them skillfully in every field. The result of this study will serve as frame of reference for school and administration and students to be more equipped with knowledge and skills and to be productive individuals. The study was conducted to determine the mastery level of Grade 12 GAS B students on manipulative skills in housekeeping through Project SAILS (Strategic Approach in Improving Livelihood Skills)

METHODS

Quantitative method was used in the study. Common core of demonstration, tutorial studies and a one-on-one attention were given to 36 students of Grade 12 GAS B to develop the mastery level and increase their manipulative skills in housekeeping. The approach used during the regular schedule of the students was not enough, thus, the researcher employed Project SAILS by making use of the vacant time of both the teacher and the students. Results of demonstrations were interpreted, analyzed and discussed in the results and findings of the study.

RESULTS

After the implementation of the intervention to 36 Grade 12 GAS B students of Florita Herrera Irizari national High School, from an overall mean percentage score of 60%, it rose to 80%. With such difference. This also goes with the improvement of student's confidence in one's PECs (Personal Entrepreneurial Competencies).

DISCUSSIONS

This intervention encouraged to promote the importance of competence of GAS (General Academic Strand) students which can be used to enhance the personal entrepreneurial competencies and skills that could lead to becoming a productive individual. Furthermore, studies should be conducted focusing on manipulative skills of Grade 12 students in Hilot-wellness massage which could amplify the livelihood skills of students.

KEYWORDS: Manipulative skills, mastery, Housekeeping

SUBMISSION ID: R013-SURSUR-0070

Project SAUCE (Sustainable Agriculture to Uplift Concept & Skills Enhancement) in Improving Learners Performance in EPP Agriculture 4

Wilmer Lebria, Buenavista - Cigaras ES

Abstract

INTRODUCTION

Agriculture as a component in EPP Grade 4 is one of the subjects that students find less interest in. According to Rizo (2017) subject components of EPP may be enhanced and remembered by the students using some ways like providing instructional materials that may motivate the students to learn, contextualizing and localizing the contents so that students may understand them easily and engage the students in real life situations.

In BUENAVISTA-CIGARAS ES, it was observed that teaching agriculture is a challenging task and the students got a low score in the examinations given in the performance task. The researcher decided to conceptualize a project SAUCE which aims to uplift the performance of the students in the given subject and make them realize the value and importance of its contents in their daily life.

METHODS

This research made use of the quasi experimental method of research. The respondents were the three sections of the Grade 4. They were asked to answer the examination prepared by the researcher which served as the pre-test and post-test. Results were statistically interpreted using statistical tools such as mean, standard deviation and T-Test.

RESULTS

The performance of the students prior to the implementation of the Project SAUCE was satisfactory. Intervention was given in the form of the project and an increase in the performance was observed from satisfactory to outstanding. Significant differences were observed in the scores of the pupils.

DISCUSSIONS

Through the use of the Project SAUCE (1) subject contents can be made easy for the students to understand if the teachers are willing to be innovative and creative in using the resources available (2) students can be motivated to learn when they are exposed with the materials within their level and (3) the performance of the students can be improved if the teachers are open to new system.

KEYWORDS: performance, teaching, improvement, agriculture, sustainable

SUBMISSION ID: R04A-LAGUNA-0111

**Project SAVE Batang APLAYA (Amaya Pupils in Low-lying Areas
Yielding to Achievement)**

Joelyn Servancia, Research Association of Tanza Educators

Abstract

INTRODUCTION

Amaya Elementary School is one of the well performing schools in Tanza. It is located in Amaya I and caters pupils from the different nearby barangays mostly from coastal areas. Absenteeism and drop-outs are rampant in school setting due to several reasons. In addition, frequent to severe absences lead to a negative impact on the pupil's school performance. The need to carefully deal with the real cause of the increasing absenteeism and drop-out incidences of Amaya pupils specifically those who live near coastal areas has become an utmost concern and commits a desire to reduce and manage them.

METHODS

The project used the collection method or design that included the survey form and face-to-face interviews during home visitations. To gain an understanding of the underlying reasons and causes of frequent absenteeism, measurable instruments like the survey, home visitation forms, and attendance record were provided.

RESULTS

The result of the survey and assessments from home visitations uncovered the rampant increase on the number of failed/ retained pupils. Improving pupil's academic outcome is the core of the institution that prioritizes the attendance goals and drop- out reduction.

DISCUSSIONS

With continuous implementation, this aims to reach out to the non- Batang APLAYA pupils to extend the project's major aim, controlling absenteeism leading towards failure and to address their needs in ensuring their maximum potentials.

KEYWORDS: ABSENTEEISM, DROP-OUT, ATTENDANCE MANAGEMENT, HOME VISITATION, LEARNERS INFORMATION SYSTEM, COASTAL AREAS

SUBMISSION ID: R04A-CAVITP-0629

**Project SAVES (Science Audio Visual E-Learning for Slow Learners:
Input to Improve Academic Performance**

Nova D. Bulfa & Renalita Tapawan, Department of Education

Abstract

INTRODUCTION

Science is a subject that encourages the learners to become more responsible individuals for themselves and for the environment. Thus, this aims to develop scientific mind, conceptual understanding, skills to solve problems and communicate scientific ideas as well as appreciate the benefits of science and develop positive attitudes towards this subject. But due to learners different learning abilities, academic standards, classroom and academic performances, some of them were not able to keep pace with other learners. This serves as basis for launching Project SAVES (Science Audio Visual E-Learning for Slow Learners) in Amaya School of Home Industries to improve academic performance of learners by providing advance lessons aided by technology.

METHODS

The study was conducted by adapting the Purposive Extreme/ Deviant Case Sampling in getting the sample for the study from the total population of the participants. The variables in the study were a controlled group of learners. With the use of diagnostic test and quarterly test that were recorded before and after the intervention of Project SAVES of Amaya School of Home Industries, performance level of the students was determined.

RESULTS

Based on the study conducted on learners who had undergone sessions in Project SAVES, their academic performance improved as revealed in the 23.21% increase in the MPS from the first quarter to the third quarter. Positive attitude towards the subject of the learners was developed thus increasing their academic rating.

DISCUSSIONS

The implementation of Project SAVES resulted to the following:

Increase in the academic performance of the learners,

Development of positive attitudes of learners towards the learning competencies in Science, and

Improvement in conceptual understanding and skills to communicate scientific ideas.

KEYWORDS: Science, Academic performance, Learning competencies

SUBMISSION ID: R04A-CAVITP-0998

**Project SCENTS (School Culture: Enhancing Nationalistic Traits
Among Students)**

Gemma Realo, Department of Education

Abstract

INTRODUCTION

Don Mariano C. Veneracion National High School aims to establish a school culture that cultivates nationalism among its students. Thus, Project SCENTS (School Culture: Enhancing Nationalistic Traits among Students) was implemented. This study aims to identify the impact of the intervention on the students' academic performance and level of nationalism, and if there is a relationship between the two variables.

METHODS

Quantitative method was used. Two hundred sixty-eight (268) students were selected through stratified random sampling. Data for the level of academic performance were taken from the SF5, while a researcher-made questionnaire, ROBBA Survey of Nationalism, was utilized to identify the respondents' level of nationalism. Pearson Product Moment Correlation Coefficient r was used to determine if there is a relationship between the level of academic performance and the level of nationalism. Survey questionnaires were also utilized to identify the acceptability of the intervention.

RESULTS

The findings show that most of the respondents are in the approaching proficiency level in Araling Panlipunan subject. Also, they have an average level of nationalism. There was no significant relationship found between the variables. There was also a high acceptability of the program.

DISCUSSIONS

This could suggest that having a good academic standing does not necessarily equate with having a good level of nationalism, and vice versa. Furthermore, there was a large impact of the intervention on the students, suggesting its effectiveness. Thus, it would seem beneficial for this program to be sustained.

KEYWORDS: continuous improvement, nationalism, culture, traits, academic proficiency

SUBMISSION ID: R005-CAMSUR-0110

Project SCITECA (Science using Technology in Comprehension and Application) an Intervention Program to help Grade 10 Learners with Learning Difficulties in Science

Marissa Olave, NAIC NHS

Abstract

INTRODUCTION

The Science Aptitude Test Result obtained a Mean score of 52.16 with standard deviation of 10.03 and Mean Percentage Score of 37.26 meant a below average performance of the Grade 10 students in Science. Out of 303 Grade 10 Learners, 223 or 74% had difficulties in learning Science based on the results of the Science Aptitude Test. Based on the identified number of students with learning difficulties in Science, they were given questionnaires to identify the root causes and the possible solutions to help those students with learning difficulties in Grade 10 Science and consequently improve respondents' performances in the subject.

METHODS

Purposive sampling was utilized to determine the improvement of 74% of the learners with learning difficulties in Science. Eight intact sections with 28 to 37 total numbers of participants on each section were the participants of the study. In the selection of samples from each section, the researcher considered the pre-test score of the Science Aptitude Test and the number of frequencies respond on the prepared questionnaire of CIP team to determine the sample that exhibits equal academic achievement in Science. The Science Aptitude Test utilized to assess the performance and difficulties in learning Science among Grade 10 students was derived from the MSA NAT Reviewer by Merle S. Alferez. This Science Aptitude Test was composed of 140 items in the field of Earth Science, Biology, Chemistry and Physics. The answer key of this test was also provided by the reviewer. This test was used as the pre-test and post-test.

RESULTS

There was no significant difference on all sections of Grade 10 students before and after the interventions. The best intervention strategies are Problem Solving Activities and Division PRIME. There was an improvement on the academic performance in Science for about 6%, and reduced number corresponding to 12% of students with learning difficulties in Science.

DISCUSSIONS

There was an improvement on the learning difficulties and performance in Science among Grade 10 students. The different intervention strategies give different results on their academic performances. It was the utilization of Problem-Solving Activities and Division PRIME materials that provided better improvement on the academic performance in Science and reduced the number of students with learning difficulties more.

KEYWORDS: Project SCITECA, academic performance and learning difficulties in Science, Multiple Treatment Designs, Grade 10, Naic National High School

SUBMISSION ID: R04A-CAVITP-1385

Project SHARE (Students Handwriting Abilities for Rebuilding and Enhancement) a School Initiated Intervention for Writing Program at Masapang Elementary School, Masapang Victoria, Laguna S.Y. 2016-2017

June-Albert Mendoza, Masapang Elementary School

Abstract

INTRODUCTION

This research purposely focused on student handwriting at Masapang Elementary School.

METHODS

The researchers used descriptive research method to describe specific behavior as it occurs in the environment that refers to the provision of assistance in improving writing skills. 10 Grade Six pupils were used as subjects for the study. They were selected based on the results of Project STRIVE (Study Time Revitalization In Vying for Excellence) - Writing that identified the pupils with writing difficulties.

RESULTS

It was found out that out of 10 selected Grade Six pupils, 5 of them improved and reached a very satisfactory level, 4 were considered as satisfactory and only 1 unsatisfactory. In all the letters of the alphabet, pupils found hard in writing the letters b and f.

Based on the findings, Project SHARE was considered successful.

DISCUSSIONS

Pupils must be trained in cursive writing as early as Grade Two so that they can develop their writing skills until they reach in Grade Six, Handwritings of the pupils should be given priority.

SUBMISSION ID: R04A-LAGUNA-0211

Project SHARE 2019 (Study Habit attained for Responsible Education)

Christine Marquinez, Given A. Esguerra, & Sherry Rose L. Dormal, CNHS

Abstract

INTRODUCTION

This project hopes to lessen the drop-out rate and achieve a quality standard grade. Specifically, the project aims to reduce the number of the identified Grade 7 students with poor study habits by at least 41% or 38 of the 93 students and for them to obtain a quality standard grade and be promoted to Grade 8.

METHODS

Researchers interviewed Grade 7 class advisers and subject teachers to find out the which students were not performing well in class. Then, a survey was conducted using the Study Habit Questionnaire to identify students who had poor study habits and the reasons behind it. Afterwards, the students attended a Structure Learning Experience program focusing on the following topics: Time Management, Note Taking, Good Learning Environment and How to Prepare for an Exam.

RESULTS

It was found out that 93 students were not performing well in class during the first grading period and 49 of them had poor study habits. 88% or 43 of the students who constantly attended the SLE were promoted to Grade 8 while the 6 retained students failed to join the sessions.

DISCUSSIONS

The project gave emphasis on focusing on problems of students' poor study habits through teachers' taking responsibility in creating an enjoyable learning environment and motivating students to strive for higher learning.

KEYWORDS: STUDY HABIT STRUCTURE LEARNING EXPERIENCE

SUBMISSION ID: R04A-CAVTP-0521

Project SHARE: Improving the Grade 7 Learners' Reading Competencies Through Continuous Improvement (CI) Program

Charito Relativo, Glenard M. Siat, Lorelie L. Pineda, Noel P. Caparanga, & Rosemarie M. Bartilet, Department of Education-Sibaguan Agro-Industrial HS

Abstract

INTRODUCTION

All too often, the barriers faced by children with reading difficulty outweigh their desire to read and without proper guidance they never overcome them.

METHODS

This action research employed descriptive - quantitative method in answering the four research questions in line with the objective of making every learner a reader. Quantitative data was derived from the PHIL-IRI results, DOLCH Basic Sight Words method and survey questionnaire.

RESULTS

Out of 122 grade 7 students 20% or 24 students fell under the independent level and 30% or 37 students in Instructional Level and 50% or 61 students in Frustration Level. Reading interventions such as Shuffled Letters Game, Home Reading Report, A-Word-A-Day, Read-A- Line and Share, Every Reader a Story Teller and Toe by Toe were used to address the low reading competency level of the identified students. The efficacy of each of the interventions had been proven useful and helpful in improving the reading literacy of the target group.

DISCUSSIONS

Reading Interventions had successfully improved the oral reading and comprehension from Frustration to Instructional level. Likewise, it became the basis of the teacher to seek out relevant interventions that would upgrade their reading ability and boost their confidence. The continuous implementation of the project was a key in the success of the teaching-learning process and performance level of the school as a whole.

KEYWORDS: Keywords: Reading, Continuous Improvement

SUBMISSION ID: R005-CAMSUR-0042

Project SIENNA: Strengthening the Interactive Exercises to Neutralize the Numerical Arduousness of Learners

Efipania Sierra, SDO Camarines Sur

Abstract

INTRODUCTION

Numeracy performs a vast role in the learning process of an individual specifically in the field of Mathematics. It was noted that the Grade 5-Sienna class of Tara Elementary School have poor basic numeracy skills. Project SIENNA (Strengthening the Interactive Exercises to Neutralize the Numerical Arduousness of Learners) was implemented to the class through different interactive exercises. This study examined the effectiveness of the project in improving the numeracy level of the learners.

METHODS

This action research used the descriptive method and quantitative research. It determined the numeracy level of grade 5 learners in Mathematics during pretest and post-test. The researcher used various statistical tools such as frequency counts, weighted mean, mastery level formula and t-test to serve the purpose. The level of effectiveness of the project was determined through the survey questionnaires with the learners as respondents.

RESULTS

The numeracy level of the learners in Mathematics 5 during the pre-assessment was at 10% and improved to an 88% at the post-test. Project SIENNA was highly effective in all the three groups of indicators: Project SIENNA Instructional Materials, Implementation Procedure and Assessment Tools with the average rating of 4.70, 4.86 and 4.83 respectively. The t-test showed that the t computed was greater than the t critical values, both in one-tail and two-tail, concluding a significant difference between the learners' numeracy during the pre-test and post-test results after the project implementation.

DISCUSSIONS

Problems in numeracy improved through the strengthened interactive exercises given to the grade 5 pupils. Results of this research found Project SIENNA as effective, both as perceived by the learners and the result of pretest and post-test after the implementation of this project.

KEYWORDS: numeracy, numerical arduousness, interactive exercises, numerates

SUBMISSION ID: R005-CAMSUR-0109

**Project Sigla Version 2.0: An Intervention to improve the reading ability
of Grade 2 pupils of Aguado Elementary School Annex S.Y- 2018-2019**

Leonora Dones & Marife Orduña Garcia

Abstract

INTRODUCTION

The main goal of this study is to improve the reading of Grade 2 pupils of Aguado Elementary School Annex School Year 2018-2019 to enhance the reading skills of pupils.

METHODS

The respondents of the study were the Grade 2 pupils of Aguado Elementary School Annex for SY 2018-2019 and the sample was chosen using Purposive Sampling Technique. A descriptive method of research was used in the study to find out the reading performance of the pupils. The data gathered were rated to identify the reading levels of the pupils. Moreover, spelling and diction of words were used to determine results in reading specifically in word recognition.

RESULTS

After three months of conducting the research the target pupils were able to read according to the assessment given. All of the 30 non-reader respondents were able to read after implementation.

DISCUSSIONS

There is a need to select appropriate strategies and techniques in reading according to purpose.

KEYWORDS: improve the reading ability

SUBMISSION ID: R04A-CAVTP-0859

**Project SIGLA: A Reading Intervention to Improve the Reading Ability
of Grade one Pupils of Southville Elementary School**

Arcely M. Lucero & Helen C. Aure, Department of Education - Cavite
Province, Southville Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

Reading ability of pupils is one of the factors to consider if teachers will allow their pupils to be promoted to the next grade level. In order to be promoted to the next grade level, they need to be a reader to pass the required competencies of the next grade level. To improve the vocabulary of pupils and to enhance their understanding of what they are reading, reading habit should be developed among them.

METHODS

The participants of this program were 60 pupils from grade one who were diagnosed as non-readers during the reading assessment conducted by the school principal in the 3rd quarter of the school year 2016-2017. To assess the reading ability of the pupils the school head utilized the four indicators of reading indicators.

RESULTS

The study employed descriptive experimental method of research. After 3 months of implementation of the program it was found out that the program was effective. among the 60 non-reader pupils 44 (73.33 percent) of them were able to read syllable, phrase, sentence and short story, and 16 (26.66 percent) remains as non-readers in sentence and short story.

DISCUSSIONS

It was recommended that sustainability of the reading program is encouraged to help the non-readers in another grade level. Empower teachers and other school personnel on how to conduct reading intervention to expand the reading program among pupils. Encouraged stakeholders to donate through Adopt-A-School Program an equipment and other materials to improve the reading hub of the school, reading materials and others.

KEYWORDS: Reading Assessment, Read Intervention

SUBMISSION ID: R04A-CAVITP-0644/R04A-CAVITP-1461

Project SING (Singing Nationalism by Group): Improving the Singing of Nationalistic Songs Among the Grade 4 to 6 Learners

Liza Dalisay, Department of Education - Lipa City Division

Abstract

INTRODUCTION

Memorizing the nationalistic songs as well as the Panunumpa is a struggle among the grades 4 to 6 learners in Anangi Elementary School, not to mention, the correct way of singing and reciting them. With this, the researcher opted to conduct project SING. As an output, the researcher recommends the use of the activities such as Cloze Technique, group singing and turn taking in helping the students memorize the nationalistic songs and poems.

METHODS

This study used descriptive and quantitative method of research using questionnaire as the main data gathering instrument. The respondents were the teachers of the grades 4-6 in Anangi Elementary School.

Strategies used by the researchers:

Cloze-Technique in helping the learners memorize the nationalistic songs as well as the Panunumpa.

Group singing in the classroom before the start of the homeroom period

Take turns in leading the singing of the nationalistic songs and Panunumpa every Flag Raising Ceremony.

Data Analysis Plan

The data gathered was rated and the assessments on the effectiveness of the activities used in the Project SING was computed using the weighted mean.

RESULTS

The use of Cloze technique is effective in helping the students memorize the nationalistic song and poem. The respondents strongly agreed on their assessment on the effectiveness of the group singing in improving the memorization and singing of the pieces.

DISCUSSIONS

This action research was conducted in order to improve among the Grades 4- 6 learners of Anangi Elementary School the proper way of singing the nationalistic songs.

KEYWORDS: Flag Raising Ceremonies, Flag Lowering Ceremonies, Nationalism, Patriotism, Philippine National Anthem

SUBMISSION ID: R04A-LIPAC1-0250

**Project SINORA: its Influence on Reading Proficiency of Selected
Grade 5-Mabini Readers at Risk Floni Fabula, Buenavista-Cigaras ES**

Floni Fabula

Abstract

INTRODUCTION

Knowing how to read words has ultimately little value if the student is unable to construct meaning from the text (Klinger, Vaughn, & Boardman, 2010). Many students have difficulty comprehending what they read. Schools need to have reading remediation program to help struggling readers. Reading comprehension has been highlighted as a problem among elementary school learners. This project aims to help learners develop their reading abilities.

METHODS

Project SINORA is a noon time reading enhancement program where poor readers convened for an individual and group reading activities. Readers at risk, mostly learners with frustration reading profile were asked to undergo reading sessions during 12:30-1:00 after having their lunch. The learners were provided with learning tasks which involved spelling and vocabulary development, individual silent reading with comprehension check, and group oral reading. The revised PHIL IRI reading tools were utilized in the project implementation.

RESULTS

The study revealed a positive influence of the different strategies used on the reading status of the readers at risk. After Project Implementation, Frustration readers reading proficiency improved from Grade 2 Frustration (2 or 10%) and Grade 3 Frustration (18 or 86%), Instructional (1 or 4%) to Grade 3 Independent (7 or 33%), Grade 4 Frustration (3 or 14%), Instructional (4 or 19%) and Independent (2 or 10%) readers as well as Grade 5 Frustration (3 or 14%) and Instructional (2 or 10%) readers.

DISCUSSIONS

This study was limited to the twenty-one (21) grade 5 readers at risk to help them cope up with the grade level competency standards in the K-12 curriculum. The set of different strategies used made the study original on identifying the influence of Project SINORA on the reading proficiency of the readers at risk.

KEYWORDS: Project SINORA, Reading Proficiency, Spelling, Vocabulary, Individual Reading, Group Reading, Phil-IRI

SUBMISSION ID: R04A-LAGUNA-0108

**Project SIPA (Strategic and Intensive Training Program for Athletes): to
Increase the Number of qualified Athletes of Florita Herrera Irizari
National High School for Provincial Athletic Meet**

Marianita S. Arquion

Abstract

INTRODUCTION

School sports competition help enhance physical and social skills. Sport offer students a change from the monotony of their life and more likely to be more active for the rest of their lives. In Florita Herrera Irizari National High School, the researchers conducted different sport activities specifically Sepak Takraw and found players to not be skilled enough to fight for the next level of competition. Therefore, Project SIPA was introduced to increase the number of qualified Athletes for Provincial Athletic Meet.

METHODS

The descriptive quantitative method of research was used in the conduct of the study. From seventeen (17) Sepak Takraw players both male and female only 53% were qualified for the Provincial Athletic Meet. Thus, the researcher conducted the strategic and intensive training program to increase the number of qualified athletes for the Provincial Athletic Meet.

RESULTS

Through the intervention given, the number of qualified athletes increased from three (3) to nine (9) players. The project resulted from having only two boys and one girl qualified for Provincial Athletic Meet during 2016-2017 to seven boys and two girls qualified to join the Provincial Athletic Meet of 2018-2019.

DISCUSSIONS

The researcher found out that there should be a need to conduct strategic and intensive training program for the players and coaches. In Florita Herrera Irizari National High School, we invited a highly competent and physically active trainer to help improve the students' skills, techniques and strategies in playing Sepak Takraw. Furthermore, the researcher firmly believed that through project SIPA, the number of qualified athletes will increase.

KEYWORDS: STRATEGIC AND INTENSIVE TRAINING

SUBMISSION ID: R013-SURSUR-0074

Project SLEEP: Safeguarding Learners' Entrance & Exit Process (A Continuous Improvement Project in Tapia Elementary School)

Remedios Vergara, Department of Education - Tanauan

Abstract

INTRODUCTION

Department of Education Order No. 40, s. 2012 known as Child Protection Policy states the guidelines in protecting children from bullying and other forms of abuse. To implement this, the school propelled their CI Project entitled "Safeguarding of Learners' Entrance and Exit Process" aiming to reduce the 26 instances of retaliation of parents due to bullying and child abuse to zero case. In the entrance and exit process of Tapia Elementary School, 26 incidents of retaliation occurred from June 2016 to October 2017 that resulted in conflict between the parents involved. Because of this, the CIP Team launched the Project SLEEP: Safeguarding Learners' Entrance and Exit Processes.

METHODS

The study employed the descriptive-survey method in gathering the data needed. Relatively, in order to find answers to the problems framed, interviews, survey, questionnaire and focused group discussions were used.

RESULTS

The researchers hope for a 100% safety of everyone from time of entrance to dismissal in school during school hours and a zero case of retaliation and quarreling of guardians due to bullying and child abuse.

DISCUSSIONS

The results of Continuous Improvement and Monitoring of the Project SLEEP must be given continuous financial support to totally eliminate the problems of child abuse.

KEYWORDS: Keywords: SLEEP, transformation, Child Protection Policy

SUBMISSION ID: R04A-TANAUUA-0035

**Project SMART at Sto. Tomas South Central School: Student
Mentorship Appropriate Reading Techniques in Accelerating Reading
Speed**

Carolyn E Figuracion, Jasmin Malabanan, & Rogelyn L Moreno, Department
of Education - Sto. Tomas South

Abstract

INTRODUCTION

Reading is a gateway to other disciplines of learning and must be exercised daily in order to be retained and enhanced. The main objective of Student Mentorship: Appropriate Reading Techniques (SMART) is to accelerate the Reading Speed of Grade III struggling pupils of St. Anne at Sto. Tomas South Central School to enhance speed and comprehension.

METHODS

The study employed descriptive-evaluative type of research wherein the 46 participants from Grade III-St. Anne underwent to assessment procedures to be able to determine their reading level. Data collected was tallied and interpreted. Frequency distribution and percentage were the statistical treatments used.

RESULTS

A great deal of improvement was recorded (slow and struggling readers improved well) upon the implementation and use of SMART method and is therefore an effective and applicable reading technique to apply.

DISCUSSIONS

Scaffolding is a very common technique used in education to support students progressively and is an essential element to effective teaching. Another method is the Rapid Serial Visual Presentation (RSVP) which uses computer to flash words sequentially one after the other. Since the brain, according to Potter (1976), can extract useful information from text or other visual scenes in as little as 15 milliseconds, RSVP is highly effective to improve reading skill. These scaffolding technique and RSVP method plus the guidance of family at home were adopted in SMART reading program which definitely assisted for a positive learning outcome among pupils.

KEYWORDS: SMART, Student Mentorship, Reading Techniques

SUBMISSION ID: R04A-BATANP-1437

**Project SMILE with a HEART: Cultivating Continuous Improvement
Action Researches in the Schools Division office of Department of
Education Camarines Sur**

Josephine Doroin, Department of Education

Abstract

INTRODUCTION

The ultimate goal of research is to contribute solutions thereby promoting quality of life. Department of Education has made strides in instituting research and its utilization in policy and program development. This action research aims to determine the impact of Project SMILE with a HEART in Research on the increase of approved action researches in the Schools Division Office (SDO) Camarines Sur. Project SMILE which stands for Share, Mentor, Initiate, Learn, and Excel were the strategies and activities conducted and HEART which stands for Hardworking, Enthusiastic, Authentic, Resourceful, and Transformational were used to represent and symbolize positive outlook and insights about research. This was funded under Basic Education Research Fund (BERF) through the PPRD Region V.

METHODS

This research used descriptive - quantitative method. Quantitative data were derived from the researcher-made questionnaire used in the study. Total enumeration of 18 Continuous Improvement (CI) Teams of Class III served as respondents.

RESULTS

This study arrived with the following findings: 1.) the competency level of CI team researchers on action research process before the implementation of the innovation was Moderately Competent with a weighted mean of 2.44 only; 2.) the strengths and challenges encountered by the respondents in action research process was Moderately Difficult with a weighted mean of 3.20; and Fairly Difficult (wt.x.= 2.58) in conducting action research project. 3.) On the level of acceptance of the CI teams of the intervention implemented Project SMILE with a HEART in Research, it was disclosed that all indicators stated were extremely accepted with an average weighted mean of 4.88; Division Research Training was extremely accepted, with an average weighted mean of 4.93; Mentoring and Coaching Program was extremely accepted, with an average weighted mean of 4.93; and 4.) It was demonstrated that the intervention implemented was very effective, with 100% approval of action researches submitted. It is very evident that, there is an increase of approved researches after the implementation of the Project.

DISCUSSIONS

The result demonstrates that The Project SMILE with a HEART in Research implemented improved research competencies of teaching and non-teaching personnel in the Department of Education SDO Camarines Sur and it developed positive attitude towards research undertakings.

KEYWORDS: action research competencies, continuous improvement

SUBMISSION ID: R005-CAMSUR-0046

Project SOAR

Elsa Convento, Johnny Abueg, & Ma. Ruby Tan, Department of Education

Abstract

INTRODUCTION

This study aims to implement Project SOAR (Student On Active Reading) which focuses on AWAKENING and REALIZATION to reach the heads and minds of ninety-two Grade Two pupils in Bagbag II Elementary School for the School Year 2017-2018. Our urgency and priority to focus in our curriculum and special projects in school is READING. For in reading, we can guarantee learning and skills training. Likewise, it is considered the key to confidence and the avenue to learning development.

In this study ninety-two out of 235 or 39 % of Grade Two pupils are expected to:

Read / recognize words in English and Filipino and its meaning.

Make reading a habit

Become a catalyst of change and transformation through reading.

METHODS

Descriptive method of research was used to achieve the goals of the reading program. Documentary analysis was also used to examine data from the Phil - IRI results Pre-Test (Oral Reading in English).

Daily monitoring of reading schedule was done from August to December 2017. A story telling activity with volunteer motivators was also conducted. Once a month, the Municipal Training Program Group was invited to implement " Mga Kwento ni Lola Basyang sa Salinas " as partners on this reading program.

RESULTS

In the implementation of the Methodology on Reading, the findings suggest a significant difference on the performance of the Grade two pupils after the SOAR Program was used as intervention program for the non-readers. Also, it shows that the said intervention program highly affected and improved the reading abilities of the pupils.

Results shows that only 8 out of 92 Grade Two pupils or 1 % did not meet the expected outcome.

DISCUSSIONS

Proper motivation, strategy and conducive place to conduct as such are to be considered.

The reading time was included in the class program of the pupils which was scheduled it according to the availability of the stake holders, role as their tutors. Establishing a conducive time and place for the children was one of the factors why this program became successful.

KEYWORDS: SOAR

SUBMISSION ID: R04A-CAVITP-1311

Project SORT (Segregate Orderly to Reduce Trash)

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Dimaano, Department of Education - Tanauan City

Abstract

INTRODUCTION

Despite of the implementation of the project of the Eco- Club Officers to be an Eco-Friendly School, still, waste management remained a problem in Boot National High School. 8 out of 16 or 50% of the classes do not practice waste segregation, this turned out to be a failure in the expectation of having an Eco-friendly environment.

METHODS

The Continuous Improvement Program methodology was used. Using different stages of assessing, analyzing and acting on the process of the Eco-Friendly Project of Eco-Club Officers of Boot National High School. The researchers conducted interviews using the survey questionnaires to randomly selected students from grade 7 to grade 10, faculty, parents and stakeholders who visited the school. Focused-group discussions were also administered. Problems on waste management were analyzed, investigated and validated, processes were simplified, developed solutions and monitored the application of the solution.

RESULTS

The implementation resulted to 16 out 16 classrooms of Boot NHS now consistently following the segregation process. Waste management campaign materials are now visible, segregation of facilities is adequate to ensure the efficiency of the project.

DISCUSSIONS

The students and teachers learned discipline in segregating and reducing the wastes in school. Eco-bricking was promoted and used in infrastructure projects. The project also promoted proper handling of wastes in school and in the community to avoid heaping and burning of waste.

KEYWORDS: Dedication, perseverance and commitment

SUBMISSION ID: R04A-TANAUA-0016

**Project SPEAK: Improving Oral Communication Skill in English of
Grade Five Daffodil in West Bauan Central School**

Eufrocina M. Belarmino & Lovely Cusi, Department of Education - Bauan
West District

Abstract

INTRODUCTION

Speaking is a mode of communication most often used to express opinions, make arguments, offer explanations, transmit information's, and make impressions on others.

METHODS

This action research embarked on intervention activities to enhance oral communication skills of Grade Five Daffodil pupils at West Bauan Central School this school year 2017-2018. This research used qualitative design. A Speaking Test was used to assess whether the objectives of this study were met.

RESULTS

A Speaking Test was utilized to determine the level of pupils Speaking ability. The test was composed of six levels, level 1 as the easiest and level 6 as the most difficult level. Results showed that out of 34 pupils, 13 pupils or 39 % of fell under level 1, which indicated ability to read short passages. On the other hand, 21 respondents or 61% of pupils were categorized in level 2 indicating ability to read a picture. Based on the administered test, pupils showed difficulty in expressing their answers which hindered moving to the next level. Others found difficulty in reading which was why they remained in level 1. After administering the Project SPEAK, Speaking Test was conducted once again to determine enhancement in the levels of pupils' speaking ability that showed that from 39%, only 26% of the class or 9 respondents remained in level 1 and a total of 18 pupils or 53% were left in level 2. There was also an increase of 12% or 4 pupils that moved to level 3 and 9% (3 pupils) in level 4 as well.

This showed that Project SPEAK improves the oral communication skill of the class.

DISCUSSIONS

The result of this study can be used as baseline data in crafting intervention/ strategies that will enhance the oral communication skills in English.

Project SPEAK (Successful Pupils speak English to Acquire Knowledge) could be a great help to improve pupil's fluency in conversational English and improve pupils' self- esteem resulting to active participation during class discussions thus improving students' academic performance.

KEYWORDS: oral communication, speaking ability, intervention activities

SUBMISSION ID: R04A-BATANP-1659

Project SPREE: A Localized and Contextualized Word Recognition Learning Materials Intervention for Intermediate Pupils of Tamakan Elementary School for the SY 2016-2017

Cecilia Caraan, Haizelle Bawalan, & William Costelo, Department of Education

Abstract

INTRODUCTION

This research aims to determine effectivity of using localized and contextualized word recognition learning materials as intervention for strengthening the academic performance of intermediate pupils in word recognition and comprehension in English of the intermediate pupils of Tamakan Elementary School for the school year 2016-2017. This research was made through the collaborative efforts of Halang Banaybanay High School (HBNHS) as the leader school and Tamakan Elementary School (TES) as the partner school based on the School-to-School Program (SSP) of the Schools Division - Cavite Province. Project SPREE (Strengthen the Academic Performance of Intermediate Pupils in Word Recognition Comprehension in English and Math) aims to identify the priority improvement areas of the partner school at the same time giving intervention based on experience and suggestions of the leader school.

METHODS

The researchers made use of the mixed method type of research. It involved a descriptive and qualitative research design. This is appropriate to measure the pupils' ability in word recognition and comprehension in English. In this study, no sampling was used because of total enumeration. All enrolled intermediate pupils were used as participants. SPREE team started the data collection activity after the LAC session for CI team members and after the meeting with parents through orientation of the participants. All schools, either public or private, administer tests quarterly to measure the aptitude and ability of the pupils. The researchers used the result as basis of the study. After regular class hours, SPREE team conducted a word recognition check activity. A pre-test and post-test were administered weekly because the class program uses different words per week.

RESULTS

After the research and the implementation of the program, there are improvements on the mean of the pupil's ability in word recognition and comprehension. The use of the localized and contextualized learning materials such Activity Sheets, Big Books, Flash Cards, Bingo Cards, Trolley and Accordion helped a lot in the word recognition of the participants

DISCUSSIONS

After the research and the implementation of the program, there are improvements on the mean of the pupil's ability in word recognition and comprehension. The use of the localized and contextualized learning materials such Activity Sheets, Big Books, Flash Cards, Bingo Cards, Trolley and Accordion helped a lot in the word recognition of the participants.

KEYWORDS: English, Mathematics, learning materials, teaching strategies, localization, contextualization

SUBMISSION ID: R04A-CAVITP-1481

Project SSP: A BreakThrough Program to Enhance the Academic Performance of Students in MAThematics

Jonalyn M. Mandiade, Lanila L. Mamungay, & Lilibeth M. Salamatín

Abstract

INTRODUCTION

The ratio of We's to I's is the best indicator of the development of a team. - Lewis B. Ergen. The Department of Education finds ways to improve the quality of Education in our country. In connection with this, they launched D.O. No. 44 s 2016 entitled Guidelines on School- to-school Partnership for Fiscal Year 2016-2017 extrapolate to the D.O. No. 83 s. 2012 entitled Implementing Guidelines on the revised SBM Framework, Assessment Process and Tool (APAT). Wherein, its objective is to continue to build networks of educational leaders in schools and communities that will guide the educational system in achieving its shared vision, mission and goals.

The Department of Education desires to strengthen the weaknesses of the Partner school (Naic Coastal Pueblo del Mar Annex) with the help of Leader school (Ciudad Nuevo de Naic National High School) to reach its full potential.

METHODS

The total population of the partner school served as the respondents of the study. Purposive sampling was utilized to determine the improvement of 30% learners with learning difficulties in Mathematics. To define the value of the program, the self-made Pre-Assessment and Post-Assessment Test by the Math teachers of the leader school were used.

RESULTS

One Way ANOVA was applied to measure the effectiveness of this program. The calculated p-value are 2.36E-12, 1.24E-14, 5.54E- 12 and 1.84E-09 for Grade 7 - Grade 10 respectively which showed that there are significant differences in the performance among the 8 sections of the partner school after the implementation of the School-to-School Partnership Program.

DISCUSSIONS

The implementation of the School-to-School Partnership Program achieved its objective with the collaboration and cooperation of other schools in the community, made better through the use of different intervention and supplementation of learning resources, improved in the academic performance of the students in Mathematics.

The researcher limits beyond the attitude of the learners towards the topic and recommends the continuous implementation of the program.

KEYWORDS: Project SSP, Breakthrough Program, Enhance, Academic Performance, Ciudad Nuevo de Naic National High School

SUBMISSION ID: R04A-CAVITP-0458

**Project STAND (Subject Technical Assistance Needs Detection): A
Basis for Supervisory Plan of the Teachers of Bendita Elementary
School for Third Quarter of School Year 2018-2019**

Eden G. Diones & Lorna B. De Taza, Bendita Elementary

Abstract

INTRODUCTION

This action research aimed to determine the needs of teachers in the subject area where they teach and this was a basis for technical assistance and supervisory plan in Bendita Elementary School, Division of Cavite, for the third quarter of the school year 2018-2019.

METHODS

The evaluative-descriptive method was used in this study. The main source of data was the test results of second quarter and third quarter of the school year 2018-2019. In order to compare and analyze the results, the following statistical treatments were used - mean, standard deviation, mean per score (MPS). To finally determine and assess the teachers with immediate needs, a critical scale was devised.

RESULTS

The salient findings under different category beginning with, the subject under the "Critically Needs Attention" scale was the subject "Edukasyon sa Pagpapakatao (ESP)," grade 6 level with the decrease of 8.6 in the mean per score (MPS). Next, subject was also ESP grade levels 3 and 5 under the bracket of "Importantly Needs Attention" with a decrease of 5.08 and 6.7 in the MPS respectively. On the other hand, there were several subjects under "Moderately Needs Attention" scale; first was the subject Science under grade 3 level with the decrease of 4.59 in the MPS; followed by the subject Math, grade 6 level with the decrease of 3.89 in the MPS; next, was another from ESP subject under grade level 2 with the decrease of 3.23 in the MPS; whilst, the English subject under grade 6 level had a decrease of 3.1 in the MPS; and lastly, under the subject Mother Tongue, grade 3 level had shown a decrease of 3 in the MPS.

DISCUSSIONS

According to the following findings, most of the test results in ESP subject had manifested decline in the mean per score (MPS) across different levels although, there were some subjects such as English, Science, Math, and Mother Tongue which had also shown decrease, however, each of the following was only seen in a particular level. But beyond the aforementioned priority teachers who would need technical assistance were based from the test results analysis. Thus, the needs of the teachers in different subjects and levels were detected and as part of the process, a supervisory plan was drafted and implemented.

KEYWORDS: achievement level, assessment, supervisory plan, technical assistance

SUBMISSION ID: R04A-CAVITP-0554

**Project STAR (Students Trained in Action and Responsibility): A
Proposed Leadership Program in Lemery Pilot Elementary School**

Susana D. Reyes, Department of Education
(Adviser: Susana D. Reyes)

Abstract

INTRODUCTION

It has been noted that the role of the Supreme Pupil Government is not usually put into practice and is only limited in some school activities. This prompted the researcher to conduct a study to help the Grade 4 to 6 homeroom officers. Leadership is about the art of motivating, influencing and directing people so that they work together to achieve the goals of a team or broader organization. It's important for the pupils to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities and achieving task effectively.

METHODS

This study was conducted to assess the leadership skills and ability of the classroom officers of Grades 4 to 6 in Lemery Pilot Elementary School. It included the assessment of the factors affecting leadership relative to classroom, school, and community involvement and the proposed leadership program. The descriptive method of research was used in this study. Statistical treatment was also utilized to show the weighted mean, verbal interpretation and ranking data.

RESULTS

The leadership skills were demonstrated by the pupil-leaders but some of them encountered difficulties which affected their performance to lead. The findings showed that the pupil-leaders needed to boost their leadership ability. Moreover, they needed training to develop and improve their leadership.

DISCUSSIONS

Based on the data gathered, a proposed leadership program was crafted in order to produce skilled and productive leaders and for the leaders to understand their roles.

KEYWORDS: Leadership Skills, Leadership Program

SUBMISSION ID: R04A-BATANP-0852

Project STAR: Share the Art of Reading

Analiza L. Montero, Jessica L. Gado, & Maribel O. Silvestre, Sto.Tomas North
Central School

Abstract

INTRODUCTION

In line with DO 12, s. 2015 otherwise known as Early Language, Literacy, and Numeracy Program, this school supports the Department of Education's advocacy to strengthen its reading program through improved reading and numeracy skills of Kinder to Grade 3 pupils. Our commitment to education is rooted in helping young Thomasians reach their highest potentials. However, the school is on the edge on realization of this advocacy due to some hindrances especially there are 395 out of 2740 learners who are classified as struggling readers. It seems that 14.42 % of the total population of the school appeared to have reading difficulties especially in English. In our project, we identified the different root causes of these problem and explored various innovations to improve the learners' reading ability from struggling to average reader.

METHODS

Survey Questionnaires and informal interview were used to add evidences to support the findings of the study. During the post reading assessment done last March 2018, 20 out of 38 pupils of Grade Two Ruby were classified as struggling readers which comprised 52.63 % of the total population of the class S.Y. 2017-2018. The incoming Grade 3 pupils as the key recipients of the project were monitored and undergone several sessions and activities designed under this project to improve their reading level where at least sixteen (16) out of 20 pupils or 80 % who belonged in the struggling readers will become average readers by the end of September 2018.

RESULTS

65% out of 80% target of the project were achieved whereas 13 out of 20 were able to elevate their reading skills from struggling to average readers. Among the root causes perceived were; (1) Weak foundation of reading (2) Low number of private sectors help in implementing school program (3) Limited resources for reading materials and (4) Low parent participation on their child's learning.

DISCUSSIONS

It can be gleaned from the result that close monitoring of parents on their child's learning by establishing a regular reading routine at home can help them to uplift their learning capability. Also, teachers should provide appropriate reading materials for learners enable them to further understand the lesson. Continuous partnership of school and external stakeholders in implementing school program by helping raising funds to support the current project was also needed to be able to elevate learning outcomes among children.

KEYWORDS: struggling readers, root causes, average readers, external stakeholders

SUBMISSION ID: R04A-BATANP-1339

Project STARS: An Intervention to Increase the Level of Participation of Stakeholders at Concepcion-Mojon Elementary School

Alma Sm. Tomacruz, Connie R. Encarnacion, Delita G. Apollo, Jan Marie B. Lozande, Mary Jane E. Urias, Miriam S. Alconaba, & Necy B. Bool,
Concepcion-Mojon E/S

Abstract

INTRODUCTION

The study on Project Stars: An Intervention to Increase the Level of Participation of Stakeholders at Concepcion-Mojon Elementary School is a plan to have active and responsible stakeholders was the school's major plan that will help them in achieving their goal for the welfare of every pupil.

METHODS

This study used descriptive research method to determine the effectiveness of Project STARS on increasing the level of participation of stakeholders of Concepcion-Mojon Elementary School. The statistical tools used to treat the data were as follows: Weighted Mean and T-Test.

RESULTS

The stakeholders who were involved, pre and post implementation of Project STARS, had varying levels of participation. The result of the pre-assessment was categorized as low while the post assessment showed increase in the stakeholders' level of participation.

DISCUSSIONS

Project STARS significantly increased stakeholders' level of participation in different school-initiated activities. School officials must build strong partnerships with the external stakeholders so as to include them in the planning, implementation and evaluation of school programs, projects and other activities.

KEYWORDS: stakeholders, participation, responsible

SUBMISSION ID: R04A-LAGUNA-0325

Project STEP- UP JR. (Science Teaching Techniques Enhancing Pupils Understanding and Performance Justified and Reinforced)

Azenith Buensalido, Ma. Luwen Reyes, & Rosie Castro, Banlic Elementary School

Abstract

INTRODUCTION

Project STEP-UP (Science Teaching Techniques Enhancing Pupils Understanding Performance) aims to uplift the NAT 6 Results of last S.Y 2016-2017. The success of the program can be a significant step to Banlic Elementary School hope to be a center of excellence in Science. Teachers and Banlic Elementary School administration went through discussions to apply the Science Teaching Techniques Enhancing Pupils Understanding Performance - Justified and Reinforced (STEP-UP JR) program to Grade 3 pupils in line with the goal. The aims of the program are aligned with Department of Education's target to increase the academic performance of the pupils and reinforce strong foundations of learning that will help pupils acquire necessary skills.

METHODS

The study utilized the mixed method of research. The researcher applied the theory of rigorous learning to help pupils understand knowledge and concepts that are complex, ambiguous, or continuous and help them uplift their performance in their periodical tests.

RESULTS

The first and second periodical examination of Grade 3 pupils showed that they did not meet the mastery level in Science Subject with 59.68% MPS on the First Periodical Test and 62.43% MPS in the Second Periodical Test. Likewise, Third Periodical Test Result unveiled the decreasing result of 60.12% MPS. After the pilot testing of STEP-UP JR. from January to March 2018, the pupils' performance in Science improved and attained more than the target of 3% increase in the MPS.

DISCUSSIONS

Researchers suggested that the implementation of the STEP-UP JR. to all Grade 3 Pupils should be as early as 1st Quarter to increase the performance level of the pupils in the Science subject. There should be alignment and relativity of the topic and activities since hand-on tasks is proven to be effective. Teachers should incorporate additional learning resources like laboratory tools, graphics, reference books, multimedia, magazines should be considered to help both the teachers and pupils. Intensified monitoring and coaching are also recommended.

KEYWORDS: reinforce, justify, implementation, pupils understanding, academic performance

SUBMISSION ID: R04A-CALAMB-0268

**Project STEP UP: Science Teaching Techniques Enhancing Pupils
Understanding and Performance**

Maria Sheila Sumilang, Banlic Elementary School

Abstract

INTRODUCTION

Science Teaching Techniques Enhancing Pupils Understanding Performance (STEP UP) is aligned with the Department of Education's target to increase the performance level of the pupils in NAT. STEP UP specifically addresses the low MPS rate results of Science subject since the past three years.

METHODS

The study employed quali-experimental method to determine the impact of the STEP-UP Program as a tool to attain pupils' mastery level in Science lessons. Purposive sampling was used in the selection of participants. The purpose of the selection was to test the effectiveness of the program among Grade VI learners.

RESULTS

Records show the decreasing rate of Science subject in NAT from SY 2012-2013 - 47.79%, SY 2013-2014 - 47.65%, SY 2014-2015- 39.60% respectively. Likewise, periodical test results show a decreasing trend of its MPS with 51.52% in the First Periodical and 50.12% in Second Periodical. After the application of Enhanced Science Teaching Techniques, the graph reveals that the MPS of Science VI Roxas increased from 42.14 % 2nd Quarter to 59.86% 3rd Quarter by 17.72 % and 66.75% MPS in the Pre-Final exam increased by 6.89%

DISCUSSIONS

After the pilot testing of STEP-UP Project to the selected section of Grade VI from November 2016 to February 2017 and the roll out implementation for all Grade VI, the pupils' performance improved and attained more than the target of 5% MPS. The CI team enhanced the pupils' understanding and performance by identifying the teaching techniques to use to increase the academic performance of Grade VI pupils specifically in Science subject. Since teaching techniques play a vital role in elevating pupil's performance, strengthening it should be done through full understanding of the learners' ability.

KEYWORDS: Enhance Strategies, Achievements, Performance, STEP-UP

SUBMISSION ID: R04A-CALAMB-0168

Project SUDAP: Supervision to Unleash Difficulties Among Pupils in Reading

Rina Caninit, Dapdap Elementary School, Ana Marie Reyes, Carlos Batino
Elementary School, & Jocelyn Cordero, Dapdap Elementary School

Abstract

INTRODUCTION

Reading is one of the significant fundamentals of education. Dapdap Elementary School has always been one of the schools that have increasing number of frustration level in reading based on the consolidated Phil-IRI in the City of Tagaytay. These perennial problems affect the increasing number of failing pupils and low scores in periodical test. The school believes in the importance of reading and every child should be a reader. Thus, Dapdap ES in partnership with Sungay ES decided to launch Project SUDAP (Supervision to Unleash Difficulties Among Pupils in Reading that focuses primarily in 20 Grade 3 pupils under frustration level.

METHODS

A descriptive method was used in the study to find out the reading performance of the pupils. The respondents of the study were the 20 Grade 3 pupils under frustration level of Dapdap ES for school year 2017-2018. The pupils were divided into three groups based on their reading ability under the supervision of three reading teachers. They used different strategies to help the pupils to improve reading levels. Weekly, they conducted reading assessment tests for them to identify the pupils' progress. The leader school monitored the conduct of the program and gave the proper guidance and shared its best practices to the partner school. The data gathered were tabulated, evaluated and analyzed using percentage to identify the reading levels of the pupils.

RESULTS

There was significant improvement in the reading abilities of the selected pupils- 14 out of the 20 pupils were categorized under the instructional level while there were still six pupils that needed intervention. Phonics approach in reading was effective in improving the skills of the pupils in word recognition.

DISCUSSIONS

The implementation of Project SUDAP helped the pupils who had difficulty in reading. Based on the results, this project should be continuously implemented in the next school year.

KEYWORDS: Dapdap Elementary School, reading, frustration level, Grade 3 pupils

SUBMISSION ID: R04A-CAVITP-1041

Project SUDIRE (Supplementary Digital Reading Exercises): Reading Intervention for Grade IV Pupils of Lemery Pilot Elementary School

Cheryl C. Matanguihan, Department of Education
(Adviser: Cheryl Matanguihan)

Abstract

INTRODUCTION

Reading is one of the most important tools in a child's learning and personal growth. It has a cornerstone of a child's success in school and indeed throughout life.

METHODS

This study covered all Grade IV pupils who belong to struggling readers, very struggling readers as well as the non-readers. It was conducted at Lemery Pilot Elementary School in Lemery District school year 2017-2018.

The respondents selected for this study were pupils from the third up to the tenth section. A total of 101 pupils had undergone the said reading intervention. This action research relied chiefly on the results of the oral reading tests conducted during the period program. A descriptive method of research was used in the study to find out the reading performance of the respondents. The respondents comprised of 70 struggling readers, 26 very struggling readers and 5 non-readers. 17 of which were pupils of IV-Katigbak, followed by IV-Mabini with 14 pupils, IV-Agoncillo, Laurel, Recto and Diokno have the same number of pupils which was 13, whereas IV-Kalaw had the least number of pupils which was 10.

RESULTS

Before the project, the level of pupils was unsatisfactory. After the project, their reading skills improved.

DISCUSSIONS

Project SUDIRE should be applied to all pupils with poor reading skills.

KEYWORDS: intervention, oral reading, reading performance, Grade Four

SUBMISSION ID: R04A-BATANP-0793

**Project SURP (Senior High School UPCAT Review Program): A
Contributory to the Readiness of Grade 12 Students in Taking the
UPCAT**

Mercy Capistrano, Department of Education

Abstract

INTRODUCTION

One of the challenges to prove the quality of education offered to the Science, Technology, Engineering, and Mathematics strand of Plaridel Integrated National High School is to have their students pass the UPCAT.

As an intervention, the STEM department, with the support and coordination of the whole senior high school department launched Project SURP which aims to prepare students who would take the examination.

This study assessed the effectiveness of Project SURP as a contributory factor to the readiness of the students in taking the UPCAT.

METHODS

The descriptive method of research was used in this research. Teacher- made survey questionnaires were distributed among the eighteen student- respondents who were purposely selected for the research since they are the ones who applied to take the UPCAT. Also, the result of the mock examination given at the end of the review program was utilized. After which, responses were analyzed and interpreted by the researcher.

RESULTS

More than half of the respondents viewed that the time allotted for Project SURP was sufficient. Review providers were rated excellent in terms of competence and very satisfactory both for being approachable and techniques used. Overall, Project SURP was excellent when teacher factor was considered.

The students were readied to take the UPCAT as revealed by the overall MPS of the results of the mock examination given at the end of the review program. Their Science and Mathematics scores were rated “ready” while just “somehow ready” on their English scores.

All respondents agreed that the Project SURP has been beneficial to them for UPCAT. The most significant benefits of the review program were gaining new/ additional knowledge and learning techniques in taking examinations.

DISCUSSIONS

Based on the results, more time could be allotted to the review program to ensure higher mastery of topics reviewed and provide more exercises. Teachers could explore other creative ways of conducting the review for the students to stay focused and interested. Generally, Project SURP has been beneficial to the students since they were able to gain new/ additional knowledge, learn techniques in taking the examination, prepare for the examination, train to answer an examination under time pressure, have review materials, and refresh past topics.

KEYWORDS: Project SURP, time allotment, teachers' competence, being approachable, techniques, readiness, benefits, UPCAT

SUBMISSION ID: R04A-LAGUNA-0234

Project SWATCH (School Watching Team Cares Haven): A Community Engagement

Merly M. Fernandez, Dumabato Integrated School

Abstract

INTRODUCTION

School safety is a priority of Department of Education Order No. 23, s.2015 known as the Student-led School Watching and Hazard Mapping. It highlights maximum representation of learners at all levels and organizations. This project provides opportunities for learners to understand their roles in disaster risk reduction management, and heighten learners' awareness on potential hazards and risks in the learning environment for the realization of "culture of safety".

METHODS

School Watching Team (SWaT) was organized by the SDRRMC Coordinator. Orientation and preparation of timeline on the conduct of the activity was done. School Watching Checklist and Workplace Safety Hazard Assessment Checklist were utilized as guides in identifying safe and unsafe areas inside and outside the school premises. A hazard map was posted in the most conspicuous area. Monitoring and evaluation result were incorporated in the School Improvement Plan (SIP) and submitted to DRRMO as input to succeeding policy development initiatives.

RESULTS

The project accomplished the following:

- a) school hazard map,
- b) School site development plan materials,
- c) Formulation of School Safety Procedures and Policies,
- d) conduct of IEC during PTA and assembly meetings, and
- e) safety preparedness activities

DISCUSSIONS

The essence of School Watching and Hazard Mapping is risk prevention for the promotion of Department of Education vision: "students learn in a CHILD-FRIENDLY, GENDER SENSITIVE, SAFE AND MOTIVATING ENVIRONMENT". Reporting, submission, and information dissemination highlighted the activity and SPT played an important role in the realization of the "culture of safety" in the school.

KEYWORDS: hazard mapping, assessment, continuous improvement, "culture of safety"

SUBMISSION ID: R002-QUIRIN-0007

Project SWIFT (Selection is Well Informed to Facilitate Timelines)

Ceina Grace M. Parungao, Cynthia R. Indunan, Felimendo M. Felipe, Lalaine N. Borja, & Orlando E. Manuel, Ph.D., CESO VI, Department of Education
Quirino

Abstract

INTRODUCTION

This project aims to determine the number of days and the timeline involved in the promotion of an employee from selection to induction which may be contributory to late filling-up of positions and processing of salaries and other personnel benefits.

METHODS

This study used the historical data in determining the number of days involved in the process per non-teaching position. The process covered application, initial evaluation, final evaluation, deliberation and approval of the school division superintendent for appointment. The study involved processes like recruitment, selection, and placement and the why-why diagram or the Root cause Analysis.

RESULTS

The proponents of the Continuous Improvement project presented the current state of selection and promotion processes thru the Selection of Activity Flowchart where the number of days involved per process was indicated. Storm clouds were presented in the process where there was an occurrence of delay and problem. The results showed that 13 out of 100% for assessment in SDO-Quirino experienced 35 days delay while there is only 35 expected number of days in completing the process. Those who participated in the Focus Group Discussion and the Voice of the Customer identified probable and possible causes of delay in the selection and promotion processes. Incomplete documents or no authenticated documents submitted by the applicants during the pre-evaluation, extended time during shortlisting, time extended in coming up with the selection line-up, overlapping of activities of members of HRMPSB, and longer time for deliberation and background investigation have caused adjustments in the timeline.

DISCUSSIONS

This project recommends the following:

Development of internal policies on selection-based on standard KPIs

Pilot, Trail run and Tamp-Up of the SWIFT Companion

KEYWORDS: SWIFT, Selection, Promotion, Process

SUBMISSION ID: R002-QUIRIN-0152

Project TALINUM

Adilyn Ullega, Connie Lamela, Department of Education

Abstract

INTRODUCTION

Julugan Elementary School is one of the recipients of the Feeding Program of the Department of Education in accordance to Department of Education Order No. 87, s. 2012. This is to respond to the needs of pupils who are categorized under “severely wasted” to acquire a balanced nutrition.

In our educational system, one of the factors that affect the attainment of quality education is poverty. Due to the unstable financial status of the family, children do not have sufficient food at home. The lack of proper nutrients prevents children's potential learning, and being lively and active in the school learning activities.

In order to address these issues of undernourishment among school children and to help encourage the stakeholders and community to value health, the school launches Project TALINUM. This is to improve the nutritional status of the wasted and severely wasted recipients so that they may also perform well in school.

METHODS

Nutrition Education had four areas of intervention:

- (1) Formal- integration in different learning areas in the classroom setting,
- (2) During Feeding Program- teaching of recipients on different benefits to be got by consuming local vegetables and familiarizing themselves on the features of different vegetables.
- (3) PTA- extension of learning thru participation in the quarterly orientation about nutrition education and to bring and apply learning at home, and
- (4) Other Modes- involvement of stakeholders in different activities such as Nutri-Class, Nutrition Month Celebration and other related activities.

RESULTS

The school needs to strengthen the linkage between the Integrated School Nutrition Model: GarNESupp-Gulayan sa Paaralan, Nutrition Education and Supplementary Feeding Program.

DISCUSSIONS

This project requires collaborative efforts from stakeholders including school head, teachers, learners, parents, Barangay health workers, Barangay nutrition scholars, local government units (LGUs), non-government organizations (NGOs), private individuals and concerned citizens.

KEYWORDS: TALINUM, NUTRITION MODEL, LINKAGE

SUBMISSION ID: R04A-CAVITP-1466

Project Tangible and Intangible Rewards to Improve the Behavior of the JFES Kinder

Jocielyn Cerezo, Levi Catuburan, & Thomiko Reyes, Department of Education
- Cavite City Action Research Group

Abstract

INTRODUCTION

Getting the attention of kindergarten pupils is a big challenge. For negative behavior of a child, immediate action should be initiated. It is believed that rewards can be used as positive reinforcement. Children often respond positively when tangible rewards are offered for good behavior because they help them focus their effort and energy to receive the rewards. Intangible rewards offer the kids a healthy emotional condition. The development of the learners' appropriate behavior, to JFES kinder teachers, should start at an early age.

METHODS

Descriptive research design and qualitative research design were utilized in this study. The twenty (20) respondents came from Kinder-Temperance, Kinder-Kindness and Kinder-Patience. Children given rewards were separated from those not yet given. The fishbowl technique was used to select the respondents. A survey was conducted by the researchers to gather data. Graphs and tables were used for data analysis.

RESULTS

There were changes in the behavior of kindergarten children when they were given tangible/ intangible rewards. For example, pupil number 1 changed from inattentive to attentive. The data emphasized the positive effects of tangible and intangible rewards given to kids with negative behavior. The changes occurred in different lengths of time. Some were abrupt changes. Others happened in days, weeks and even months. Verbal praises which included Very Good, Good Job and Congratulations have 45%, the topmost in rank. This is followed by hand claps with 35% and smiles, with 20%.

DISCUSSIONS

Tangible and intangible rewards are effective means of developing positive behavior among the kinder pupils. Stickers are the topmost in rank as tangible rewards. Among the intangible rewards, the highest rank goes to the verbal praise.

KEYWORDS: tangible, intangible

SUBMISSION ID: R04A-CAVITC-0101/ R04A-CAVITC-0105

Project TeaM-R (Teach Me to Read): An Intervention to Decrease Frustration Level in Reading Comprehension of Grade III Pupils

Evelyn M. Villaseran, Janeth A. Casil, & Sarah Socuano

Abstract

INTRODUCTION

Reading comprehension is a problem among elementary learners. TeaM-R (Teach Me to Read) aims to help learners who have difficulty in reading comprehension. Every day the learners will read stories and passages with their peer.

METHODS

The recipients of the project were the 18 Pupils of San Jose Elementary School who have low comprehension level for the School Year 2018-2019.

Data gathered from PHIL-IRI Pre-test given to the grade 3 pupils were used to identify respondents of the research. The researchers used the intervention "PALS" (Peer-Assisted Learning Strategies) to collect the necessary data.

RESULTS

Results showed an increase in the scores of 18 identified pupils of Grade III-Mango who were under frustration level in reading comprehension from the pre-test to post-test. Out of the given data, 18 out of 30, or 60% of Grade III-Mango pupils were under frustration in reading comprehension before the conduct of the intervention. After the implementation of the said intervention, only 6 Grade III- Mango pupils remained under frustration level in reading comprehension. Before the implementation of the intervention, the mean for pre-test was 2.40 and it was increased into 5.70 after implementation of the intervention "PALS"

DISCUSSIONS

The results imply that the intervention was effective.

KEYWORDS: reading, comprehension, strategies, learning, intervention

SUBMISSION ID: R013-SURSUR-0182

Project Technology: Bridge to a Better Learning

Cirila Endozo, Department of Education

Abstract

INTRODUCTION

One of the struggles of educators on keeping the attention of students while teaching. A perfect lesson plan won't help students learn if they aren't engaged. Keeping students actively involved in classroom activities that stimulate thinking, encourage interaction and support collaboration gets kids excited to learn.

This study aims to describe the maximum engagement and interest of pupils in learning. Providing flat screen television to each grade level to increase the level of engagement and interest of pupils is the objective of this project.

METHODS

This study used the descriptive method of research. Focused Group Discussion or FGD was conducted to facilitate and validate the data gathered from the available references such as tracking of pupil' performance which included formative and summative tests.

RESULTS

Based on the results of the formative and summative assessment, the pupils gained a little higher MPS than the previous results of their test. Aside from that, based on the interviews conducted by the author to the teachers and parents, the pupils became more motivated to listen and more excited to cooperate in group activities specially if there was an integration of ICT. This project turned out to be a way to increase the school enrolment more than the set target which is 205.

DISCUSSIONS

The result was very evident and was documented thoroughly to know the effect of the project to the teaching and learning process.

KEYWORDS: technology, students' engagement

SUBMISSION ID: R04A-TANAUA-0128

Project Telephonics: Basis for Improving the Reading Abilities of Grade Four Pupils at Paaralang Sentral Ng Mataasnakahoy

Janett Lina, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

Elementary level education is the basic foundation of learning in terms of reading abilities of pupils. Teachers are looking for appropriate strategies or approaches which for the pupils to easily grasp the techniques in reading. The researcher aims to find an approach in improving the reading abilities of struggling readers and readers at risk of grade four pupils at Paaralang Sentral ng Mataasnakahoy using the project telephonics.

METHODS

This study used the descriptive and quasi-experimental methods to describe the effectiveness of project telephonics in improving the reading abilities of grade four pupils of Paaraalang Sentral ng Mataasnakahoy.

RESULTS

Results revealed that four pupils had different reading miscues in terms of refusal to pronounce, mispronunciation, substitution, omission, repetition insertion and reversal. After using project telephonics, the common miscues of pupils were only on refusal to pronounce and mispronunciation. The Project Telephonics improved the reading abilities of struggling readers and readers at risk.

DISCUSSIONS

Pupils should be given proper attention to improved their reading abilities particularly for struggling readers and readers at risk.

KEYWORDS: Telephonics, Reading

SUBMISSION ID: R04A-BATANP-0573

Project THROW (Throwing Habits Reduce Overproduction of Waste)

Agnes B. Malvar, Elena M. De Torres, & Sheryl M. Maldia, Sta. Anastacia
Elementary School, Department of Education - Batangas

Abstract

INTRODUCTION

The ever-increasing population and the corresponding mountain of waste generated at Sta. Anastacia Elementary School triggered the implementation of a solid waste management program. It started from the identification of the common waste materials being thrown, the throwing habits of the learners, teachers and stakeholders of the school and the inculcation of the proper ways of disposing and segregating trash. An improvised Material Resource Facility was established.

METHODS

A descriptive qualitative research was utilized. The researchers used unstructured interviews with some learners, teachers and other stakeholders on their ways of disposing trash. Checklist, focus group discussion and retrospective interview guide were used to attain the objectives of the study.

RESULTS

The results revealed that plastic materials and paper are commonly thrown by the learners, teachers and stakeholders. A waste management program was implemented to ease the problem by establishing an effective and sustainable waste management system, educating the stakeholders on waste reduction and segregation using the 5R's approach such as refusing reducing, reusing, recycling and rotting material waste.

DISCUSSIONS

Discipline and 5R's approach promote a child-friendly institution. This study suggests a sustainable plan for the continuity of the program related to health improvement, cleanliness, and orderliness to promote overall wellness.

KEYWORDS: throwing habits, over production, sustainable

SUBMISSION ID: R04A-BATANP-1653

Project TICTOH: Computer Self-Efficacy of Open High School Learners

William Garcia, Munting Ilog National High School

Abstract

INTRODUCTION

Open High School Program, as an alternative mode of delivering secondary education play an essential role to learners who cannot attend regular programs. Since the program is considered as distance learning, it uses face-to-face lecture and validation of learners' progress. In this study the use of technology was incorporated in both teaching and learning purposes to identify the effectiveness of project plan in terms of learners' ability in applying the use of ICT.

METHODS

The descriptive survey method was employed in this study where it determined, described and analyzed the variable as measured through the administered questionnaire. Fifty-six learners across all grade levels responded to the Computer Self-Efficacy questionnaire. Quantitative analysis was applied to know the students' level of confidence.

RESULTS

Descriptive statistics analysis of the CSE questionnaire found that learners achieved high level of confidence in terms of using computer after the actual training was held for 30 weeks compared to the pre-assessment period. Learners with very low level of confidence with using computer showed development from very low to fair level of confidence. It was done through teaching them basic lessons, demonstrate to them the skills they needed to learn with application of technology to actual work situation. Learners who belong to high level of confidence ended with very high level of confidence.

DISCUSSIONS

The implemented project plan on teaching ICT to Open High served as an avenue to acknowledge the need of ICT lessons to OHSP learners.

KEYWORDS: ICT, Technology, Computer, Self-efficacy, Open High School Program, ADM

SUBMISSION ID: R04A-CAVITP-1188

**Project TIMES: Improving Multiplication Skills of Grade e
Chrysanthemum Pupils at West Bauan Central School**

Meryniza Cantre, Department of Education - Bauan West District

Abstract

INTRODUCTION

Learning multiplication is an important foundation for learning different aspects in mathematics. Pupils who have mastered multiplication gain a better foundation in math.

METHODS

The researcher used qualitative design method. A 50-item diagnostic Test in Mathematics was administered to 35 pupils to get the proficiency level of class. Then, Project TIMES, a strategy composed of a series of activities that encourage pupils to enjoy multiplication and enhance their multiplicative thinking skills, was employed for three months. At the end of twelfth week, pupils were tested again to find out if there is any improvement in pupils' proficiency level

RESULTS

Based on the result, 9% of the class or 3 pupils were left in the Beginning Level whereas 17% of the class or 6 pupils remained on the Developing Level. Most number of pupils moved to the Approaching Proficiency Level which is 37% of the class or 13 pupils and in the Proficiency Level with 29% of the class or 10 pupils as well. Meanwhile, 9 % of the group or 3 pupils improved and reached the Advanced Level

DISCUSSIONS

The results show that various activities such as math games and contest on multiplication facts, multiplication song and window cards are of great help to make significant progress and can be done alternately to strengthen pupils' multiplication skill.

KEYWORDS: Least mastered, multiplicative thinking skills, proficiency, strategy,

SUBMISSION ID: R04A-BATANP-1660

Project TIMES: Teach and Inculcate MATHematics Through Enhanced Strategy

Charito Mamaril, Eden Rose Mendoza, Elsie Abito, Riezl Emelo, & Ronalyn Angon, Cavite Association of Research Educators

Abstract

INTRODUCTION

Mathematics can be challenging to pupils. Teachers need to become savvy on the methods and strategies to effectively meet the learning needs of pupils to learn mathematics instruction. As such, strong foundation of mathematics education is essential to start at an early age for better development and learning. In this study, we primarily employed ICT-Based instruction in reducing the number of Grade 4 pupils in the SY 2016-2017 who failed to perform basic multiplication facts.

METHODS

Purposive sampling was used in choosing the respondents since only one among the six sections was used as the respondents of the study. The study made use of the descriptive method of research. Teacher-made test was used to assess the pupils' level of competency in multiplication. Problem analysis and root-cause validation were done to identify the problems encountered by the pupils that hindered their learning. Different activities were also given to the respondents aside from ICT-Based instruction.

RESULTS

The findings of the study reveal that after the conduct of pilot testing the number of pupils who failed to perform basic multiplication facts was reduced by 14.69%. This meant that 21 out of 143 pupils improved their academic performance in Mathematics, specifically in performing basic multiplication facts. The study aimed at reducing only at least 10% of 143 Grade IV pupils but the result showed a little bit higher than the target percentage. Other activities done in the study like home visitation, remedial teaching instruction, In-Service Training for Math teacher, Word for the Day posting effectively helped in the teaching-learning process of Mathematics instruction.

DISCUSSIONS

The researchers recommend ICT-Based Instruction in Mathematics education. It promotes better learning and a powerful tool for an effective teaching and learning.

KEYWORDS: Project TIMES, Mathematical Performance, ICT-Based Instruction, Grade 4 Pupils

SUBMISSION ID: R04A-CAVITP-0099

**Project TIMES: to Improve Academic Performance in MATHematics of
Aguadorian Pupils**

Herminia Diloy & Rizel Glorioso, Department of Education - Cavite

Abstract

INTRODUCTION

This study aims to improve the academic performance in Mathematics of Aguado Pupils. The Mathematics Assessment drill shows that among the 358 pupils in grade three 80 of which are under poor category.

METHODS

This study employed Descriptive type of research. A survey questionnaire was distributed to the participants and unstructured interview was also conducted. The data was interpreted using Pearson correlation of coefficient. Weighted mean and percentage were also practice in the study. The performance of 80 pupils from grade 3 were recorded and studied by the teachers until they reached the grade 5 level. After the study of their academic performances from grades 3-5 a t-test was employed to determine if the intervention was effective or not.

RESULTS

The data revealed the program Project TIMES to be effective in improving the academic performance of Aguadorian pupils. In grade three they obtained a mean increase of 1.00 before and after the intervention and a standard deviation of 1.53. In grade 4, they got a mean difference of 2.83 and a standard deviation of 2.01. And in grade five they got a standard deviation of 2.35 with the mean difference of 2.84.

DISCUSSIONS

Lastly, since the program found out effective among Aguadorian pupils the researchers, school administration and the mathematics teachers recommended that the program can be adopted by other schools in the District or the Department of Education Cavite to help the Kabataang Caviteño to improve their academic performance in Mathematics.

KEYWORDS: academic performance, mathematics, intervention, mathematical assessment

SUBMISSION ID: R04A-CAVITP-1146

Project TIMMES (Tips in Memorizing Multiplication Easy and Structural): A Tool to Master Multiplication Table Up to 10

Grenalyn De Chavez, Helen B. Rizare, & Marinela O. Lirio, Department of Education - Batangas / Rosario East

Abstract

INTRODUCTION

In response to the Division Memorandum No. 061 s. 2017 Mastery of Multiplication Facts: Basic to Numeracy, teachers exerted to develop the skills particularly, multiplication skills. Children, however, find difficulty in the matter. This study aims to help pupils to memorize and familiarize the multiplication table. It also aims to investigate the effectiveness of Project TIMMES in memorizing the tables 1-10.

METHODS

75 Grade VI pupils were made as respondents. This study used the descriptive survey method. Pre, Post-test and numeracy test were used to determine the pupils' performance. All the data gathered from the respondents were organized, tallied, tabulated and presented in a series of tables and graphs.

RESULTS

Pre - test Administration of Recitation of Multiplication Table was conducted with the result of 100% (75 out of 75) of the learners who can recite the Multiplication Table By 2, 5, 10. On the other hand, about half or 50% of Grades VI students can't recite the Multiplication Table by 3, 4, 6, 7, 8, 9. The researchers conducted interventions to intensify the memorization skills of the learners. Post - test administration in Reciting Multiplication Table by 1-10 was done and had the same result in table 2, 5 and 10 with 100 %, and with an average of 83 % of the pupils who can recite the Table of 3, 4, 6, 7, 8 and 9.

DISCUSSIONS

Through Project TIMMES, there is 32 % increase in the memorization skills of pupils that indicates the effectiveness of the project. The performance level of Grade VI pupils creates a big increase with regard to reciting times table and multiplication skills. Structural manner in memorizing and familiarizing table really helps to achieve the target result. Strategies used in this project bring success and can be continuously implemented to other grades.

KEYWORDS: memorize, multiplication, familiarize

SUBMISSION ID: R04A-BATANP-1239

Project TIMS (Target: Improve MAThematical Skills) of Naic Coastal National High School

Annaliza S. Villaflor, Michelle M. Niola, & Odessa C. Anit, Department of Education

Abstract

INTRODUCTION

Mathematical skills of Grade 7 students of Naic Coastal National High School are gradually decreasing. Different intervention programs may be applied to inspire the students to learn beyond the simple addition and subtraction that they have learned from their previous years of learning. Improvement program of the school helps the Grade 7 students to develop their interests and improve their Mathematical abilities through tracking of their performances. The target is to lessen the difficulties encountered by the students and to increase their competence in operating with integers, decimals and fractions.

METHODS

The purpose of this study is to improve Grade 7 students' interest in Mathematics particularly in solving integers, decimals and fractions. Through the remedial classes, the study aimed to help lessen the difficulties in basic Mathematics lessons. The researchers conducted survey-questionnaire and interviews in obtaining the views of the 265 participants. A 30 -item test consisting of decimals, integers and fractions was also utilized. The assessment tool was validated by the Math teachers of Naic Coastal National High School.

RESULTS

From the pre-assessment, the research showed that after the conduct of the program and post -assessment with a 30-item test in Mathematics the average score increased by 10.94% for all Grade 7 respondents. It showed that the intervention program done by the school helped the students to cope up with the basic Mathematics skills.

DISCUSSIONS

The research showed that lack of interest of the Grade 7 students in Mathematics has lots of possible contributory sides. One of which is the insufficient understanding of basic mathematical rules that causes confusions and conflicts to the Mathematical understanding of the students. However, with the proper intervention program and support from other stakeholders, there is a possibility to develop the students' mathematical skills and ability.

KEYWORDS: Intervention Program, Mathematical Skills, Remedial Class

SUBMISSION ID: R04A-CAVITP-0260

Project TRAIInEd - Teachers Readiness in Accepting Inclusive Education

Domingo Pastorfide, Department of Education - Santa Rosa City

Abstract

INTRODUCTION

The Project TRAIInEd or Teachers Readiness in Accepting Inclusive Education aims to address the needs of Special Education (SPED) Receiving Teachers in Data Elementary School, the SPED Center in the Division of Santa Rosa City. The program involves series of trainings and workshops for teachers handling Learners with Special Educational Needs (LSENs) under Inclusive Education Program (IEP). In the school year 2017-2018, a total of 31 LSENs were endorsed by SPED Teachers to regular classroom teacher or SPED Receiving Teachers in different grade levels under IEP.

METHODS

Both qualitative and quantitative methods were used in this study. In determining the challenges encountered by SPED Receiving Teachers qualitative method was used and quantitative method in determining how can TRAIInEd Program address the needs of SPED Receiving Teachers.

RESULTS

The Program TRAIInEd gave SPED Receiving Teachers the necessary trainings and strategies in accommodating and managing LSENs in the regular classroom. The problems and issues they raised before the Project TRAIInEd were answered during the In-Service Trainings and conferences.

DISCUSSIONS

This program aims to make IEP acceptable among the teachers. The researcher recommends to conduct continuous trainings and studies to further improve the program and reached higher level of awareness among teachers.

KEYWORDS: readiness, inclusive, education, accepting, receiving, instruction, challenges, intervention, support, training

SUBMISSION ID: R04A-STAROS-0047

Project TRIM Implementation to Enhance Performance of Grade Five Students in MAThematics

Ma. Rosette Ballesteros, Buenavista-Cigaras ES

Abstract

INTRODUCTION

The grade 5 students of Buenavista - Cigaras Elementary School find mathematical problems difficult.

METHODS

The research was conducted in Buenavista - Cigaras Elementary School. The respondents of the study were the Grade 5 students in Mathematics, School Year 2018 - 2019.

The research study utilized descriptive method to see if there is an effect on the utilization of Project TRIM in increasing performance of students Mathematics.

A fifty (50) item multiple type of test to make a profile of their students. After the pre-test, they utilized the use of Project TRIM to determine its effectiveness. After the intervention, a parallel post-test was given to their students.

The data were collected and compiled for analytical interpretation.

RESULTS

This study revealed the following findings:

The mean level of the pre-test and post test results of Grade 5 students in Mathematics was 20.85 and 40.25 respectively.

The computed r - value was 0.7842. The p - value was less than at 0.05 level of significance, which interpreted as Significant.

The overall mean and standard deviation of 4.64 and 0.49 revealed the status of the implementation of Project TRIM as perceived by Grade 5 students in Mathematics was Strongly Agree.

The computed t - value was 8.76 The p - value was less than at 0.05 level of significance, which interpreted as Significant.

DISCUSSIONS

Based on the findings, the following conclusions are made:

After the implementation of Project TRIM, the post-test of Grade 5 students in Mathematics increased compared to the pre-test.

There was a strong positive correlation between the pre - test and post-test results of Grade 5 students in Mathematics.

The Grade 5 students strongly agreed that the implementation of Project TRIM increased their performance in Mathematics.

KEYWORDS: Project TRIM

SUBMISSION ID: R04A-LAGUNA-0133

**Project TRIM: (Teaching Reading in MAtematics): A Link to Improve
Learners' Skill in Word Problem Analysis**

Charisse Jocson, Buenavista-Cigaras ES

Abstract

INTRODUCTION

The researcher's students struggle with word problems in mathematics. This study aims to help the said students improve on their abilities to focus on and solve word problems by implementing reading strategies.

METHODS

The learners were purposively selected based from their test result of the first quarter. Frequency Count, Simple Mean and MPS were used to analyze the test results. In this study of, the use of different reading strategies' impact on learner's word problem solving analysis was investigated. Various reading strategies throughout a four - month time period was implemented.

RESULTS

The study showed positive link between Project TRIM and Word Problem Analysis of learners wherein 25 (83%) of 30 were able to meet the target 75% mastery level in the third quarterly examination.

DISCUSSIONS

The performance level of learners before and after the implementation was revealed to be below the target of 75% mastery level. Using different mathematical strategies, the performance level of learners showed that the use of AGONA promote better performance among learners. 15 (50%) of 30 learners reached 96 - 100% mastery level, 5 (17%) reached 85 - 95% mastery level and 10 (33%) reached 75 - 84% mastery level. The mastery level of learners in terms of test results in Mathematics revealed that there were 5 (17%) of 30 learners reached 85 - 95% mastery level, 20 (66%) reached 75 - 84%, 1 (3%) reached 65 - 74%, 2 (7%) reached 50 - 64% and 2 (7%) reached 35 - 49%. Increasing number of learners reaching the 75% Mastery level was noted. On the average, 12 or 40% of 30 reached the target 75% Mastery level.

KEYWORDS: Project TRIM, Mathematics Problem Cards, Word Problem Analysis, Challenging Vocabulary Activities

SUBMISSION ID: R04A-LAGUNA-0113

**Project True Love Waits: Program in Preventing Teenage Pregnancy
Among Grade Ten Students of Rosario National High School**

Rogelio Suing, Rosario National High School

Abstract

INTRODUCTION

Adolescence is a time of sexual exploration and experimentation of sexual fantasies and realities of incorporating sexuality into one's identity. Adolescents have an utmost curiosity about sexuality. They think about whether they are sexually attractive, how to do sex and what future holds for their sexual lives that result to pre-marital sex and teen-age pregnancy. Thus, this action research aims to investigate the effectiveness of Project True Love Waits in preventing teenage pregnancy among grade ten students of Rosario National High School.

METHODS

This study used descriptive method in analyzing the data. The chosen participants were all the enrolled grade ten students of the school. Thus, no sampling technique was used for the study. The results of the frequency of the teenage pregnancy cases during the current school year from the advisers' report were compared from the previous school year and were analyzed using descriptive method.

RESULTS

In general, the findings suggest that the implementation of Project True Love Waits reduced the teenage pregnancy rate in Rosario National High School. Also, it shows that it increased the positive attitudes and views of the grade ten students on sex, love and relationship and highly valued the concept of sexual abstinence and purity, which is the heart of Project True Love Waits.

DISCUSSIONS

This action research showed that promotion of sexual abstinence among the teenage students is a great barrier against unplanned conceptions.

KEYWORDS: Project True Love Waits, Teenage Pregnancy, Descriptive method, Grade Ten Students, Rosario National High School

SUBMISSION ID: R04A-CAVITP-0443

**Project TURO PA MORE: A Remediation Program in English to
Improve the Academic Performance of Grade III Learners at Risk of
Malainen Bago Elementary School in the School Year 2016-2017**

Myrna Ulgado

Abstract

INTRODUCTION

Mastering the English Competencies in Grade III is important for learners specially those whose proficiency levels are tagged under learners at risk. Project Turo Pa More is an intervention for learners at risk to help them learn various English Communication skills.

METHODS

This action research used purposive sampling to identify respondents that consisted of twenty (20) learners from two (2) sections. This study monitored, evaluated and recorded the academic performances of the learners at risk in Grade III and implemented necessary remediation program to help improve respondents' academic performances. Quantitative analysis was used to make sense of the gathered data.

RESULTS

Respondents of the remediation program had problems in pronunciation, comprehension, omission, and repetition. These problems were identified during the conduct of the remediation program. Learners at risk were given interventions and have improved academically during the duration of the program.

DISCUSSIONS

The results highlight the need for intensive cooperation and support of parents for the program's success.

KEYWORDS: REMEDIATION ENGLISH ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-CAVITP-0546

Project Unan: A Livelihood Program for Students with Financial Needs

Lea Madulid, Southville IV National High School

Abstract

INTRODUCTION

A number of junior high school students are not able to go to school regularly because of hunger, seeking of employment due to poverty. Some of the students in Southville IV National High School are financially challenged and suffer from hunger. This study aims to improve the economic status of the students through making and selling of smocked throw pillows.

METHODS

This study is an experimental research. Descriptive method was used in interpreting and analyzing the results of the data. A total of 60, Grade 9 TLE students were used as respondents. A standardized instrument was used as a questionnaire and distributed personally by the researcher. The statistical treatment of data included was percentage, mean, standard deviation and t-test. Likert scale was used in this study.

RESULTS

Based on the data collected, there was an increase in the attendance of the respondents for the last 2 quarters. In terms of the difference between the economic status of the respondents before and after the experimental study was conducted, a t- value lower than the level of significance value of 0.05 was arrived.

DISCUSSIONS

The results reveal an improvement on the attendance among respondents for the last 2 quarters. This is probably because of the money earned from the small livelihood afforded the students some money for school and meals.

KEYWORDS: livelihood program, financial needs, education, academic performance, pillows

SUBMISSION ID: R04A-STAROS-0035

Project VISITA CASSA (Visitation: to Care and Supervise Students with Absenteeism)

Precidad Molina, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

The Department of Education's call/mandate to have zero school drop-outs prove to be a challenging feat for teachers because of the personal realities of students that become factor to the incidence such as family problems, socio-economic status, involvement in fraternities/sororities, and other problems in community. Several interventions have been done by teachers to ensure that all students graduate.

The Camp Vicente Integrated School has an average of 2.8% drop-out rate for the past three years. To eliminate or decrease the high risks of drop-out rate, the researcher came up with the project VISITA CASSA (Visitation: To Care and Supervise students with Absenteeism). Camp Vicente Lim Integrated School in grade 9 level conducted the close monitoring of attendance of thirteen sections. This was done to immediately respond to Department of Education's call for zero drop-outs.

METHODS

The researchers used the combination of qualitative and quantitative research. Purposive sampling procedure was used in the research. The absentee students and their parents were the samples and the focus of the study. The evaluative tool of surveys and interviews were used among concerned students and parents. Simple computation of percentage was used to determine the drop-out rate.

RESULTS

Based on the result of the study, the top five (5) reasons of absenteeism were Influence of friends, sickness, poverty, family problems and waking up late. Eighty-five (85) out of 610 students committed habitual absenteeism. From the previous year, the drop-out rate was 1.98% but with the implementation of Project VISITA CASSA the drop-out rate of this current year was 0.33%.

DISCUSSIONS

The result could be used by the principal in creating projects for school's Annual Improvement Plan. It is also beneficial on the part of parents or guardian for not wasting time and money if the students will continue their studies and will not drop-out. The teachers and principal will also benefit in the program because zero drop-out rate means more recognition, higher performance rating and realization of Education for All (EFA) goal.

KEYWORDS: Absenteeism, home visitation, attendance, & drop-out

SUBMISSION ID: R04A-CALAMB-0340

**Project W.P.M. (Word Problem Mnemonics): An Intervention Program
to Improve Problem Solving Skills of the Grade 6 Pupils**

Ayleen Herradura, Department of Education, Victoria Action Research
Association

Abstract

INTRODUCTION

Project W.P.M (Word Problem Mnemonics) is a strategy and an intervention program in Mathematics developed by EBI Network devoted to math interventions. Specifically, Dr. Erica Lembke at the University of Missouri, Dr. Sarah Powell at the University of Texas, Dr. Pamela Seethaler at Vanderbilt University and Elizabeth Hughes at Duquesne University have developed a framework to present math interventions that incorporates focus on content area.

METHODS

Selected Grade 6 pupils of Tomas Daguinsin Elementary School in Victoria, Laguna were chosen respondents of this study which consisted of 7 males and 8 females who were randomly selected from the total enrolment of the Grade 6 pupils.

To get the number of respondents' purposive sampling was utilized in this study.

RESULTS

Difference on the Result of the Pre-Test and Post Test TEST ITEMS MEAN MPS

The table presents the result of the mean percentage scores in pre-test and post-test. It can be observed from the data that the pupils showed an increase in their mean score from 3.2 to 4.26, a significant change in the performance of the pupils as far as word problem solving skills were concerned. It signified that once the pupils gave more practice, given time to overcome their difficulties through constant practice and exercises there was a positive impact on their learning and skills. In addition, if the teacher employed a unique and interesting strategy of teaching this skill, pupils boost their interest and keep in touch as they go deeper in the lesson.

DISCUSSIONS

This learning strategy to improve the skills in solving word problem of pupils requires patience and passion for pupils and teachers. If ever there will be a permanent Mathematics learning stations in a school, pupils can access the materials and facilities to further improve their skills, while the academically challenged students will be given a space wherein they can go out of their comfort zone and try to explore new learning in the learning center until they will develop nor discover new things based on hands-on activities and interactive materials. This strategy is of great help to develop a place where mathematics exhibit rooms/are can be utilized as a learning station which is open and well designed for pupils learning outcomes.

KEYWORDS: Mnemonics

SUBMISSION ID: R04A-LAGUNA-0185

**Project: Systematic Training Program (STP) in Enhancing the
Technical Skills in Playing Volleyball of the Grade 5-Rizal Pupils in
Bungkol Elementary School**

Jocelyn M. Manara, Department of Education

Abstract

INTRODUCTION

The purpose of this study is to enhance the technical skills in volleyball of the Grade V- Rizal pupils, and to determine and test the effectivity of the technical skills applied as perceived by the respondents.

This action research aims to find a system that works for the players to enhance their technical skills in playing volleyball. The significance of this study is to help each player perform better in the different athletic meets.

METHODS

This action research caters 15 volleyball players of Grade V- Rizal in Bungkol Elementary School. The researcher used a Checklist in data collection. Upon completion of the requirements needed for this study, a validated volleyball skill profile checklist used to measure the performance of the athlete-pupil. The pupils under training were given Pre- Test and Post Test to get the mean percentage.

RESULTS

The techniques and strategies used in this study had a positive impact to respondents' skills. Athletes were able to adjust and improve during trainings. They were able to adapt skills that they need for them to play as a team. Continuous training helped them play better. Above all, it made the team stronger and perform better. It was observed that the athletes' performance in playing volleyball increased and observed in their service accuracy, attacks, receiving and blockings.

DISCUSSIONS

Proper and systematic training was proved helpful. The different techniques and strategies applied and used by the Grade V- Rizal pupils in Bungkol Elementary School during the training period was effective.

KEYWORDS: Systematic Training Program (STP) Enhancing the Technical Skills in Playing Volleyball

SUBMISSION ID: R04A-LAGUNA-0152

Project-Based Learning: Effects on Problem Solving Skills, Critical Thinking Skills and Attitude Toward Mathematics

Cecilia Casquejo, Tanauan City Integrated High School

Abstract

INTRODUCTION

This study aims to look into the effects of project-based learning (PBL) on the following variables: problem-solving skills, critical thinking and attitude towards mathematics.

METHODS

The Pretest-Posttest Control Group experimental research design was used in this study with 30 STEM students as subjects. Fifteen students were assigned as experimental group and fifteen students were assigned as control group. The two groups were given pretest and posttest but only one group was taught using project-based learning. The T-test dependent and independent samples was used to determine the significant differences between the two groups. Perceptions of the students regarding PBL were likewise noted. PBL Action Plan was prepared to set the direction of students' activities.

RESULTS

The post-test mean scores of both groups were higher compared with their pre-test mean scores. However, results of the t-test showed that the control group's differences in the pre-test and post-test mean scores are significant only in two variables: problem-solving skills and attitude toward mathematics. While the results of t-test analysis of the pre-test and post-test mean scores of the experimental group are significant in all three variables: problem-solving skills, critical thinking skills and attitude toward mathematics. When the post-test mean scores of both groups in the 3 variables were compared, the computed t-values indicated no significant differences between the mean scores of the control group and the experimental group.

DISCUSSIONS

The significant difference in the pre-test and post-test scores in the critical thinking test of the experimental group is indicative of the effectiveness of PBL in enhancing the critical thinking skills of students. Although the differences in the post-test mean scores of control group were not significant in comparison with the post-test mean scores of the experimental group, the positive effect on motivation of the students in the experimental group was noteworthy. Their perceptions of PBL were reflected in their journal, they asserted that they learned things beyond math lessons. Overall, the experimental group enjoyed the experience they had with PBL as they claimed in their journals.

KEYWORDS: project-based learning, problem solving skills, critical thinking skills, attitude towards mathematics

SUBMISSION ID: R04A-TANAUA-0003

ProjectS INSPIRES UPWATS (instructional Supervision Practices to Improve Results and Services Using the Practical Work Approach (PWA) in Teaching Science)

Jina-Luz Alfelor, Department of Education

Abstract

INTRODUCTION

Project INSPIRES UPWATS was aimed to equip school heads with the knowledge, skills, attitude and values on classroom instructional supervision using the PWA in teaching Science 4; to provide school heads technical assistance on classroom observation on the use of the PWA in teaching Science; and to revisit salient features on classroom instructional supervision on school heads to improve their teachers teaching-learning delivery and giving technical assistance to school heads during actual observation using science concept re: "observing the observer" on the PWA strategy. The target competency improvements of this project were teaching-learning delivery, management of human resources and learning outcomes.

METHODS

This research was implemented in all schools in Bato District to improve the academic performance in Science IV through PWA, supervision to teachers and other related activities. This used descriptive method of collecting the data needed in the problems identified, and by interpreting the results gathered. Table and checklists were used on the district academic status on Science IV before and after this study, and on the level of Effectiveness of Project INSPIRE UPWATS. Other strategies were employed along with this project like Best Project INSPIRE UPWATS Implementer, mentoring, and workshops that ensured positive results.

RESULTS

The following indicators were achieved and verified through unbiased means; increased academic performance in Science by from 82.83% to 86.97%; 100% or 21 school heads were equipped with the KSA on Classroom Instructional Supervision using COT RPMS of teachers in teaching Science IV using PWA; and all school heads improved their supervision on giving technical assistance to teacher's teaching-learning delivery using COT RPMS in the concerned learning area. This study revealed that there is significant difference in the pupils' academic performance in Science IV before and after the implementation of this project, and thus, confirmed the level of effectiveness of the innovations and interventions along with this research.

DISCUSSIONS

From the results collected, the supervision of the school heads to teachers teaching Science IV, through PWA was effective in improving the academic performance. The knowledge of teachers in the approach concerned with and the school heads orientation on PWA and strategies in utilizing this project in teaching had a great impact in achieving the goals of this research project.

KEYWORDS: Practical Work Approach, Supervision, Observation

SUBMISSION ID: R005-CAMSUR-0116

**Project GOA: its Impact on the Learning of Science of Grade VI-Guijo,
Aplaya Elementary School**

Virgie De Los Santos, Department of Education

Abstract

INTRODUCTION

This research challenges pedagogues to connect course content to the current culture and in hopes of bettering learning outcomes.

METHODS

Quantitative and qualitative research design was used. Using a dual approach theory, the researcher focused on the pupils of Aplaya Elementary School. Forty-one Grade Six-Guijo pupils responded to a given survey questionnaire. To ensure the quality of the questionnaire, the researcher explored the most suitable questions that would address the problem statement. The directions were explained by the researcher to arrive at a good result. The accomplished questionnaires were collected, tallied, and treated statistically.

RESULTS

Compare of the results of the evaluation of the Grade VI-Guijo class show that pupils learn more in Science through kinesthetic and prefer to learn through games. Millennial learners want to process information through movements, manipulative and using variety of fine and gross motor skills. Pupils in this century learn more through the use of Project GOA (Games on Achievers), because it also promotes enjoyment among diversity of learners.

DISCUSSIONS

Based from the findings of this research it is highly recommended to determine the interest of pupils to obtain a higher result during evaluation in Science. It is also essential to establish professional partnership with others in order to lay the strongest foundation possible for pupils to develop their confidence and become dedicated adults. If this is so, the knowledge acquired by the pupils will enable them to wear an armor of confidence, a sword of readiness and boots of success.

KEYWORDS: impact, pedagogues, millennial learners

SUBMISSION ID: R04A-BATANP-0907

**Problems Encountered by Grade Four Pupils Toward Mastering
Mathematics Competencies in Selected Elementary Schools in the
Division**

Erma Arevalo

Abstract

INTRODUCTION

Mathematics is important over and above the application of basic numeracy skills, and the prime vehicle for developing student's logical thinking and higher- order cognitive skills.

Mathematics anxiety is the result of the student's negative attitude or embarrassing experience with their mathematics teachers. Such an experience can leave a student believing him/her deficient in mathematics ability. This belief results in performance which serves as confirming evidence to the student. This phenomenon is known as "self-fulfilling prophecy". Mathematics anxiety results in poor performance rather than the reverse.

This study aims to determine the problems encountered by grade four pupils towards mastering Mathematics learning competencies in selected elementary schools of Batangas City.

METHODS

The problems were categorized into personal problems, emotional problems, problems on teacher instruction, problems with school environment and problems with classmates.

The researcher employed the descriptive method of research with the questionnaire as the primary data gathering instrument which was validated and administered 60 students from the research venue.

RESULTS

In general, the respondents encountered personal problems relating to hesitance to ask questions although they did not understand the lesson. The emotional problems encountered were difficulty in establishing desirable relationship with parents and siblings and excessive stress in doing academic task. On problems relating to teacher's instruction, a lack of ability to give clear and logical explanations was seen. On problems with their classmates, respondents identified bully classmates while on problems with the school environment, a lack of technological resources in teaching Mathematics was identified.

DISCUSSIONS

Based on the results, most problems encountered by the respondents are common in academic problems.

KEYWORDS: Mathematics Competencies, Elementary Schools

SUBMISSION ID: R04A-BATANC-0059

Promoting Discipline Among Students: Basis for an Action Plan

Baby Jane Macatangay, Southville 1 Integrated National High School

Abstract

INTRODUCTION

A student's behavior inside the classroom is a challenge educator face every day. Teachers should then exert effort to conduct disciplinary interventions to address students' misbehavior and lessen teacher's stress while dealing with them. In this study, the most common misbehaviors of students and how the teachers promote discipline among them were identified.

METHODS

A descriptive design was used in the study, utilizing both quantitative and qualitative research methods (methodological triangulation). Focus group discussions were conducted to gain insights about students' common misbehaviors and teachers' disciplinary interventions. Survey questionnaire was answered by one hundred and seventeen classroom advisers and subject teachers of Southville I Integrated National High School. The school guidance counselor was also interviewed and data pertaining to the reported misbehaviors recorded in the guidance office were analyzed.

RESULTS

Focus groups and survey questionnaires revealed that disruption which includes loud talking, yelling or inappropriate noise during class time was the most common misbehavior encountered by the classroom advisers and subject teachers. Aggression and fighting were the most reported misbehavior according to the school guidance counselor which was manifested in the cases reported in the guidance office. Variables such as the year level, time schedule, class size and gender did not significantly affect the student's behavior. Positive interventions done by the teachers were assessed to be more effective than negative interventions. Parental involvement was also vital in promoting discipline among the students.

DISCUSSIONS

Implementation of the Positive Discipline in Everyday Teaching which outlines steps teachers can follow and situations they can refer to in applying positive and non-violent discipline can help teachers in dealing with stress caused by student's misbehaviors.

KEYWORDS: student's behavior, misbehaviors, positive discipline

SUBMISSION ID: R04A-CABUYA-0078

Promoting Literacy Through Project KARTILYA (Key Approach in Reading as a Technique Intensifying via Learning Yielding Activities) Among Primary Grade Learners: Challenge to School Heads and Teachers

Ginalyn Freo, Department of Education/SDO Laguna

Abstract

INTRODUCTION

In the K to 12 Curriculum, one of the key standards to be met was to make every child able to read in the mother tongue at the end of Grade Three. However, reports have been received that there are still numerous non-readers even in Grade 7 and 8 and readers with very poor comprehension in higher grades. (Department of Education, Reg. Memo No. 2, S. 2018).

The number of frustration and non - readers with poor reading abilities especially in English was evident among Primary Grade Pupils in general. With that, this research aims to provide technical assistance to School Heads in managing and leading the school and capacitate the teachers in promoting literacy through the use of KARTILYA (Key Approach in Reading as a Technique Intensifying via Learning Yielding Activities) as an Educational Innovation in teaching reading which could help lessen the number of Frustration and Non- Readers.

METHODS

Explanatory Sequential Mixed Method Research Study (Quan-Qual) with transcendental phenomenology for methodology and analysis was used to obtain felt needs. Philippine Informal Reading Inventory (Pre-Post) was used for the Quantitative Result in identifying the pupils reading level as to Non-Readers, Frustration, Instructional or Independent for Step I. Interviews, KII and FGD for Grade One to Three Teachers were used for the Qualitative Findings for Step 2. Quantitative and the Qualitative findings were analyzed for Step 3.

RESULTS

As a result, School Heads were provided Technical Assistance in managing and leading the school while teachers were capacitated to enhance their competencies in promoting literacy among Primary Grade Learners using KARTILYA in promoting Literacy among Primary Grade Learners. It was glad to note that there was an increase of 3.47% in Grade Two while an increase of 22.90% in Grade Three after the Implementation of Project KARTILYA in all Elementary Schools in Luisiana District, SDO Laguna, SY. 2018-2019. Consequently, 8 out of 9 Elementary Schools in Luisiana District, SDO Laguna reached 75% Mastery Level in the Quarterly Assessment Test.

DISCUSSIONS

The results demonstrate that using KARTILYA as an intervention program in promoting Literacy among Primary Grade Learners may be sustained to lessen the number of Frustration and Non-Readers. Improving school instruction is a responsibility shared by the teachers and the school head.

KEYWORDS: KARTILYA, Literacy, Technical Assistance, Capacitate

SUBMISSION ID: R04A-LAGUNA-0169

**Promoting Positive Work Behavior Among the Grade 1 Pupils of Ulango
Integrated School in Tanauan City**

Lei Vangelina Olea, Department of Education - Tanauan City

Abstract

INTRODUCTION

The purpose of the present study is to promote positive work behavior among grade one pupils of Ulango Integrated School in Tanauan City.

METHODS

A descriptive method of research was used in this study. This research investigated the pupil's behavior in group activities, the researcher adopted the descriptive method of knowing certain educational status based on Aquino's (2004) study of the responses of teachers on the behavioral problems of students.

RESULTS

Based on the findings of the study, the top most group activity was Cooperative Drawing with a weighted mean of 4, followed by Role Playing, Peer Teaching, Indoor Obstacle Course and Song Interpretation which all had the same weighted mean of 3.5; however, Reporting was the least group activity that a teacher implements in teaching and had a weighted mean of 2.5.

DISCUSSIONS

The proposed activities are lined for review and must be validated by professionals before the implementation. The results obtained from the data gathered must be reviewed as well to assure that they are congruent to the problem to be solved. Furthermore, parallel study may be done to validate the results.

KEYWORDS: WORK BEHAVIOR, GROUP ACTIVITY, ASSESSMENT

SUBMISSION ID: R04A-TANAUA-0005

Promoting the Spirit of Honesty Among Students of Natatas National High School Through a Profitable Project

Eucel Jirah Leyesa, Department of Education - Tanauan

Abstract

INTRODUCTION

Honesty store aims to provide cheap learning materials to the students without leaving the vicinity of the school that allow students to buy affordable school materials on their own without anyone monitoring. The initiative is thought of because school supply stores are far from the school and for safety of the students as well. This project will also hopefully allow students to exercise integrity, and somehow support the school financially.

METHODS

This study is qualitative in nature. Survey questionnaires were given to random grade 7, 8, 9, and 10 to gather personal opinions regarding the possible honesty store in school. After planning the researchers proceeded to meet the school head and other stakeholders to propose the Honesty Store Project.

RESULTS

The data were analyzed based from the two survey questions- "Do you support Honesty Store?" "Explain your reason for patronizing/ not patronizing the Honesty Store." The analyzed data suggested that majority of the total respondents (n=80) agreed to support the Honesty Store. The most frequent comments on the planned honesty store was on convenience and affordability. Moreover, the pilot test of the program earned 1,200 pesos.

DISCUSSIONS

The results of the study lead to the conclusion that an Honesty Store provided a supplementary service for students to avail of affordable school supplies within the school premises. It also instilled the spirit of Honesty among the students of the school. For these reasons, the researchers demand the whole faculty's support on the project, a specified room that will in-house the Honesty Store, and volunteers who will monitor the everyday function or progress of the project. Lastly, further studies are encouraged for additional development on this project.

KEYWORDS: Honesty store, school materials, qualitative, profit,

SUBMISSION ID: R04A-TANAUA-0050

Proper Utilization of the Maintenance and Other Operating Expenses

Analyn B. Labutan, Maria Elena C. Jalgado, & Rejet T. Pico, Division of Cavite City

Abstract

INTRODUCTION

The goal of this study is primarily to focus on the proper utilization of the MOOE fund of every school and to be presented and discussed clearly to all personnel on how it is strategically disbursed to meet the needs of the school and to continuously promote and establish Transparent, Ethical and Accountable (TEA) Governance.

METHODS

This study employed quantitative research method that used survey-questionnaire to determine the level of awareness on the proper utilization of MOOE among the school's personnel, clientele and stakeholders. The data were gathered and recorded. It also emphasized the appropriate disbursement of MOOE of the school.

RESULTS

Based on the cash disbursement register fiscal year 2018 most of the budget was allocated to maintenance of classroom supplies (multi media) and school utility services. The researchers conducted this study with 50 respondents: 1 principal, 25 teachers and 24 stakeholders. Each question was cascaded and tallied in order to come up with an interpretation. 1) The respondents evaluated the classroom supplies as Highly Evident. This is based from the composite mean of 3.58 and standard deviation of 0.85248. In general, respondents had uniform evaluations. 2) The respondents evaluated the school utility services as Highly Evident. This is based from the composite mean of 3.47 and standard deviation of 0.84551. In general, respondents had uniform evaluations.

DISCUSSIONS

The findings of the study can be used as a guide for the school head and school plan team preparing the Annual Procurement Plan (APP), Annual Implementation Plan (AIP) and School Improvement Plan (SIP) to prioritize and address the needs of the school.

KEYWORDS: MOOE, APP, AIP, SIP, TEA Governance

SUBMISSION ID: R04A-CAVITC-0089

Proper Utilization of the Maintenance and Other Operating Expenses

Analyn Labutan, Maria Elena C. Jalgado, & Rejet T. Pico, Division of Cavite City

Abstract

INTRODUCTION

The goal of this study is primarily focusing on the proper utilization of the MOOE fund of every school and it shall be presented and discussed clearly to all personnel on how it is strategically disbursed to meet the needs of the school and to continuously promote and establish Transparent, Ethical and Accountable (TEA) Governance.

METHODS

This study employed quantitative research method that used survey-questionnaire to determine the level of awareness on the proper utilization of MOOE among the school's personnel, clientele and stakeholders. The data were gathered and recorded. It also emphasized the appropriate disbursement of MOOE of the school.

RESULTS

Based on the cash disbursement register fiscal year 2018 most of the budget was allocated to maintenance of classroom supplies (multi media) and school utility services. The researchers conducted this study with 50 respondents: 1 principal, 25 teachers and 24 stakeholders. Each question was cascaded and tallied in order to come up with an interpretation. 1) It can be gleaned from the respondents evaluated the classroom supplies as Highly Evident. This is based from the composite mean of 3.58 and standard deviation of 0.85248. In general, respondents have uniform evaluation. 2) It can be garnered from the respondents evaluated the school utility services as Highly Evident. This is based from the composite mean of 3.47 and standard deviation of 0.84551. In general, respondents have uniform evaluation.

DISCUSSIONS

The findings of the study are used as a guide for the school head and school plan team preparing the Annual Procurement Plan (APP), Annual Implementation Plan (AIP) and School Improvement Plan (SIP) to prioritize and address the needs of the school.

KEYWORDS: MOOE, APP, AIP, SIP, TEA Governance

SUBMISSION ID: R04A-CAVITC-0093

Proper Utilization of the Maintenance and Other Operating Expenses

Analyn B. Labutan, Maria Elena Jalgado, & Rejet T. Pico, Division of Cavite City

Abstract

INTRODUCTION

The goal of this study is primarily focusing on the proper utilization of the MOOE fund of every school and it shall be presented and discussed clearly to all personnel on how it is strategically disbursed to meet the needs of the school and to continuously promote and establish Transparent, Ethical and Accountable (TEA) Governance.

METHODS

This study employed quantitative research method that used survey-questionnaire to determine the level of awareness on the proper utilization of MOOE among the school's personnel, clientele and stakeholders. The data were gathered and recorded. It also emphasized the appropriate disbursement of MOOE of the school.

RESULTS

Based on the cash disbursement register fiscal year 2018 most of the budget was allocated to maintenance of classroom supplies (multi media) and school utility services. The researchers conducted this study with 50 respondents: 1 principal, 25 teachers and 24 stakeholders. Each question was cascaded and tallied in order to come up with an interpretation. 1) It can be gleaned from the respondents evaluated the classroom supplies as Highly Evident. This is based from the composite mean of 3.58 and standard deviation of 0.85248. In general, respondents have uniform evaluation. 2) It can be garnered from the respondents evaluated the school utility services as Highly Evident. This is based from the composite mean of 3.47 and standard deviation of 0.84551. In general, respondents have uniform evaluation.

DISCUSSIONS

The findings of the study are used as a guide for the school head and school plan team preparing the Annual Procurement Plan (APP), Annual Implementation Plan (AIP) and School Improvement Plan (SIP) to prioritize and address the needs of the school.

KEYWORDS: MOOE, APP, AIP, SIP, TEA Governance

SUBMISSION ID: R04A-CAVITC-0094

Proposed 3-Year Development Plan for Senior High School in the Division of Lipa City

Lea Manalo, Anilao National High School

Abstract

INTRODUCTION

This study is conducted to examine the current status and prospects of the implementation of Senior High School in the Division of Lipa City. It presents the clear picture of what has transpired on its pilot year of operation. It determines the major areas that need to be addressed properly in order to achieve the desired learning objectives as it embraces the challenges posted on it.

METHODS

Using both quantitative and qualitative research design, the researcher was able to obtain data and information from the school heads and supervisor. These were used as inputs in formulating a proposal for a three-year development plan for Senior High School.

RESULTS

It can be noted that out of 3002 JHS Grade 10 population, only 1436 or 47.83 % enrolled in the 7 public schools implementing Senior High School in Lipa City. Eighty-two teachers were allocated for the Division of Lipa City. However, only 58 items were given because of the limited number of sections that can be accommodated by each implementing school. All expected physical facilities which should have been available were still under construction. There was a need for more learning modules in most subjects such as Pre-Calculus and an oversupply of learning modules in a few subjects. Six out of seven implementing public SHS offered Academic Strand except Pinagkawitan SHS. There were considerable number of public schools which provided Home Economics. Four schools offered ICT, however, none of them had Animation and Technical Drafting strands. Industrial Arts strand was offered in only one school. General Academic Strand (GAS) was offered in most schools as posted. This was followed by Home Economics specifically in Bread and Pastry, Cookery, and Food and Beverages. Third on the list was ICT on Computer Hardware Servicing. A proposed three-year development plan was formulated covering the variables of the study.

DISCUSSIONS

Not all Junior High School completers preferred to enter Senior High Schools in public school. The Division of Lipa City is adequately supplied by teacher applicants; thus, teacher hiring is not an issue. Matters regarding physical facilities posed great concerns on the implementation of senior high school since 100% of the allotted structures are still under construction. There is an imbalance in the supply of materials. The tracks being offered in the public schools in Lipa are still incomplete.

KEYWORDS: development plan, Senior High School, track

SUBMISSION ID: R04A-LIPAC1-0221

**Proposed Action Plan to Minimize the Discipline Problems in Balete
National High School, Division of Batangas City**

Alvin Colot, Balete Integrated School

Abstract

INTRODUCTION

The purpose of this study is to identify the current discipline problems encountered by teachers in school, its causes and the type of discipline that teachers use in dealing with the said problems.

METHODS

A descriptive method of research was utilized in this study. Moreover, questionnaires and informal interviews were used to gather the necessary data. A total of 30 teachers and 30 students participated in this study.

RESULTS

The data gathered revealed that absenteeism was the number one discipline problem encountered by teachers in school. This also showed that teachers often utilized positive discipline rather than negative discipline in dealing with disciplinary problems. In addition, the student respondents revealed that the influence of friends/peers/classmates is one of the major causes of discipline problems.

DISCUSSIONS

This study was limited to the utilization of the researcher-made questionnaire, informal interview and to answers provided by the respondents as sources of data and other information regarding the variables investigated.

This study was significant because if the discipline problems in school were minimized, intervention programs and projects, which aim to improve the quality of education the school is offering, would have greater chances to succeed.

KEYWORDS: discipline problems, positive discipline, negative discipline, action plan

SUBMISSION ID: R04A-BATANC-0304

Proposed Activities to Enhance the Spelling Ability of Grade Three Pupils in JCPMES

Marie Almarez, Batangas City

Abstract

INTRODUCTION

Spelling ability is a fundamental skill that every child needs to learn in order to successfully write in the English language. Poor performance in spelling is one of the most common academic difficulties encountered by the pupils in the cycle of teaching and learning.

METHODS

The descriptive method design was employed in this study as it intended to enhance the spelling ability of the pupils through the proposed activities of the researcher. Thirty Grade Three pupils responded to a set of questionnaires utilized by the researcher as the main instrument in gathering the needed data.

RESULTS

Majority of the respondents found difficulty in spelling difficult words not used in a sentence and spelling irregularly spelled words. It showed that spelling words through listening to its sounds instead of using it in a sentence gave chances to pupils to commit mistakes in delivering the correct spelling of the words. Child's development in spelling were also given of least importance at home by their parents. On the other hand, dynamic activities could stimulate the interests of the pupils to participate actively in different spelling activities.

DISCUSSIONS

The results show that quality methods of teaching spelling were really a need for the development of pupils' spelling ability. Teachers should work on small group word study instruction and hands on word work activities to keep the pupils motivated and engaged in learning spelling.

KEYWORDS: SPELLING ABILITY, PHONEMIC AWARENESS, SPELL CHECKER, COMPREHENSION

SUBMISSION ID: R04A-BATANC-0217

Proposed Capacity Building Program Revitalizing Holistic Competencies Toward Teacher Excellence

Jezreel M. Margallo & Louiegrace G. Margallo, Department of Education -
Batangas

Abstract

INTRODUCTION

Excellent teachers are not easy to duplicate. Understanding the qualities that make one can give teachers a standard of excellence to strive for, and guide schools in their efforts to recruit and retain only the best teachers. Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable.

METHODS

This is a descriptive qualitative research which aims to understand the idea of teacher excellence. The respondents of the study were the potential outstanding teachers. The researchers used three data gathering procedures namely, focus group discussion, survey method and retrospective interview. Also, the following data gathering tools namely; checklist, questionnaires, focus group discussion and retrospective interview guide were used to attain the objectives of this study. Coding direct responses was utilized by the researchers, while other responses were tallied and computed using weighted mean. The code used was S1D1TE, this meant Sample 1 Definition 1 of Teacher Excellence. This study was limited to focusing on respondents' teacher excellence level, difficulties encountered and their training needs toward teacher excellence.

RESULTS

Data showed that the respondents needed further training of capability building program to gear the teachers to teaching excellence. Also, their difficulties included a lack of training suited to their professional and personal growth. These baseline data are utilized in designing the capability building program.

DISCUSSIONS

The teachers have positive attitude toward teacher excellence. Also, there was a need to have capacity building program for teachers. The plan of action may be utilized to develop teachers gearing toward excellence.

KEYWORDS: Capacity Building Program, Holistic Competencies, Teacher Excellence

SUBMISSION ID: R04A-BATANP-2073

**Proposed Classroom-Based Disaster Risk Reduction Management of
Grade Five Pupils at Solo ES**

Ivy Cabillo

Abstract

INTRODUCTION

The safety and welfare of our pupils are of utmost priority of the school and the entire department. Therefore, determining the level of preparedness and the knowledge on disaster risk reduction and management of students will serve as a basis for devising a classroom-based plan of action to further push awareness campaign, trainings and drills to strengthen responses and preparation for disasters. This study aims to propose classroom-based disaster risk reduction plan of action for the awareness and preparedness of grade five pupils in Solo Elementary School. To achieve the purpose, the frequency of participation in different school activities to school's disaster risk practices was considered.

METHODS

The study utilized the descriptive survey type research with the questionnaire as the main data gathering instrument completed by interviews. Respondents were fifteen (15) teachers only in SOLO ES, Mabini District, Division of Batangas Province and fifty-five (55) grade five pupils as their subject of the study. The statistical tools used in the data analysis were frequency, ranking and weighted mean.

RESULTS

From the school activities done in school with regards to DRRM, earthquake drill was the most participated program which was supported by appropriate information dissemination on DRR. Through repetitive execution of drills, pupils became aware and prepared to act and react in case of disasters. A proposed action plan was made and implemented that may be helpful provided that the action plan be observed.

DISCUSSIONS

The results determine the necessity of the pupils for further involvement in various school programs on DRRM in order to be more aware and prepared when risks occur. Thus, a proposed Classroom-based Disaster Risk Reduction Action Plan can be subjected for further review for enhancement and conduct similar studies working on other criteria to determine the effectiveness of school DRRM programs and practices.

KEYWORDS: disaster, risk-reduction, classroom-based

SUBMISSION ID: R04A-BATANP-0945/R04A-BATANP-0951

Proposed Climate Change Adaptation Projects in Science Teaching

Mary Grace De Guzman, Department of Education

Abstract

INTRODUCTION

Teaching of science in schools must be kept updated, relevant, practical, and adaptive to current needs. Science curriculum needs to be strategically designed with learning competencies to meet the demands of time and to equip the learners with the necessary attitudes, knowledge and skills for them to attain science advancement. Moreover, it demands anticipative and responsive attitudes to emergency situations that may be brought about by the changing conditions of earth's climate. It is in this context, that this research's interest lies in finding possible ways to enhance and widen the integration of climate change in the curriculum. Furthermore, the researcher was also concerned in the attainment of the learning competencies in Science and the challenges and issues that may be encountered by teachers in the process of integration. The researcher aims to prepare climate change adaptation projects that will aid the teachers in effective integration of CCA in teaching the different learning competencies.

METHODS

The descriptive method was employed in this study which utilized documentary analysis and questionnaires administered to all the Science teachers and school administrators in Cluster 5 of the Division of Quezon. Weighted mean and t- test were used in this study for the analysis of data.

RESULTS

The results revealed that the learning competencies in Life Science, Physical Science and Earth and Space Science were all attained to a moderate extent as assessed by Science teachers and school administrators. Moreover, the study revealed that there was significant difference between the responses of the teachers and the school administrators in the extent of attainment of the competencies. Also, there were issues and challenges teachers encountered that hindered in the integration of climate change adaptation activities in teaching.

DISCUSSIONS

Based from the results, the researcher prepared projects for climate change adaptation which were based from the least attained competencies. These were designed to strengthen and enrich the integration of climate change adaptation without compromising the attainment of the competencies. The projects provide practical applications of Science concepts while inculcating the importance and urgency of Climate Change Adaptation. These projects also serve as extension of the classroom discussion that offer more exciting and challenging teaching-learning experiences.

KEYWORDS: Science Teaching, Climate Change Adaptation, Learning Competencies, Climate Adaptation Projects

SUBMISSION ID: R04A-QUEZON-0123

Proposed Collaborative Learning Materials Using Games in Teaching Mathematics: its Effectiveness

Rosalia Guanzon, Carmona Nationalhigh School

Abstract

INTRODUCTION

The baseline of education calls for the divergence from the conventional teaching approaches, which is primarily teacher-centered, into a student-centered learning atmosphere. The use of games can be a powerful tool in teaching and learning in order to develop the conceptual understanding. Integrating games in class can turn a task to accomplish fun.

METHODS

The descriptive-analysis method was used in this study. To determine the effectiveness of the collaborative instructional materials, 45 Grade 8 students were involved. They were chosen through quota sampling technique and stratified sampling technique. To assess the collaborative learning materials, there were 30 respondents who were taken from 5 selected secondary schools in the district. They were selected by purposive sampling technique. A self-made questionnaire was used to assess the collaborative learning materials and a teacher-made achievement test was used on the lessons covered for the pretest and post-test. The Percentage, Weighted Mean, Ranking, Mean Percentile Score and t-test were the statistical tools used in analyzing the data.

RESULTS

The proposed collaborative learning materials using games in teaching mathematics, was assessed by the teachers and administrators as highly acceptable in terms of objectives, contents, language and style, presentation, application, evaluation and games. The data for the pretest and post-test showed improvement in the performance of students in Mathematics after using the Collaborative Learning Materials Using Games as supported by the computed t-value of 21.89 which is higher than the critical t-value of 2.02 in the two tailed tests.

DISCUSSIONS

The high acceptability of the proposed learning approach in all its components is proof of its usefulness in the teaching learning process. The low performance of the students before Collaborative Learning using games was improved in to average level performance after using the Collaborative Learning Materials. The Collaborative Learning Materials using games is effective in improving the performance of students in Mathematics.

KEYWORDS: games, collaborative learning, student- centered

SUBMISSION ID: R04A-CAVITP-0160

**Proposed Creative Capacity Program Enhancement for Public
Elementary School Principal III in the Division of Cavite**

Cynthia Cadua, Area J Elementary School

Abstract

INTRODUCTION

A solid leadership is the most essential key to school success. This suggests that there is a need to identify the quality of the personnel responsible in the organization and how this kind of leadership may be able to evoke commitment of the teachers in order to bring success to the school.

The main aim of this study is to determine the creative capacity of the Principal III of the public elementary schools in the province of Cavite as assessed by the teachers.

METHODS

The participants in this study were the different Principal III of Public Elementary Schools in the Division of Cavite, during the School Year 2017-2018. The respondents of the study were teachers and they assessed the Creative Capacity of their Principal.

This study is both qualitative and quantitative in nature. It used the descriptive method.

RESULTS

Teachers consider Principals to frequently apply creative capacities for new ideas, in motivating other stakeholders, and in problem solving. Creative capacity of principals is least applied in motivating other school's stakeholders though. The age, gender, length of service and rank of teachers had no impact on the assessment of principals' creative capacity. There was a consideration of educational attainment in the assessment of principals' creative capacity in terms of Capacity for New Ideas and Capacity to Motivate other School's Stakeholders.

DISCUSSIONS

School principals must further engage themselves in continuing professional developments that highlights the upgrading of management skills particularly to developing innovative action plans and problem-solving skills.

School principals are essential factors of linking the educational institution to the community. They must seek advantageous ideas from other stakeholders to inculcate to them that they are also essential factors of the school.

They must inform teachers of the development goals of the school and let them be involved in implementation. These may help the teachers have the knowledge and understanding of how principals make use of their creative capacities in leading the school.

KEYWORDS: Creative Capacity Program Enhancement

SUBMISSION ID: R04A-CAVITP-0872

**Proposed Digitized Activities in Teaching Mathematics Iv in Lemery
Pilot Elementary School**

Jelyn H. Maligaya, Department of Education
(Adviser: Jelyn H. Maligaya)

Abstract

INTRODUCTION

Digital literacy in the era of technology plays a vital role in defining a child's ability to succeed both in school and throughout life. It may be a key to teaching in order to provide the skills, knowledge and understanding for young learners to enter the workplace, further education and higher education. In line with this, Department of Education Batangas initiated a program about utilizing and crafting numeracy tools and e-games for diverse learners. The researcher proposes activities in teaching Mathematics for teachers to be better and more effective inside the classroom.

METHODS

This research involved the 3 Grade IV Mathematics teachers of Lemery Pilot Elementary School who are now under the K to 12 Curriculum as respondents of the study. Quantitative research method was used in this study. It emphasized objective measurements and statistical data collected through polls, questionnaires and surveys.

RESULTS

Based on the result, instructional materials were the highest among the factors as it sustained a weighted mean of 4.13. It showed to be the main factor that affected the performance levels of pupils in Mathematics. The different factors of teaching Mathematics in Grade IV pupils were observed but the most prevalent among these factors was the instructional materials or instructions.

DISCUSSIONS

Based from the findings of the study, the following conclusions were drawn: The performance level in Mathematics of Grade IV pupils was not so good; there are several factors affecting the performance level of Grade IV pupils encountered by the teachers in teaching Mathematics: reading comprehension ability, classroom interaction, classroom management and instructional materials; the most prevalent factor that affects the performance of pupils encountered by the teachers in teaching Mathematics IV was the use of instructional materials which had contributed a lot that made the pupils perform low during the three quarter assessment. Digitized activities were proposed to improve the performance level in Mathematics.

KEYWORDS: digitized activities, Mathematics, classroom management, Grade Four

SUBMISSION ID: R04A-BATANP-0706

**Proposed Dropout Reduction Project for Public Elementary Schools in
the Division of Lipa City**

Manolito Medrano, Department of Education

Abstract

INTRODUCTION

It is true that the education of the child is not the sole responsibility of the school. It has to be in partnership with other agencies which believe that education is the best way to break the chain of poverty or improve human lives. However, facts showed that individuals and groups are contributory to the different situations that frustrate and disengage children in school. This situation holds true in different School Divisions in the country. In particular, in the Division of Lipa City, a great number of learners leave or drop out of formal schools each year. The researcher believes that there is a need to conduct a study involving pupils dropping out from school and to propose a dropout reduction project for public elementary schools.

METHODS

The study utilized descriptive method. The data-gathering instruments used were interview, questionnaire and Focus Group Discussion. The empirical data collected was treated using weighted mean and Standard Deviation, T-test to compare the assessment of the two groups of respondents and Chi squares for test of significance.

RESULTS

Among the factors that contribute to school dropout, pupil-related, family-related and community-related are relatively higher than school-related. The three groups of respondents agreed that reasons for dropping out rooted from families and academic challenges. They also agreed that lack of supervision, low parental involvement, perceptions of minimal interest of teachers and academic challenges are important variables that contributed to disengagement. According to them, absenteeism and lack of motivation to study prior to students' dropping out, is not an instant event but a process in the learners' life. They said further that the most essential role of parents in dropout reduction is involvement.

DISCUSSIONS

The status of dropout in the Division of Lipa City is alarming. Fostering pupil engagement must be a priority of the school principal in helping pupils stay in and complete school. On the part of the teachers, their most important role is that of ensuring the quality of classroom instruction since effective teaching practices are first line of defense. A dropout reduction project highlighting home-school partnership is proposed.

KEYWORDS: DROPOUT REDUCTION Project FOR PUBLIC ELEMENTARY SCHOOLS IN THE DIVISION OF LIPA CITY

SUBMISSION ID: R04A-LIPAC1-0164

Proposed English Language Activities for Grade 8 Students in Lipa City Division

Virna Liza De Ocampo, Inosloban-Marawoy Integrated National High School

Abstract

INTRODUCTION

English has been used by different people all around the world. Based on the Philippine Informal Inventory, a student could be differentiated as poor, average or fluent English speaker. There are many students who cannot speak the English language. Some consider the limited time in learning second language (L2). When a student is asked to answer a question using L2, they are hesitant to speak. This became a dilemma to the English language teachers. This study described the socio-economic and socio-cultural background of grade 8 students in public schools in the Lipa City Division. It also assessed the performance of the students in the different language aspects and the assessment of teachers on students' performance on the aspects of language. As an output, an English language activity were proposed.

METHODS

The study used the descriptive type of research with the use of survey questionnaires and a teacher-made test. Respondents of the study were 374 students and 35 teachers from the Division of Lipa City. Slovin's formula and random sampling was used in determining student and teacher respondents. The statistical tools used were frequency, percentage, mean, standard deviation, ranking and t-test.

RESULTS

Results of the study showed that some of the scores for students' performance in the 52-item test were significantly different from the teachers' assessment scores and are thus not related to each other. Among the five different language areas, more significant relationships were observed for Grammar, followed by Sentence formation, Vocabulary, Comprehension and Pronunciation respectively for the per item teachers' score. Meanwhile, on a per total teachers' score, the sequence of more significant relationship shows the following order: Grammar, Vocabulary, Sentence formation and Pronunciation, and Comprehension. The proposed English language activities are based on the low performance of the students on the aspects of language. These are the following; Grammar: Adjective Arrangement, Parenthetical Expression, Connectors; Vocabulary: Cline, Antonyms; Pronunciation: Stress, Intonation; Sentence formation: Wordy Sentences, Faulty Parallelism; and Comprehension: Identifying Main Idea.

DISCUSSIONS

Among the performance areas being evaluated, Grammar, and Vocabulary showed the most consistent number of significant relationships in both per item and per total teachers' scores and suggest a strong predictive value of the teachers' assessment to the students' performance in the aspect of language.

KEYWORDS: Second language, English language activities, pronunciation, comprehension, sentence formation, vocabulary, grammar

SUBMISSION ID: R04A-LIPAC1-0181

**Proposed Enhancement Learning Program for Grade 7 Students in Lipa
City National High School**

Magnolia Q. Silva-Mission, Inosloban-Marawoy Integrated National High
School

Abstract

INTRODUCTION

There must be some impediments in the educational ladder that need to be addressed immediately. Among others, the root causes of all the inadequacies have to be established if only to improve the students' performance in English. It has been observed by the researcher that the first quarter grades of some Grade 7 students are low and that students are performing inefficiently as compared to how they did in school when they were in Grade 6.

The different academic failures may be caused by different reasons. Despite the great effort of the school and of the teachers to help the students cope with their difficulties in studying, the issue on underachievement is still a problem of the institution. In the context of our times, the biggest challenge to studying is the lifestyle of our current generation of youth which we may consider as hindrances from studying.

METHODS

This study employed the descriptive research. A questionnaire was used to gather data which were statistically treated and interpreted.

RESULTS

Self-concept and school related activities were the factors that contributed mostly to the underachievement of the respondents. Family concerns affected the learning of students in school but not in the same intensity as the other two factors.

DISCUSSIONS

Listening to music, watching movies or surfing the internet takes a large chunk of students' time after school. Mobile phones also hinder studying of students. Belief on one's intellectual ability affects considerably child's motivation. Fixed idea about ability either enhances or disrupts motivation. A student who thinks that the reason for his poor performance in school is because of low ability leads to giving up in order to avoid further difficulties.

Students should not always be judged based only on their academic performances. It is better if the teachers will look into the root cause of underachievement and help the students cope with the lesson whatever difficulty they are going through.

KEYWORDS: enhancement learning program, English, Grade 7

SUBMISSION ID: R04A-LIPAC1-0073

**Proposed Enhancement Program on Outcomes-Based Education (Obe)
in MAThematics in Calamba Integrated School in the Schools Division
of Calamba City**

Crisostomo Canon

Abstract

INTRODUCTION

Outcomes-Based Education (OBE) is a student - centered learning that focuses on measuring student performance which are called outcomes. With this definition, Outcomes -Based Education (OBE) was designed to cover the ground between the aims of the system and what happens in classrooms. This perspective focuses in instruction from content to learning outcomes came the need to redefine and clarify the terms used to determine the progress of the students towards attainment of the desired learning outcomes. Generally, the main objective of the study is to assess the level of awareness of Grade 10 students on the delivery of outcome-based education (OBE).

METHODS

The research used the descriptive method of research utilizing the sixty (60) Grade 10 students as respondents.

RESULTS

The indicator, the teacher reviews the topic and formulates suggestions to enhance learning outcomes has the highest mean with 4.38 which is interpreted as "Highly Aware". The students also believe that, the teacher should maximize the utilization of ICT as tool of instruction to enhance learning outcome has the lowest mean with 3.85 which is interpreted as "Highly Aware". The indicator stating that the teacher develops among students the attitude of valuing their learning outcomes has the highest composite mean of 4.47 which is interpreted as "Highly Aware" and the indicator, the teacher develops among students to put a lot of effort and thought into their works has the lowest mean with 4.30 which is interpreted also as "Highly Aware". The data obtained show that teacher gives importance in developing student's attitude of valuing their works and output. The indicator stating that teacher prepares innovative instructions based on the result of learning outcome has the highest mean of 4.07 which is interpreted as " Highly Aware". The students also believe that teacher prepares innovations on instructions without jeopardizing learning outcome has lowest mean of 3.97 which is interpreted as "Highly Aware".

DISCUSSIONS

Based on the result, the students are properly oriented by their teachers regarding the outcomes-based education (OBE) in terms of learning outcome, innovation in instruction and assessment activities and that the students are extremely aware of the said approach in terms of motivation.

KEYWORDS: outcome based, teaching and learning, strategy

SUBMISSION ID: R04A-CALAMB-0051

**Proposed Guidelines for the Adaptation of Regular Time-Out-of-Class
Activities for Public Junior High School**

Judy Mae Buhain, Bagbag National High School

Abstract

INTRODUCTION

The scope of outdoor education should not be limited to environmental education but to include courses such as mathematics and even political sciences. Achieving the said objectives of outdoor education depends on the teachers. Therefore, this study aims to determine the junior high school teachers' perspectives concerning outdoor education and to find out the limitations that the teachers face in the implementation phase of outdoor education. Furthermore, the researcher aims to promote outdoor education amongst the said teachers considering that the concept of outdoor education is very new in Philippines and thus the related resources are very limited. This is a survey-based result.

METHODS

The study made use of descriptive comparative method and established a formal procedure to compare and conclude that one is better than the other. In this study, this research design was utilized to determine the students' learning of the different aspects of development. The instrument used in gathering data and answering the questions in this study was the Teacher-made survey questionnaire. Observations and interviews were also used to verify the accuracy of the data. The data gathered from the respondents were treated statistically using the weighted average and ANOVA.

RESULTS

The researcher believes that the result of this study will be of great use in assessing students' different aspects of development by adapting of regular time-out-of-class activities for Public Junior High School. The different aspects of development were analyzed evidently not learned as far as the adapting of regular time-out-of-class activities is concern in teaching Public Junior High School students. The proposed guidelines for the adaptation of regular time-out-of-class activities for Public Junior High School which focus on the students' different aspects of development.

DISCUSSIONS

Teachers should come up with the appropriate out-of-class activities that will promote physical development among the students. The teachers should be encouraged to take educational advancement and attend trainings/seminars on experiential learning/time-out-of-class activities. Moreover, the teachers should follow the principle of cognitive domain when they plan their lessons. The proposed policy for the adoption of experiential learning can be adopted as guide for the improvement of the teachers.

KEYWORDS: time-out-of-class activities, different aspects of development, teacher-made survey questionnaire, cognitive domain

SUBMISSION ID: R04A-CAVITP-0393

**Proposed Instructional Management Plan for Public Secondary School
Principals of the Division of Batangas, Philippines**

Wilson Ojales

Abstract

INTRODUCTION

It has been said that a school principal wears a many hat- as a manager, administrator, instructional leader and curriculum leader at different points in a day. Often times, much attention is accorded to managerial and administrative work. As an instructional leader, he/she delegates tasks to others based on capacities and willingness to perform.

METHODS

The study made use of the descriptive method of research as the study will analyze the instructional management roles of the principals in the Division of Batangas, Philippines concentrating on the teaching-learning process as the main basis of providing instructional leadership.

RESULTS

As to personal qualities, the respondents revealed that the principals most often manifested their concern on physical setting of classroom, school grounds and facilities. As rated by the respondents, the school principals most often manifested a high morale of intelligence and maturity of minds when confronted with conflicts. The principals, master teachers, and subject area coordinators had the same observations that the teachers possess positive values like caring, commitment, creativity, openness, patience and respectfulness.

DISCUSSIONS

The public secondary school principals possessed the necessary characteristics/qualities and skills inherent among managers. Evaluation of the learning outcomes was the strength of the teaching and learning process while the use of appropriate teaching strategies is its weakness.

The principals, master teachers and subject area coordinators differed in their assessments as to faculty qualifications, mastery of learning content, formulation of objectives, and utilization of learning resources and technology integration.

KEYWORDS: Proposed

SUBMISSION ID: R04A-BATANP-1930

**Proposed Intervention Materials in Enhancing Oral Reading skills of
Grade IV pupils at Sto. Nino Elementary School**

Emma M. Arcega, Jenny Guerra, & Noel I. Mendoza, Department of
Education

Abstract

INTRODUCTION

This study utilized the Phil-IRI results to determine the pupils' performance in reading in Sto. Nino Elementary School. As an educator, low performance in reading means difficulty in understanding concepts in basic subjects with English as medium of instruction such as Science, English and Mathematics. With the aim of enhancing the performance in reading, the researcher prompted to conduct this study. With the identification of the usual causes of poor performance in oral reading as given by the Grade IV pupils, the researcher desires that corresponding measures will be employed to address the problem and continuously enhance the reading performance of the pupils. The researcher proposed intervention materials which are geared towards the enhancement of oral reading skills of pupils.

METHODS

In this study, the researcher used data from the reading assessment given by the teacher. This was used to determine the oral reading competency of the learners. This study utilized a researcher-made questionnaire as the main instrument to gather data. Focus group discussion and interview was used to validate and affirm the findings which were generated from the questionnaire.

RESULTS

After the analysis of the data, the following were found: It was found that majority of the pupils were at the frustration level during the preliminary assessment in terms of their oral reading skills. The results revealed that the pupils' oral reading skills significantly enhanced based on the pre-test and post-test given. As assessed by the teachers the performance of the pupil on oral reading affects their academic performance. The reading comprehension and ability of pupils is a factor in attaining good scholastic standing. After determining the problems in terms of pupils' reading competence, the researcher found out that most of the pupils are not familiar with the words used in the text. Recognition of the words used in the text was also one of the causes of poor performance in oral reading.

DISCUSSIONS

The researcher did an analysis to determine the areas of the reading skills which need immediate solution. The proposed intervention materials are based from the findings of the study and the result of the focus group discussion. It presents intervention materials compilation of audio-visual presentation, comic's strips and picture books of common interest. which are focused on getting the attention of the reader. a compilation of audio-visual presentation, comics strips and picture books of common interest.

KEYWORDS: Reading, Reading Performance, Intervention Materials

SUBMISSION ID: R04A-BATANP-1381

**Proposed Intervention Scheme in Enhancing Pupils' School Attendance
Level of Grade Five Class at San Juan Elementary School**

Clyo O Endaya, Department of Education

Abstract

INTRODUCTION

The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly. In recognition of the importance of regular school attendance to quality education, attendance become a priority goal (At-Risk Youth in Crisis Handbook,1993). Educators have long emphasized the importance of class attendance. Only in the classroom may the student hear the teacher's presentation, participate in class discussion, and enjoy the benefits of spontaneous interactions between the students and teacher. It comes as no surprise that students with high absence rates earn lower grades than students with better attendance (Redick and Nicoli, 1990).

METHODS

This is a descriptive qualitative research which aims to enhance level of the grade five pupils. The respondents of the study are the pupils who are habitually absent, the teacher and the parents of the said grade. The researchers used data gathering procedures namely, checklist questionnaire to know the common reason of students' absenteeism. A retrospective interview followed after accomplishing the survey questionnaire in order to validate and confirm the responses given by the research participants.

RESULTS

There is a poor attendance level of the pupils that affects not only the academic performance of the pupils as well as their personal growth. There are different causes why pupils are habitually absent in terms of physical factors, health, personal attitude, teacher-related, classroom atmosphere and home related. It is recommended that the proposed intervention scheme be tried out in school to enhance the attendance level of the pupils.

DISCUSSIONS

This action research is designed to enhance the attendance of Grade V pupils of San Juan Elementary School. The data shows the most daily absences in the month of June-August, school year 2016-2017. The data was gathered from the daily attendance record that is kept by the teachers for the first quarter of the year. The total number of days from June to August is 55 days. And there are about 72% or 30 habitually absences made by the pupils for the first quarter.

KEYWORDS: quality education, habitual absences, scheme

SUBMISSION ID: R04A-BATANP-0189

Proposed Mass Information Campaign About the Attitudes of the Academic Community in Gay/Lesbian Teachers

Mariyam Genevieve Dispo, Department of Education

Abstract

INTRODUCTION

The Department of Education sets its own criteria for public school teacher certification, effectively outlining the knowledge, skills, and attributes required for the teacher to stand in front of a class. These requirements are in place because it is largely through the efforts of classroom teachers that the goals of education are met or thwarted. A teacher's ability to convey knowledge, to teach skills, to challenge, and to inspire students should determine who should teach our children. Unfortunately, the nation's lesbian, gay bisexual, and transgendered (LGBT) teachers are often judged by different standards than those that apply to other teachers. In staffing decisions, the consistent use of quality teaching practices, the ability to inspire students, and the tenacity to believe in students and to help them achieve more than they thought possible too often take a back seat to concerns about the private sexuality of the teacher.

METHODS

The study focuses at the present situation (what is). The purpose is to find new truth. The truth may have a different form such as increased quantity of knowledge, a new generalization or new "law," an increased insight into the factors which are operating, the discovery of new causal relationship, a more problem to be solved, and many others. Furthermore, this paper will use descriptive comparative method with two variables (not manipulated) and establish a formal procedure to compare and conclude that one is better than the other.

RESULTS

Considering the varied characteristics of the respondents of the study, differences in attitude and the acceptance of the school community towards gay/lesbian teachers can be only partially explained by the respondents' profile in terms of age, gender assignment at birth, current gender identity, sexual orientation, and political ideology. The current study had student-respondents who are mostly female of the age range of 13 years old and above. The assessment of the Teacher-Respondents about their attitudes, beliefs, and practices towards gay/lesbian teachers resulted in a positive assessment. As to the significant difference in the assessment of the Teacher-respondents about their attitudes, beliefs, and practices towards Gay/Lesbian Teachers when they are grouped according to age, gender, current gender identity, sexual orientation and political ideology, results showed there is no significant difference.

DISCUSSIONS

Even though the study resulted to positive assessment and showed that there is no significant difference, schools are recommended to provide educational resources to students, teachers, staff and even parents to familiarize, orient and inform them about Gay and Lesbian people. And also, Sensitivity training maybe done so as to lessen discrimination and improve Attitudes, Beliefs, and Practices on Gay/Lesbian people in schools and Seminars on Gender equality/sensitivity maybe held for all school stakeholders involved.

KEYWORDS: LGBT, EDUCATION, ACADEMIC

SUBMISSION ID: R04A-CAVITP-0599

Proposed MAtematics Summer Program for Incoming Grade 7 Students

Argel Silva, Bugtongnapulo National High School

Abstract

INTRODUCTION

In spite of the efforts to promote quality education, it is reflected in the performance of students that there was really a problem in the learning process as they move to a higher level. More specifically, it has been observed that Grade 7 students are having a hard time to grasp the new lessons in Mathematics. Since the curriculum is formed in a spiral system, it manifests that students cannot perform well in complex topics if they have problems with fundamentals. With that, the researcher felt the need to link the gap between expected and learned competencies among incoming grade 7 students by working on a Mathematics summer program to be held shortly before the official opening of every school year.

METHODS

Toward realizing the purpose of this study, the researcher used descriptive design. The researcher utilized triangulation thru questionnaire, documentary analysis, interview and focus group discussion as data gathering tools. The information collected from the responses was statistically analyzed, presented and interpreted.

RESULTS

Based on the findings, Grade 6 pupils lack mastery in problem-solving involving geometry; ratio and proportion; rate, base and percentage; and operations of dissimilar fractions with regrouping as shown in the result of National Achievement Test. Further, competencies related to solving word problems involving percentage/rate/ base; volume; and division of decimal and fractions; together with differentiating algebraic expressions were identified to be the top five least mastered competencies as assessed by grade 6 Mathematics teachers. And lastly, low comprehension and retention level leading to memorizing without understanding and difficulty to solve word problems and non-mastery of pre-requisite skills are the major constraints met by teachers.

DISCUSSIONS

As revealed by the study conducted, incoming Grade 7 lack mastery of the basic skills which include word problem-solving skills, comprehension dealing with fundamental operations, fractions and formulas which required for their level as a jumpstart for junior high school Mathematics. Thus, a Mathematics Summer Program is recommended to serve as a preparatory program so that incoming junior high school students may be better equipped in meeting the competencies of higher Mathematics program.

KEYWORDS: mathematics, summer, program, intervention, NAT, enrichment, jump start, grade 7

SUBMISSION ID: R04A-LIPAC1-0082

**Proposed Reading Intervention Program for Junior High School
Students of Palo Alto Integrated School**

Evelyn Sublay & Manilyn Manaig, Department of Education - Calamba

Abstract

INTRODUCTION

Reading is one of the skills in language learning that has great impact in an individual's career success. Children who failed to read during middle school years have long-term consequences. Teachers have difficulty in addressing reading problems owing to limited knowledge. Palo Alto Integrated School is not an exception to this problem. With the absence of school-based reading intervention program, the existing condition required the researchers to attempt necessary steps to satiate the pressing needs of the school by crafting a reading intervention program which could improve the level of the frustration and instructional readers.

METHODS

Quantitative method employing descriptive survey was used in this study. The Philippine - Informal Reading Inventory (Phil-IRI) material was used in assessing the level of reading proficiency of the students for it's one of the useful classroom tools in assessing a learner's reading ability. A total of 393 from the nine (9) sections of grade 7 students participated in this research undertaking. After the conduct of the survey, data were collected and subjected for appropriate statistical treatment for data analysis and interpretation.

RESULTS

The Level of reading proficiency in oral reading in word recognition were considered independent because they were able to recognize most of the words correctly; in speed, most of the participants were slow readers. They could only read as much as 160 words or below per minute. They can be considered fast reader if they can read an average of 190 words or above per minute, and in comprehension, respondents are within the frustration level. Based on the results, a lot of work is to be done to improve students' comprehension level. The level of reading proficiency of Grade 7 students in silent reading were in the instructional level which denoted in comprehension test. Since students have poor oral reading proficiency level, silent reading proficiency was affected. The prior research activity conducted reflected a result that transpires a dreary level of reading proficiency by the students.

DISCUSSIONS

The findings suggest that with more students falling into the instructional level category, a lot of effort must be made to make these instructional readers independent readers. From the recent research activities and improvement programs, most of the students still have struggle in reading. Thus, this reading intervention program was developed to address the diminishing reading proficiency levels of the students.

KEYWORDS: Reading Intervention Program, Reading Proficiency Level, Silent Reading, Oral Reading, Word Recognition, Speed, Comprehension

SUBMISSION ID: R04A-CALAMB-0176

Proposed Revitalized Reading Comprehension Activities for Grade Five

Janett Mendoza

Abstract

INTRODUCTION

Reading comprehension is a problem with some students. They can pronounce or read words but when asked about what they read, they seem to be clueless and unable to answer.

METHODS

The descriptive method of research was employed by this study; test and Phil - IRI GST results were used in gathering the needed data and information to make a proposal to revitalize reading comprehension activities for Grade 5, made use of 247 pupils and 7 teachers as respondents from Grade 5 at Lemery Pilot Elementary School. Researcher made test and Phil - IRI GST results functioned as the instruments in collecting evidences.

RESULTS

The teachers and students of Lemery Pilot Elementary School assessed their reading comprehension ability in literal, interpretative, inferential and evaluative. The level of reading comprehension of more than half of Grade V pupils are considered in frustration level in literal, interpretative, and evaluative comprehensions while considered in independent level in inferential comprehension. The contributory factors on pupils reading skills are identified as having no habit of reading the newspapers, articles, novels and other books; lack of interest in developing the skill; and have not taught of any of the different types of reading skills for the better comprehension of the text. A revitalized reading comprehension activity is constructed to enhance the level of reading comprehension of Grade V pupils.

DISCUSSIONS

The pupils need to be exposed to different teaching methods and strategies in reading to uplift their performance in reading and to enhance their confidence to read independently. The reading profile of this study should be considered as a basis of the school stakeholders to assess the reading performance of the pupils. The proposed revitalized reading comprehension activities is recommended to further enhance the reading performance of the participants.

KEYWORDS: revitalized reading comprehension, performance, reading comprehension ability,

SUBMISSION ID: R04A-BATANP-1882

**Proposed Revitalized Reading Comprehension Activities for Grade 2
Under the K to 12 Curriculum**

Aidalyn B. Reyes, Lemery Pilot Elementary School

Abstract

INTRODUCTION

This action research is an attempt to improve the comprehension level of Grade Two pupils in Lemery Pilot Elementary School. The said students had a low comprehension level as revealed by the result of an assessment given to them.

METHODS

The study used the descriptive method of research wherein the respondents were the 45 Grade Two pupils in the school during the school year 2017- 2018. A researcher-constructed questionnaire was utilized to gather important data relative to the study. To substantiate the data gathered, she also made use of interviews and observations. The results were tabulated, analyzed and interpreted using ranking and weighted mean.

RESULTS

Poor word recognition and comprehension were the recognized main factors affecting the reading comprehension of the pupils. It was also revealed that their memory of the different characters in the story are their basis in reading comprehension. It is instead the interaction between the text read and the reader's various sources that determine the amount and type of comprehension that take place.

DISCUSSIONS

The researcher believes that if the proposed revitalized reading comprehension activities will be used, their comprehension level will be improved. It is therefore recommended that revitalized reading comprehension be rolled out in the school for the general welfare of the community.

KEYWORDS: Comprehension, revitalized reading comprehension activities

SUBMISSION ID: R04A-BATANP-1948

Proposed School-Based Gender and Development Program (SB-GADPROG)

Charity Atienza, Department of Education - Batangas

Abstract

INTRODUCTION

Through enlightening spheres, there exist a widespread possibility that the transmission of knowledge is, by and large, free of gender bias and that therefore learning for girls and boys receive an equal education. The school is an ideal environment to raise their awareness about stereotypes and encourage critical analysis in pupils so they're equipped to come to their own informed conclusions.

METHODS

The methodology used in this research is descriptive qualitative. Due to the fact that pupils are not totally motivated and their level of gender awareness is low, the teachers' duty must be focused on raising it, thus, promoting gender development and integrating its perspectives. Also, descriptive research is aimed at casting light on current issues or problems through a process of data collection.

RESULTS

The efficacy of the existing school's gender and development program pertaining to instruction, interaction and school activities extolled to be the package of implementation to developed an action plan that will enhance gender awareness, sensitivity and equality among learners. The impact of the instruction, interaction and school activities was measured through the effect of it to the school-children in the community of learners. This is done through the improvement observed and noted by the school facilitators like teachers and principal.

DISCUSSIONS

The dimension of classroom interaction is gender relations. The teachers need to be aware that boys and girls have specific gender needs. Nevertheless, the gender roles and relations impact on the classroom interaction processes that promote self-confidence among learners. The school-based gender and development program provides school personnel like teachers and principal evidence-based experiences and observations which are ways to promote gender awareness in the classroom and to the whole community of learners in the institution.

KEYWORDS: gender, gender awareness, gender sensitivity, instruction, interaction, equality

SUBMISSION ID: R04A-BATANP-1164/R04A-BATANP-1200

Proposed Sports Development Program in Enhancing Physical Learning Activities of Grade 12 Students in Padre Garcia National High School

Bryan Rose Diones, Department of Education, Padre Garcia Batangas

Abstract

INTRODUCTION

Sport is a "school for life" which can contribute to personality-development and the acquisition of fundamental social skills. The practice of well-organized sporting activities is widely accepted as beneficial to children and adolescents and has a positive impact on their physical, mental, psychological and social development. In this regard, the researcher proposed a Sports Development Program to cater all the skills in playing sports and enhance them.

METHODS

This descriptive action research determined the level of performance of Grade 12 students in Physical Education. Inclusively, the study covered the students' attitudes in proposing the Sports Development Program and determines the impact of this activity in the learning performance of the students. Respondents of the study involved 65 Grade 12 students, SY 2018-2019 of Padre Garcia National High School. The statistical tools utilized were mean, weighted mean, composite mean and t-test.

RESULTS

It was revealed on the study that students' performance in Grade 10 was far different for their performance in Grade 11. As assessed, students strongly agree that the Sports Development Program enhances students' skills, knowledge, interest and understanding in the PE class. Moreover, it is widely beneficial for it gives opportunity for the students to perform better in school, boost confidence, enhance skills in playing sports, relieved from life stresses, improves social interaction skills, develop discipline and sense of camaraderie.

DISCUSSIONS

Developing a Sports Development Program as a means of enhancing physical learning activities helps the students achieve their academic goals. Identifying what need to be improved is also one of the main concerns. It involves envisioning the desired outputs, determining the steps to be considered in achieving quality education we are aiming for and providing teachers with innovative styles which help them in motivating their students to learn and leading them to maximum involvement in the learning process. The program can be improved through proper training or workshop about sports, well-organized and planned activities, and constant integration of Sports Development Program in PE classes and organization of Sports Club. It is envisaged that if this program is adopted, it will enhance sports development in schools. Likewise, the model may also be adopted and revised as the need arises based on their school setting.

KEYWORDS: SPORTS, PHYSICAL LEARNINGS,

SUBMISSION ID: R04A-BATANP-0241

Proposed Strategic Intervention Materials for Grade Three English

Jane Calanog, Department of Education Lemery/Lemery Pilot Es

Abstract

INTRODUCTION

English as a learning area has rules of grammar, letters, words, phrases and sentences that need to be pronounced and spelled correctly. It is very useful in developing learners' critical and logical reasoning, communication skills, fluency, character and personality. Through this, learners are trained to speak with proper diction, intonation and articulation. This also leads them in acquiring reading skills. Unfortunately, many pupils are not gifted to be good at this. Some get bored that make them uninterested to learn. Others experience difficulty in understanding the subject and its content. Some fail to meet the expectations and competencies that the subject requires that made them a struggling reader or worst a non - reader. In order to address this, this action research is conducted. This study aims to come up with a proposed strategic intervention material for Grade Three English.

METHODS

The study employed descriptive research design that allows qualitative and quantitative method. A questionnaire was used by the researcher in gathering data so as to provide adequate interpretation on the problems under study.

RESULTS

There are factors that affect the development of Grade Three reading competencies. Instructional materials constitute the highest percent of all the factors and is followed by man, environment and family. It is also revealed that the Grade III pupils in general have lower average level of competencies. In phonics and word recognition they belong to upper average level while in grammar, word study and vocabulary development they exhibit lower average of competencies. Lastly, the researcher proposed a Strategic Intervention Materials (SIM) in order to help the low achievers easily cope up and meet the competencies in English to be able to read. This, focuses on phonics and word recognition, grammar, vocabulary development, and word study.

DISCUSSIONS

Instructional materials greatly affect reading competencies as it ranked first with a weighted mean of 3.96. Man, environment and family factors moderately affect the reading competencies as shown by the weighted mean of 3.27, 3.00 and 2.39 respectively.

The highest mean percentage scores (MPS) of 54.22% yielded from the test implied that Grade III pupils are at upper average performance in phonics and word recognition while the other variables belong to lower average performance in all other categories. The findings implied that there is a need for Grade III pupils to undergo intervention.

KEYWORDS: English, Competencies, Intervention

SUBMISSION ID: R04A-BATANP-0947

Proposed Supplementary Materials in Science IV - V: Multigrade Approach

Princess Kea Manalo

Abstract

INTRODUCTION

Multi-grade teaching poses a challenge to learning. Many learners are taught by teachers who, at any one time, are responsible for two or more grade levels. This situation moves teachers to provide best learning opportunities for their pupils in the best of their abilities in order to meet the standards and competencies expected of their learners. Thus, the researcher proposed a supplementary material that will help the learners in a multi-grade class to better understand the lesson specifically in Science intended for pupils in grades IV and V.

METHODS

The researcher utilized the descriptive design. The results of the First Quarterly Test of Grades IV and V pupils in Science were used to determine the performance level in order for the researcher to decide on the competencies and processes that needs to be considered in making a unified and common supplementary material for instruction in the multi-grade class. The data was analyzed using the mean, standard deviation, mean percentage score and performance level. The data obtained from the pre-test and post-test were analyzed and presented in the following sections.

RESULTS

The competencies in the Curriculum standards in K-12 Science Curriculum of Grades IV and V in the first quarter were almost similar. The pupils' proficiency level in Science in a multi-grade class is way behind the standards. A proposed supplementary material was designed based on the common competencies in the K-12 Science Curriculum. The proposed supplementary material has positive effect on the proficiency level of the pupils.

DISCUSSIONS

A supplementary material in Science IV- V in a multi-grade approach may be used to help the learners to attain the expected competencies and skills in the first quarter as per indicated in the curriculum guide by the Department of Education. A further validation in the proposed supplementary material for verification of the items to ensure that is suited for both grades IV and V pupils in Science and subjected for enhancement. This may be subjected for review for enhancement. Consultation with authorities in the field of teaching may be done to address the gaps for the utilization. Further, a supplementary material for the next three quarters may be designed for the betterment of the science classes of grades IV and V.

KEYWORDS: multigrade class, supplementary materials, science

SUBMISSION ID: R04A-BATANP-1955

**Proposed Supplementary Materials in Teaching MAtematics in Public
Secondary Schools in Taysan District, Division of Batangas**

Christian Africa, Pinagbayanan Integrated NHS

Abstract

INTRODUCTION

Mathematics has become more and more a vital part of society. Mathematics is a powerful discipline, the usefulness of which is evident in all dimensions and facets of man's activities. Such is its importance that it finds use in all careers especially in the fields of technology, commerce, industry, science and other related living and learning aspects of life.

This study has an end view of proposed supplementary materials which hopes to enhance the learning of the students. Through sufficient modules in right knowledge content and proper supplementary materials, the student's difficulty in learning numbers and their anxiety towards the subject are hoped to be eliminated.

METHODS

The study aims to determine the characteristics of mathematics teacher and the use of supplementary materials in teaching mathematics.

The researcher utilized the descriptive method of research. This design is the best method in seeking for the answers concerning the relationships regarding the aforementioned variables (Calderon,2011).

RESULTS

The proposed supplementary materials are meant to offer students with highly motivating and exciting activities to understand concepts, facts and ideas in mathematics, expose them to new ways of discovering something, and developing positive interdependence among students. These supplementary materials were prepared as aid and guide for mathematics teachers to stimulate students' interests.

The supplementary materials feature the computer software that may make students learn, explore, experience, love and live with mathematics. These employ multi-strategy approaches to provide varied opportunities to maximize and make learning more meaningful and relevant to students.

DISCUSSIONS

The mathematics teachers possessed personal and professional characteristics which are qualities of an effective mathematics teacher. The instructional materials in teaching mathematics like textbooks, board compass, meter stick and protractor are available in the school. The mathematics teachers often used the identified instructional materials in teaching mathematics. The characteristics of mathematics teachers significantly relate to the frequency of use of instructional materials.

KEYWORDS: supplementary materials

SUBMISSION ID: R04A-BATANP-2232

**Proposed Technological Aided Materials in Enhancing Reading Ability
of Lemery Pilot Elementary School**

Marife Catapang, Department of Education
(Adviser: Marife Catapang)

Abstract

INTRODUCTION

This paper addresses the impact of technology assisted reading materials in improving the reading skills of grade one learners. The poor reading skills specifically their phonological awareness is very evident and are contributing to their academic performances. By utilizing the proposed technological aided materials, the reading ability of the learners can be enhanced. And since we are dealing with the 21st century learners, being adaptive to the environment, different technology is formulated to aid the teacher in the teaching-learning process. Technology enhanced classroom instructions can benefit at-risk learners when engaging them in interactive learning with teachers and technology is used to explore and create, instead of to drill learners. Technology serves as the key to make learning easier and more likely that learners will engage with the process to produce the highest-quality in education that they can.

METHODS

The study is descriptive in nature, using questionnaires mainly in identifying the difficulties encountered by the Grade one pupils, who are the respondents of the study. Inventory of technologies and software in the classroom setting were utilized.

RESULTS

Technology enhanced classroom instruction can benefit at-risk learners when engaging them in interactive learning with teachers and technology used to explore and create, instead of to drill learners. Technology serves as the key to make learning easier and makes it more likely that learners will engage with the process to produce the highest-quality in education that they can.

DISCUSSIONS

The poor reading skills specifically their phonological awareness is very evident and are contributing to their academic performance. By utilizing the proposed technological aided material, the reading abilities of the Grade I learners are enhanced. A strong curriculum with technology that helps students clearly hear individual phonemes and match them to frequent spellings, teachers can effectively engage a student's senses in the reading process. They will find it more interesting to read if teachers implement the use of technology. And there are countless reasons why technology is a key aspect of learning in the schools.

KEYWORDS: technology, reading

SUBMISSION ID: R04A-BATANP-2204

Proposed Utilization of Flipped Classroom in Callejon Nhs to Raise the Interest and Focus of Students in Learning When the Teacher Is -on Leave

Richelle Capada, ICT Coordinator-Callejon NHS

Abstract

INTRODUCTION

When a teacher is on-leave, several problems can arise like cutting classes of students; disturbance from nearby classroom and the worst is students might get hurt due to non-presence of the teacher. The presence of a teacher inside the classroom is very crucial not only in the learning development of the students but also growing socially. Thus, due to some instances like attending seminars, meetings, coaching sports activities, family affairs and also due to health conditions, teachers sometimes have to file a leave of absence.

Teacher's efforts in looking for innovative ideas are needed for students not to suffer from learning gaps when the teacher is out. In this advent of technological advancement, one innovative strategy a teacher can utilize is the use of ICT such as "Flipping the Classroom".

METHODS

This study used descriptive research design which describes data and characteristics about the population or phenomenon being studied. Survey was also used in this research. It was conducted to the selected officers of sixteen classes together with their advisers. The main instrument that was used in this study was a researcher-made instrument. Interviews and focus group discussions were also conducted to substantiate the study.

RESULTS

The condition inside the classroom when the teacher is on-leave have a composite mean of 2.3461 while the usual activity left by the teacher on-leave have a composite mean of 2.2016 was observed. Significant relationships have a computed r of 0.813 with a p -value of 0.004 (<0.05) indicates that the null hypothesis is rejected and there is significant relationship between the condition inside the classroom when the teacher is on-leave and the usual activity left by the teacher on-leave. A plan of action was made in this regard.

DISCUSSIONS

Based on the results, there were observed conditions and students' activities inside the classroom when the teacher is on-leave which should be addressed by the teacher and give more attention to raise the interest and focus of the students. Utilization of the proposed usage of flipped classroom was one of the strategies a teacher can give to address the needs of the students.

KEYWORDS: Flipped Classroom, Teacher-on-leave, ICT in learning, strategies in teaching

SUBMISSION ID: R04A-QUEZON-0267

Pros and Cons: the Perception of High School Students on the Implementation of Sex Education

Magno, Carl Jenkins C., Department of Education - Calamba City
(Adviser: Larra Marie Bernardo)

Abstract

INTRODUCTION

Implementing Sex Education Curriculum into the school system has been one of the most debated topics in the international arena. Various leaders have their views regarding the issue without considering the discernment capacity of students who will be receiving the education supposing that the program will be put into practice. For this reason, the researchers became interested in classifying the perceptions of students with regards to the implementation of Sex Education in high schools and categorize the potential benefits and downsides of the program to the school system.

METHODS

In the process of the study, the researchers used phenomenological research design to give accurate interpretation on the gathered data. The researchers used phenomenological since it seeks to understand how people experience a particular situation or phenomenon. The researchers utilized Purposive Sampling technique in selecting their participants for they believe that these selected students can give them enough outlooks with regards to the objective of this study. The data was congregated by means of Questionnaires and Semi-structured interview. All questions were answered by selected participants and consequently, the collected information was transcribed and analyzed afterward.

RESULTS

This study was primarily administered in Kapayapaan Integrated School wherein the participants of this study were selected. From the collected data it is hereby concluded that majority of the participants have positive feedbacks with regards to the implementation of the program. The researchers found out that most students have prior knowledge about sex education but most of them do not know the nature and essentiality of the curriculum; Almost half of the participants also opposed to the idea that teaching sexuality is sinful. Selected Participants also shared that they believe they are mature enough and open-minded to comprehend such topics.

DISCUSSIONS

The researchers came up with the perceptions from student participants. Additionally, the researchers discovered several factors that they think affected the students' outlook towards the curriculum. From the diverse and various opinions of other participants, this study developed themes that helped them ascertain the perceived benefits and downsides of Sex Education Program to the school system

KEYWORDS: IMPLEMENTATION, PERCEPTION, PROS AND CONS, SEX EDUCATION

SUBMISSION ID: R04A-CALAMB-0101

Prototype Lessons on Language Structure and Processing for Grade 9 Students

Marisol Awatin, Department of Education, Pansol National High School

Abstract

INTRODUCTION

In the Department of Education's K to 12 Basic Education curriculum the importance and need of English language is clearly stated in its philosophy. Language serves as foundation in all human relationships as these are established based on the ability of people to communicate with each other effectively. Grade nine students in Padre Garcia District are observed to have low level of competence or ability to recognize aspects of language as demonstrated in the results of the different language assessments and evaluation measures. Thus, the purpose of the study is to determine the levels of performance of Grade 9 students of Bukal National High School, Padre Garcia National High School, and Pansol National High School to come up with the prototype lessons that will cater the least rated skills of the students.

METHODS

The study utilized descriptive method of research to assess the language structure and processing performance of Grade 9 students of Padre Garcia District, Division of Batangas. The respondents of the study comprised of 275 students enrolled in the academic year 2017- 2018. The data gathering instruments used include documentary analysis, teacher-made test and survey questionnaires. The statistical tools used are the frequency, percentage, ranking, mean, and Likert-rating scale.

RESULTS

The following were the findings of the study: students got an average level of performance in achievement test in English and students got satisfactory level of performance in English 8. Whereas, from the areas of language structure, students got very satisfactory level of performance in grammatical complexity and from the areas of language processing, students got remarkable composite mean in both fluency and accuracy.

DISCUSSIONS

The results demonstrate a need for recommendations for lessons which may be reviewed by English teachers prior to their utilization in class, language teachers must engage students to varied types of activities that will enhance their language performance and follow up studies may be conducted on aspects related to the variables of the study.

KEYWORDS: English language, language structure, language processing, prototype lessons

SUBMISSION ID: R04A-BATANP-0171

Protozoan Counting on Springwater: A Stable Basis for a Safe Drinking Water for the Residents of Barangay Patungan Sta. Mercedes Maragondon, Cavite

Jaylene O. Moriente, Tricia Marie M. Luega, & Wenalyn V. Reli, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Spring water represents an important source of drinking water and its quality is currently threatened by a combination of over- abstraction and microbiological and chemical pollution (Amanial, 2018). Residents are still dependent on unprotected water sources such as springs. Barangay Patungan is one of the barangays that is far from the city to buy bottled water that's why residents opt to drink water springs. To the best of researchers' knowledge, there are no protozoan counting studies of the spring water in the Municipality of Maragondon, Cavite. This study aims to quantitatively investigate the presence of protozoa in spring water in Brgy. Patungan Sta. Mercedes Maragondon, Cavite to determine if the spring water is safe drinking water for the residents.

METHODS

A mixed method research design was implemented. Spring water samples were collected from Brgy. Patungan Sta. Mercedes Maragondon, Cavite called "Hulo Spring" in a place called Bitanghol and spring water samples were sent to DENR CALABARZON for laboratory analysis. The samples were subjected to investigate the presence of protozoa (amoeba, flagellates, free-swimming ciliates, crawling ciliates, stalked ciliates, metazoan and shelled/testate species). The data collection tools used were compound microscope with 3 powers (4x, 10x, 20x), clean glassware, Sedgewick rafter counting chamber (50mm long, 30mm width, 1mm depth) and 20 mesh size net (strainer) to separate the identified organism.

RESULTS

The average presence protozoa found in spring water was thirty-two percent. Six species protozoa were observed (Amoeba, Flagellates, Free Swimming Ciliates, Crawling Ciliates, Stalked Ciliates, Metazoan) with crawling and stalked ciliates being the most pre- dominant protozoa (Twenty-eight percent).

DISCUSSIONS

According to water safety standard (Jaoquin Quillez, 2015), these laboratory findings show that protozoan concentrations are very low and do not represent any health risks to the nearby residents. However, findings from this research implies further investigation on the water quality of the said spring in terms of other factors such as bacterial and fungal presence, acidity, and salinity among others.

KEYWORDS: Protozoa, spring water, drinking water

SUBMISSION ID: R04A-CAVITP-1091

Providing Innovative and Creative Ways to Improve Students' Performance in Science (PICWISPS)

Sha-Ann A. Magdaraog, Bula National High School
(Adviser: Jerome Rito)

Abstract

INTRODUCTION

Chemistry is one of the hardest subjects based on the survey conducted in Bula National High School and lack of resources and supplies for teaching were put in consideration. This study aims to create an innovative instructional material that will aid the need of the school to address the lack of learning resources for Science. Providing Innovative and Creative Ways to Improve Students' Performance in Science (PICWISPS) was created to support the school in improving the performance of the students in Science, more specifically, in Chemistry subject. Identifying the academic performance, assessing the validity and determining the competencies applied in chemistry using PICWISP was the main focus of this endeavor.

METHODS

The use of developmental method was maximized in presenting the data through analysis, documentation, and triangulation. Science teachers were the main respondents through purposive sampling. Validity (face, content) were done through investigation, survey- questionnaire, and revision of the instructional material.

RESULTS

In wide-range, it shows that the face validity of the material was considered very good, while content validity was assessed as good. While, the study showed that the competencies covered by the PICWISPS were the following codes; STEM_GC11ES-IIa-b-56, STEM_GC11ES- IIa-b-57, STEM_GC11ES-IIa-b-58, STEM_GC11ES-IIa-b-59, which deemed the resource useful in the Chemistry subject.

DISCUSSIONS

The outcomes demand the need to improve the instructional material as an aid to improve the performance of the students in Chemistry. Science teachers suggest that more trivia, pictures and activities should be added to catch the attention of the students and, the use of simple words will help slow learners to understand the text easier.

KEYWORDS: Innovative, Creative, Students' Performance, Science (PICWISPS)

SUBMISSION ID: R005-CAMSUR-0089

Proxy Indicator Leadership Assessment Tool for Public School Administrators

Mariarosa Celestra, Department of Education

Abstract

INTRODUCTION

The indicators used in the developed Proxy Indicator Leadership Assessment Tools (PILAT) are Decision Making Skills, Motivational Skills, Delegation of authority skills, Communication Competence, Conflict Resolution, Emotional Maturity and Risk Management. Developed Assessment tools that were made for teachers and administrators of public schools. Each assessment tool consists of ten item questions that will identify their leadership skills. Validity was made with the help of education experts and the reliability of the developed tool was also considered. The assessment tool includes the samples of teachers and administrators from five cluster schools of Rizal.

METHODS

A combination of descriptive and survey method was used in the study which included the administrators and teachers as respondents. Weighted mean and Factor Analysis were used to assess the proxy indicator leadership assessment tool (PILAT) with regard to the seven leadership skills.

RESULTS

The level of attainment of the proxy indicator leadership assessment tool for Public school administrators in the Division of Rizal, with respect to decision making skills, motivational skills, delegation of authority skills, communication competence, conflict resolution, emotional maturity and risk management, was interpreted.

The leadership skills of the administrators have to be enhanced to improve the quality of teachers in the institution through extensive training and development of their administrators as they take the lead role in the management of teachers in the organization and in support of knowledge and skills capability required of leaders.

Moreover, the training and development needs of administrators must be re-examined and rationalized, and that the content standards of the programs be focused on leadership.

DISCUSSIONS

Proxy Indicator Leadership Assessment Tool (PILAT) requires full implementation of the different functions on the part of the school administrators to ensure quality results.

Meanwhile, administrators and teachers have common perceptions on the level of attainment of the Proxy Indicator Leadership Assessment Tool (PILAT) is an indication that they share the same commitment and concerns for the school's progress.

KEYWORDS: PROXY

SUBMISSION ID: R04A-RIZALP-0135

Proyeklong BUS PLUS (Basahin, Unawain at Basahin) Via Teknikal na Tulong: Pag-angat ng Lebel sa Pagbasa

Zarina Llarena, Department of Education

Abstract

INTRODUCTION

The primary purpose of this action research is to determine the implication of Proyeklong BUS PLUS (Basahin, Unawain at Sulatin) Via Teknikal na Tulong: Pag-angat ng Lebel sa Pagbasa to the reading level of Gr. 3-6 students of Magdalena District. It hopes to improve the TA skills of the school heads and reading performances of Gr. 3-6 students.

The researcher conducted this to prove that Proyeklong BUS PLUS Via Teknikal na Tulong: Pag-angat ng Lebel sa Pagbasa is a way to equip the school heads in giving TA which focuses on effective reading teaching strategies in Filipino considering the diversity of readers. The school heads were immersed on effective TA in reading focused on reading strategies and expected to transfer them to their teachers.

METHODS

The researcher conducted the action research on October-December, SY 2018-2019 and used purposive sampling technique. The pupil respondents consisted of 253 Gr. 3-6 students from 8 elementary schools in the district. Statistical treatment used was Weighted Mean and MPS.

RESULTS

There is an increase on the Mean, MPS, and SD. The use of Proyeklong BUS PLUS Via Teknikal na Tulong as a support program for school heads helped to improve the reading performance of Gr. 3-6 students.

Table 1. Comparative Results of June and December Reading Assessment for SY 2018-2019 during Proyeklong BUS PLUS Via Teknikal na Tulong: Pag-angat ng Lebel sa Pagbasa.

Indicators:

	Pre-Test	Post-Test
Mean	7.85	14.75%
MPS	39.25	73.75%

Based on the table, it shows that there is an increase on the Mean and MPS. The results imply that the use of Proyeklong BUS PLUS Via Teknikal na Tulong as a support project improved reading performance of students.

DISCUSSIONS

Based on the presented findings of the study, the results of June Reading Test SY 2018-2019 served as basis for planning a support project (Proyeklong BUS PLUS: Via Teknikal na Tulong. After the series of mentoring and coaching for school heads, they transferred the learning to their reading teachers. SLAC and observations were conducted to support the teachers' needs to improve the reading performance of their pupils. Based from the post test result conducted last November,2018, there was an increase on MPS. It proves that if the school heads will be capacitated, there will be a domino effect to the reading performance.

KEYWORDS: reading, school heads, project, increase, SLAC, mentoring

SUBMISSION ID: R04A-LAGUNA-0154

Proyektong Dapat-Sapat (Dulog at Aksyon Sa Pagbasa Ay Tunguhin-Sangkap Sa Pagbasa, Tumbukin) Pinaigting Na Interbensyong Mapaunlad Ang Kasanayan Sa Pagbasa

Lourice Tafalla, Luisa Bencito, Russel Bitchayda, & Sharmaine Mendoza,
GEANHNS - Bailen

Abstract

INTRODUCTION

The researcher noticed the difficulty of the selected students in Grade 7 and 8 of Gen. E. Aguinaldo National High School-Bailen in reading comprehension. Based on the result of 2nd Quarterly Examination, it turned out that items on reading comprehension garnered the lowest scores. To address this problem, the program DAPAT-SAPAT was conducted. This program is an intense intervention to increase the level of skills of the student in reading comprehension using different strategies and reading materials. This program is a continuation of program DAPAT.

METHODS

Results from the previous intervention program (DAPAT) was the main source of data. The first intervention program was conducted last October 2017-January 2018. The students who garnered the lowest score in the 2nd quarterly exam in reading comprehension were the beneficiary of the program and there were 30 of them. The respondents were given interventions and tests before and after the implementation. At the end of the program the students were given a post-test to determine the significance of the study. The researchers computed the test results from the first month to the last month of implementation to determine the Mean, SD, MPS

RESULTS

The findings show that there is a slight improvement on the first and second month of implementation of the two programs. In fact, the program DAPAT garnered 63.33% MPS on the first month and 66.58% MPS on the second resulting to 3.25% difference while the program DAPAT-SAPAT garnered 64.14% MPS on the first month and 67.75% MPS on the second resulting to 3.61% difference. On the contrary, the third and fourth month of implementation made a drastic change of the results. It garnered 76.083% MPS and 88.583% MPS with 12.5% difference and 76.17% MPS and 90.58% MPS with 14.41% difference. The implementation, as interpreted, has an extreme significance to the development of the reading comprehension skills of the students. Generally, the two programs garnered 54.22% MPS with 18.29% difference and 62.13% MPS with 18.93% difference.

DISCUSSIONS

This study shows that there is an extreme significance to the development of reading comprehension skills among selected Grade 7 and 8 students in Filipino of Gen. E. Aguinaldo National High School. It is therefore suggested that a comparative analysis of the two programs be conducted.

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

SUBMISSION ID: R04A-CAVITP-0450

Proyektong LINGAP Komiks (Likhang Instrumento na Gabay Aral sa Pagbasa sa paraang pa-Komiks) ng Baitang 7

Ma. Corazon Velasco, Ma. Marites Pagsibigan, & Maryann Bencito, NAIC NHS

Abstract

INTRODUCTION

Ang pangunahing layunin ng pananaliksik na ito ay upang matugunan, pukawin ang interes, mabigyang gabay at lunas ang pangangailangan at maaaring kabagutan ng mga mag-aaral sa ikapitong baitang ng Naic National High School sa pagbasa.

METHODS

Ang pananaliksik na ito ay ibinase sa resulta ng pauna at huling Antas ng Kakayahan sa Pagbasa (Pagkilala sa Salita at Pag-unawa sa Binasa) sa Filipino. Ang bawat limang mag-aaral sa bawat pangkat sa baitang 7 na nakakuha nang pinakamababang marka na may kabuuang limampu (50) ay binigyan ng Gabay Tanong sa Pananaliksik upang matukoy at mauri ang sanhi o dahilan ng mga mag-aaral sa kawalan ng interes sa pagbasa.

RESULTS

Gamit ang nakuhang datos sa paunang pagsasagawa ng sarbey, ang pangkat ng Filipino ay nagsagawa ng interbensyon sa pagbasa gamit ang proyektong LINGAP Komiks na ang layunin ay maipakita ang kakayahan ng pagbasa at pag-unawa sa paraang pa-komiks at matukoy kung may pagkakaiba ang epekto gamit ang paraang ito at ang patalatang babasahin. Naipakita sa datos na nakalap na tumaas ang pang-unawa at interes ng limampung (50) mag-aaral sa pagbasa sa pamamagitan ng pagsagot sa mga tanong na inilaan pagkatapos ng dalawang paraan ng pagbasa. Ang patalatang gamit sa pagbasa ay nakakuha ng Mean Score na 7.02 at SD na 1.25 at MPS na 70.20. Ang paraang pa-Komiks ay nakakuha ng Mean Score na 7.52, SD na 0.89 at MPS na 75.20.

DISCUSSIONS

Isang positibong pagpapakita na sa pagpapatuloy nang paggamit at pagtaguyod ng proyektong LINGAP Komiks ay mas mapahuhusay pa ang mga gagawing pagbasa sa mga aralin at mga literatura na kung saan ang pangunahing pagtalakay sa mga aralin lalo na sa asignaturang Filipino ay nagsisimula. Nagsisilbi itong isang pagganyak sa pagbasa, pumupukaw sa interes ng mag-aaral upang magbasa, nakakukuha nang pag-unawa ang babasa at kikintal sa kanilang gunita dahil sa mga larawang nadagdag sa kanilang ikauunawa.

Ngayon, hindi na ito isang Komiks lang, isa na itong bahagi ng lipunan, bahagi ng tahanan, isang instrumento na kagamit-gamit sa paaralan na laman ang mga babasahing magpapaunlad sa kamalayan ng bawat kabataan tungo sa wika at kasanayan.

KEYWORDS: Komiks at pagbasa

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Psychological Aspects: Key to Academic Success of Grade I2 General Academic Strand (GAS) Students of Cavite National Science High School for SY 2017 - 2018

Djhoana I. De Luna, Elain E. Malones, & Jenette Saburao

Abstract

INTRODUCTION

A success or failure often triggers us to search for the factors that explain the outcome. There are many causal factors associated with any given event. In the case of educators, causal factors salient to academic success or failure are of particular interest. This action research study mainly aims to determine the psychological aspects that serve as key to the academic success of Grade 12 General Academic Strand (GAS) students at Cavite National Science High School for school year 2017-2018.

METHODS

The twenty-eight (28) students of Grade 12 GAS were used as the respondents of the study. Quantitative and qualitative methods were employed in the study. The descriptive-correlational type of research was used to gather factual information and in determining the extent of relationship between the variables. Survey questionnaires were distributed that contains the demographic profile and with questions set by categories namely: Student-related and Teacher-related aspects. The Likert Scale was used to rate each statement in the questionnaire while to determine the responses of the respondents under each statement of the psychological aspects, the weighted mean was used. The Pearson product moment correlation (r) was used to determine the relationship between the variables

RESULTS

Results showed that for student's profile, participants are mostly female, ages between 17 and above, majority of the religion are Roman Catholic, with the most family members ranges from 5 and above; and with family income ranges from 10,001 - 15,000. Student-related aspects (interest of the students) are significantly related to the student's success with a mean value of 3.78. The results of the ranking provided confirmation that certain factors related to the student are consistently cited as the most important when related to academic success. Pearson product moment coefficient (r) confirmed that there is significant relationship between psychological factors to the academic performance of the students wherein the r value is 0.941 is greater than the critical value of $\hat{A}\pm 0.634$.

DISCUSSIONS

Based on the findings of the study, the psychological aspects (student-related and teacher-related) really serve as key to the academic success of the students. Since academic success was only confined in two aspects; therefore, other indicators may also be considered for different students may have different definitions of academic success.

KEYWORDS: Psychological aspects (student-related, teacher-related), academic success

SUBMISSION ID: R04A-CAVITP-0195

**Psychological Impact of Bullying Among the Students of Sto. Nino
National High School**

Emerson Alon

Abstract

INTRODUCTION

Bullying threatens a young person's well-being both in schools and in the neighborhood. This may cause severe aftermath to students, physically, verbally, emotionally, sexually, mentally, and lastly, psychologically. Hence, this study entitled "Psychological Impact of Bullying among the Students in Sto. Nino National High School" aims to assess the perception of the students.

METHODS

Specifically, the researcher sought to evaluate the perception and experiences of the students. Moreover, the researcher wanted to propose some activities that will enhance the awareness of the students about bullying.

RESULTS

To ensure reliability of the result, the researcher used survey-questionnaire. From the findings of the study, it was concluded that most of the students strongly agreed to the perception that bullying can make the bullied lower his/her self-esteem and to frighten an individual to go to school and lose his/her interest in study. The proposed activities may be used to strengthen the awareness of the students about bullying.

DISCUSSIONS

From the findings and conclusions obtained in the study, the researcher recommended that creation of a student organization in schools will help promote awareness and prevent intimidation to students can help reduce the cases of bullying.

KEYWORDS: Psychological, Bullying, Impact

SUBMISSION ID: R04A-BATANC-0128

Psychomotor Cooperative Learning Strategies in Teaching Physical Education 9

Renalyn Abinales

Abstract

INTRODUCTION

Physical Education is an integral part of a learners' formation especially in the secondary public-school system. It underlies most of the motor skills that should be imparted to students with of course cognitive and affective dissemination of knowledge. The main objective of the research is to determine whether the use of psycho motor cooperative learning strategies, Informal Base Groups and Cooperative Base Groups can help improve student performance in Physical Education 9.

METHODS

The topics for the third quarter of Physical Education in Grade 9 was used in constructing a teacher-made test and made use of a two-group pretest post-test design. A total of sixty-eight students were selected through match pairing using their physical fitness test results and grouped into either Informal Cooperative Group or Cooperative Base Group. After test administration, the pretest and post-test scores were divided into knowledge, process and understanding and statistically analyzed. Results of the students' performance in festival dance showcase were also collected and graded as to choreography, group work and projection via rubric evaluation.

RESULTS

Major findings pointed that there is a significant difference in the pretest and posttest scores of both CBG and ICG. This suggested that both strategies improved performance of students in the theoretical exam. In the case of the festival dance performance it was found out that there is a significant difference in the mean ratings of ICG and CBG in terms of choreography.

DISCUSSIONS

The researcher recommends that for topics in the knowledge level ICG is more appropriate to use while for skills (processes) and understanding, the psychomotor cooperative learning strategy of choice is CBG. The use of such psychomotor grouping strategies for P.E subjects is recommended to teachers because both increases classroom interaction as well as student performance.

KEYWORDS: Physical Education, cooperative learning, grouping

SUBMISSION ID: R04A-QUEZON-0091

**Psychosocial Factors of MAtematics Performance Among Grade 5
Learners: Basis for Intervention Measures**

Ma. Lena Vicente, Department of Education

Abstract

INTRODUCTION

Teaching Mathematics is a challenging yet inspiring task because it deals seemingly nebulous, caverns of formulas, principles, laws, symbols, and problems that relate exhaustively with human life. Mathematics plays a vital role in the lives of men.

METHODS

Psychosocial intervention is commonly used alongside psycho educational oy psychopharmacological interventions. This also means that the psychosocial is lack of social interaction.

RESULTS

Good academic performance is very important not only to students and their parents, but also institutions of learning, educationists and any progressive mind.

DISCUSSIONS

The quality of students' academic performance is influenced by wide range of environmental factors rather than simply teacher factors and psychological factors within the learners such as motivation and the self, rather than simply by ability.

KEYWORDS: psychosocial, environment, academic

SUBMISSION ID: R04A-CAVITP-1474

Public Elementary School Teachers' Involvement in Community Activities and its Relation to Teaching Performance: A Basis for an Action Plan

Nerissa Flores, Department of Education - Tanauan City

Abstract

INTRODUCTION

The main purpose of this study is to find out the relationship between the community activities of the teachers and their teaching performance. The mold of the youth and the key to any learning situation in the educational institution is the teacher. The teacher plays a very important role in bringing about change and helps in the development of the children in the community. Community participation is a social process in which a group of people interacts and takes action based upon on their own thinking and decision-making.

METHODS

The descriptive method of research was used in conducting this study since this is an investigation of the different aspects of involvement in community activities, which public elementary school teachers engaged themselves in and their teaching performance. The descriptive design is appropriate in this study because its aim is to find out the teachers' involvement in the community activities its relation to their teaching performance.

RESULTS

In the findings drawn in the study, it is therefore concluded that; School heads and teachers can be seen as role models in the society and getting involved in community activities can make them inspire others. There may be always correspondence or open communication between school heads and teachers when getting involved in community activities. The performance of the respondents with regard to IPCRF was commendable, but it can still be improved. Getting involved in community activities beneficial to the pupils can enhance the performance even better. The IPCRF may be calibrated with higher emphasis on community activities so that the community activities the teachers are involved with may be reflected in the performance review. Based on this study, community activities are divided into five that can be further enhanced.

DISCUSSIONS

The involvement of teachers in the community activities as perceived by themselves and their school heads were all verbally interpreted as Involved. The data indicated that there was no significant difference between the perceptions of the respondents. For school heads, 18.18% had Outstanding evaluation while 81.82% had Very Satisfactory assessment. On the part of teachers, 12.18% were evaluated as Outstanding and 87.82% were assessed as Very Satisfactory. There is no significant relationship between the teachers' involvement in community activities and their performance based on Individual Performance Commitment and Review Form (IPCRF).

KEYWORDS: Community, Involvement, Teachers, Performance

SUBMISSION ID: R04A-TANAUA-0059

**Public Elementary Schools Reading Strategies From Kinder to Grade III
in Area IV, Division of Batangas Province: Basis for a Proposed
Intervention Plan**

Marissa Andal, Department of Education

Abstract

INTRODUCTION

The study dealt on public elementary schools' reading strategies from kinder to grade three in Area IV, Division of Batangas: Province Basis for a Proposed Intervention Plan.

METHODS

The instrument used descriptive survey questionnaire. It had two parts. The first part was about demographic profile of teachers and the second part is about the assessment of public elementary schools reading strategies from Kinder to Grade Three in Area IV, Division of Batangas Province.

RESULTS

Results revealed that there is no significant difference in the extent of use of the reading strategies in terms of establishment of baseline data when respondents are grouped according to gender. Likewise, when respondents are grouped according to age, educational background, position, civil status and grade level handled, it was also found out that significant differences do not exist. When they are grouped according to age, the significant difference existed on the assessment of the teachers regarding the use of material development strategies. No significant difference was found on the use of other reading strategies.

DISCUSSIONS

Similarly, a significant difference was found on the use of assessment tool protocol when respondents were grouped according to educational background. A significant difference was also found on the use of material development strategies.

KEYWORDS: Reading Strategies Improved Teaching Methodologies Instruction Process Comprehension Fluency Awareness

SUBMISSION ID: R04A-BATANP-0366

**Public Relations and Community Involvement of Stakeholders in the
Division of Laguna and the Level of Implementation of Youth for
Environment School Organization (Yes-O) Program**

Jo-Alva Sulibet, CLEAR

Abstract

INTRODUCTION

This study was undertaken to identify and determine the public relations and community involvement of stakeholders and the level of implementation of Youth Environment in Schools Organization (YES-O) program. This study aims to look at the level of public relations in terms of integrity, morality, and sensitivity among the respondents; and the level of community involvement in terms of cooperation, political sensitivity and commitment among the respondents can be determined.

METHODS

The researcher utilized surveys and questionnaires from the four groups of respondents including the secondary school heads, YES-O advisers, YES-O school student president and barangay officials from education committee at the secondary public schools from the Division of Laguna. The identification of the public relations and community involvement among the respondents enabled to correlate the level of implementation of the YES-O program. The study used percentage, weighted mean, standard deviation and chi-square as tools in the analysis and interpretation of the data.

RESULTS

Results showed that the four group of respondents perceived different levels in terms of profile, public relations and community involvement on the level of implementation on the Youth for Environment Schools Organization (YES-O) program. School heads, YES-O advisers, YES-O school student presidents and Barangay officials from Education Committee must collaborate effectively on the level of public relations in terms of integrity, morality and sensitivity. As for the level of community involvement in terms of cooperation, political sensitivity and commitment to others must be working more efficiently among individuals.

DISCUSSIONS

In the lights of the findings of the study, the following are hereby recommended to conduct year-round evaluation on all the YES O mandated programs and activities, school heads may look deeper on the effect on student's academic and National Achievement Test (NAT), school heads may encourage the teacher's involvement on the YES-O program implementation regardless of their academic expertise and a further study should be conducted to determine the level of public relations and community involvement of stakeholders and the level of implementation of Youth for Environment Schools Organization (YES-O) program activities in the Division of Laguna.

KEYWORDS: public relations, community involvement, integrity, morality, political sensitivity, cooperation, commitment

SUBMISSION ID: R04A-LAGUNA-0226

**Public Secondary School's Governance School Performance in Calamba
West District, Basis for a Good Governance Evaluation Tool**

Romeo Umandap, Department of Education

Abstract

INTRODUCTION

Great leaders have emerged triumphant and immortalized in several countries renowned and made them great achievers as well. Their assumptions to leadership and power either made or unmade the history of the country. They demonstrated their leadership potentialities that made them gain popularity and eventually made their countries achieved remarkable and accelerating rate of growth and development.

METHODS

The research design used by the researcher is descriptive type to elicit the answers to specific problems of the study. This method involves gathering the data in order to determine the promotion and retention policy of the learners towards student progress.

RESULTS

It was found out in the study that good governance among principals of Calamba West District are highly evident in terms of transparency, ethics and accountability with 3.50, 3.80, and 3.52 respectively. Furthermore, there is no significant difference among the respondents' assessments on good governance. On school performance, only Buntog NHS has reached the target 100% on retention; Bubuyan NHS, Bunggo NHS, Buntog NHS, Canlubang NHS, and Mabato NHS got 100% on promotion; and the top three schools are Bunggo NHS, Palo Alto NHS and Kapayapaan NHS in terms of academics. Lastly, an action plan has been proposed to help the principals enhance their good governance.

DISCUSSIONS

The researcher reached the following conclusions based on his study that there is a high evidence of good governance among the twelve public secondary school heads in Calamba West District in terms of transparency, ethics and accountability; that the respondents similarly assessed the school principals' good governance; that some schools in Calamba West District apply best practices that is why they reach 100% retention and promotional rate. Calamba public secondary school students still lack the competencies to reach a high score in the National Achievement Test; that good governance of principals is associated or connected with their school performance; and that based on the findings of the study, a proposed action plan is necessary to enrich principals' good governance and school performance.

KEYWORDS: School's Performance on School's Governance

SUBMISSION ID: R04A-CALAMB-0393

Public Senior High School: A Study on its Implementation in Tabaco City Division

Olivia Bernardez, Department of Education

Abstract

INTRODUCTION

The senior high school curriculum in various parts of the world is implemented to prepare students for work or for college life. Among the different countries in Asia, Philippines is one of those who have various types of curriculum and to prepare their student to be globally competitive, the Department of Education pointed out that K to 12 is one of the effective programs. The program includes the addition of two years in the high school life of the students, the senior high school.

METHODS

A descriptive-correlational design was used. Using the descriptive type of method, it determined the level of readiness in the implementation of senior high school along facilities, instructional materials and teachers' trainings. It also made use of correlation to determine the significant difference on the level or readiness in the implementation of senior high school in the island, upland and mainland schools. A validated survey questionnaire was used as a tool with the teachers in the senior high school in Tabaco City division as the primary respondents. These respondents are the senior high school teachers and junior high school teachers with subjects in the senior high school.

RESULTS

The study revealed that the level of readiness in the implementation of senior high school in the division along with school facilities and instructional materials were both less ready and ready on the part of the teachers' trainings. Findings also showed that there was no significant difference on the level of its implementation among the island, upland and mainland schools along school facilities, instructional materials and teachers' trainings.

DISCUSSIONS

The results demonstrate that for the implementation of a certain curriculum to be effective, everything must be ready. In the implementation of senior high school, school facilities and instructional materials must be ready. The construction of school buildings must be fast-tracked so that no class/learner will be left behind. Laboratory equipment and tools must also be present and must be used by the learners so that they can apply the learnings imparted by their teachers and discover other techniques of learning on their own. Instructional materials influence the professional development of teachers as well as the progress of the learners. In likewise manner, various trainings that must be given to the teachers since most of the teachers in the senior high school are non-education graduates. It must be done for the sustainability of teachers' competence.

KEYWORDS: Implementation of Senior High School in Tabaco City Division

SUBMISSION ID: R005-TABACO-0043

Public Speaking Anxieties Among School Teachers: Basis for Public Speaking Skills Enrichment Program

Jeanifer Concil, Teacher III

Abstract

INTRODUCTION

Public speaking anxiety (PSA) is the fear felt by an individual while delivering a dialogue to an audience. It was observed that the group of educators suffered from this type of phobia. Thus, this study was purposely conducted to determine the sources of public speaking anxieties of teachers in the public schools of Tampakan District III, Division of South Cotabato. The organization of this study is based on the groundwork that one must conquer the manifestations of public speaking anxieties among themselves. The findings of this study will serve as the basis in designing a program for the enrichment of public speaking skills of school teachers.

METHODS

This study utilized the researcher-made questionnaire on the sources of public speaking anxieties. The questionnaire was analyzed and pilot-tested to check the reliability and validity of the results. The research findings were basically gathered from the instruments. This study utilized the descriptive type of research to determine the sources of public speaking anxieties among school teachers as bases in designing public speaking enrichment program.

RESULTS

Based on the overall weighted mean of 2.90, it is concluded that generally the school teachers of the District III of Tampakan, Division of South Cotabato have different "strong sources" of public speaking anxieties. All of the identified sources of public speaking anxieties were determined to be "strong sources" of teachers' fears in engaging to public speaking. Moreover, it is concluded school teachers of Tampakan District III, Division of South Cotabato must take sufficient time in determining the best methods in handling and surpassing the rejections made by the audience. The "negligible correlation" relationship in between the demographic profile and sources of the public speaking anxieties are weak. Thus, the programs for the enrichment of the public speaking skills school teachers were designed.

DISCUSSIONS

Research has shown that the school teachers of the District III of Tampakan, Division of South Cotabato had various sources of their anxieties in public speaking. All of the identified sources of public speaking anxieties were determined as "strong sources". Moreover, the study had found that school teachers must take sufficient time in determining the best methods in handling and surpassing their PSA. This implies that there is a need for the enrichment of the verbal skills of these educators.

KEYWORDS: Richmond

SUBMISSION ID: R012-SOUCOT-0024

Punctuation Smileys (Puncsmile) to Increase the Average Scores in Sentence Identification of Caglayag Es English 3 Pupils

Janice Pangadlin

Abstract

INTRODUCTION

Academics include the pupils' ability to write and read sentences and paragraphs in a correct, meaningful and understandable structure. This, as well, pertains to the importance of punctuations in writing and reading sentences. An error in punctuation can give a completely different meaning to what one intends to convey.

In view to this, Caglayag Elementary School Grade 3 class with a total of 9 pupils encountered the problem in sentence identification that leads to a low average score in English 3 class making it a least learned competency. Out of 9 pupils, 4 were found to have a low average in sentence identification. These 4 were observed to have lower scores in English and low participation in English Class.

Noting the importance of punctuations in sentences as a competency highlighted in CG EN3G-Id-1 (Sentences), a strategic intervention was done to increase their average scores in sentence identification of Caglayag ES English 3 pupils. Thus, addressing the gap on the least learned competency.

METHODS

A multiple methods design was used. Purposive sampling and Triangulation were done in this study and the pupils that need the immediate attention are chosen to be the respondents of this study. The data collection was based on the written works of the pupils in the specific competency in identifying sentences. The data was sourced from their scores in sentence identification in the pre-test, an interview with the pupils' and their classmates and observation with field notes during their class activities.

RESULTS

There are different Causes of Low Average Scores in English 3. 1 out of 4 doesn't have interest in the English subject, 2 are confused with the punctuations to use and 1 can only identify when the sentence is read by the teacher. All of these four pupils need the immediate attention to improve their learning performance in English Class. After the intervention, the increase of the average scores of the pupils is evident where 3 out 4 pupils achieved the Satisfactory Level.

DISCUSSIONS

Based on the findings, there is an increase of the pupils' average scores in sentence identification through the Punctuation Smileys (PuncSmile) Intervention. A Punctuation Smileys (PuncSmile) Intervention may be shared to the other Grade levels in Caglayag ES as an intervention to the same problem as these four (4) identified pupils had. This may also be presented to other English teachers who encountered the same problem among their pupils.

KEYWORDS: PUNCTUATION, INCREASE, SENTENCE IDENTIFICATION

SUBMISSION ID: R013-SURSUR-0233

Pupils' Attitude and Academic Performance in Mathematics: Basis for a Wellness Program

Rita Deypalan, Baliwag Elementary School

Abstract

INTRODUCTION

The purpose of this study is to determine the pupils' attitude and academic performance in Mathematics as basis for a wellness program. This study sought to answer the following questions: What was the socio-demographic profile of respondents in terms of age, gender, parents' monthly income and highest educational attainment? What was the pupils' level of attitude toward Mathematics? What was the academic performance of the respondents in Mathematics? What significant difference existed on attitude towards Mathematics across socio-demographic profile of the respondents? What significant relationship existed between pupils' attitude and academic performance in Mathematics? What wellness program may be proposed to improve attitude and academic performance in Mathematics?

METHODS

This descriptive research was conducted among the learners of Cabulusan Elementary School, Magallanes, Cavite during the School Year 2017-2018. The profile survey used in this study was self-made and patterned after some models. For this study, the Attitude toward the Class Scale (ACS) was revised and adapted. The ACS was adapted from the Computer Attitude Scale (CAS) developed by Mangowal (2008). The validity and reliability level of the instrument was established. Frequency distribution, percentage weighted mean and mean were computed to describe the respondents' socio-demographic profile and the level of attitude of the respondents toward Mathematics.

RESULTS

The findings revealed that different indicators of socio demographic profile of the respondents were considered. The pupils' level of attitude towards mathematics revealed that the overall weighted mean was 4.13 or high positive attitude and the standard deviation was 0.248 or homogeneous. Among the respondents' academic performance, the overall mean was 84.77 or very satisfactory with the standard deviation of 5.32 or heterogeneous. The significant difference on attitude toward mathematics across the socio demographic profile revealed that the null hypothesis was accepted which indicates that there is no significant difference.

DISCUSSIONS

Discovering that the academic performance of pupils was very satisfactory, those who have shown positive attitude towards the subject tend to perform well. This researcher proposed this wellness program with expected outcome of inculcating to pupils the virtue of patience. And also, to increase academic performance of math learners and create a 100% passing rate of every exercises and tests given.

KEYWORDS: performance, wellness

SUBMISSION ID: R04A-CAVITP-1644

Pupils' Attitude Towards Mathematics as Related to Academic Achievement

Hilda Belando, Munting Ilog Elementary School

Abstract

INTRODUCTION

Several studies have been undertaken to try to reach an understanding of the relationship between pupil's attitudes towards mathematics and academic achievement. However, more recent studies point to positive correlation between pupils' academic achievement. The researcher wanted to look at how the attitude of the pupils towards mathematics affects their performance in the class. For this reason, the researcher developed a survey for students of Mathematics.

METHODS

The researcher used a modified survey questionnaire for Grade V and VI pupils of mathematics to look at their grades and to assess their success. The descriptive normative survey method of research was employed and the statistical tools used were weighted mean, mean, standard deviation (SD) and Pearson's r .

RESULTS

With regard to the attitude of pupils toward mathematics, the highest obtained means are 4.53 and 4.51 which has the respective items- "The Mathematics instruction that I have received will be helpful for me in the future". Item 15 as number 29 and lastly ranked number 30 is item 27. They are considered as negative attitudes. The overall mean is 3.09 or moderately positive attitude. As to pupils' attitude towards mathematics they expressed their feeling toward the subject. 5% of the respondents have high positive attitude towards Mathematics, 30% have positive attitude, 34% have moderately positive attitude and 31% have a negative attitude towards Mathematics. The standard deviation of 0.90 indicate that the group is homogenous in terms of their attitude towards Mathematics. The researcher presents the frequency and percentage distribution, mean, standard deviation of pupils' level of achievement in Mathematics. It shows that 5% of the respondents are outstanding. The mean is 81.99 or satisfactory with a standard deviation of 4.16 indicating a heterogeneous group of pupils. Pearson's test on the significant relationship between attitude towards mathematics and academic achievement in mathematics shows that the r value of 0.89 is higher than the critical value of 0.2540 at 0.01 level of significance.

DISCUSSIONS

The result of the test correlation between attitude and academic achievement in Mathematics reveals that it has very high positive correlation. The findings disclose that pupils' academic achievement is influenced by pupils' attitude towards mathematics. Those pupils with high positive attitude tend to have high academic achievement in mathematics and vice versa.

KEYWORDS: Pupils' Attitude, Academic Performance

SUBMISSION ID: R04A-CAVITC-0081

**Pupils' Attitude, Self-Expectation and Academic Performance in
Mathematics of Intermediate Pupils of Tambo Balagbag Elementary
School**

Maribel Digma, Tambo Balagbag Elementary School

Abstract

INTRODUCTION

Mathematics is important in everyday life. Since then, Mathematics has facilitated in the development of businesses, science, technology, industries, engineering, and government. However, children today seem to be unaware of this significance. In school, Mathematics is one of those subjects which records low grades of students. This is also an existing scenario in Tambo Balagbag Elementary School. According to studies, student perception on mathematics has a great impact on their ability and self-expectation in answering numerical activities. Thus, this research aims to determine the attitude of intermediate pupils towards Mathematics and to what extent is this related to their self-expectation and academic performance.

METHODS

The study utilized the descriptive-correlational research design to explore the attitude and self-expectation of the respondents toward Mathematics and its relation to their performance in Mathematics. In order to gather data, the respondents' academic performance in Mathematics during the Second Grading Period was obtained. Also, the researchers administered modified survey questionnaire written in a Likert scale response format to determine the pupils' attitude and self-expectation in Mathematics.

RESULTS

Results showed that there is significant relationship among the variables in the study. Pupils who perform better in Mathematics have high self-expectation and have positive attitude towards the learning area. On the other hand, those who have low self-expectation in performing numerical activities view Mathematics as a difficult subject, consequently contributing to their low academic performance in Mathematics.

DISCUSSIONS

Self-expectation of intermediate pupils was revealed to have been influenced by their numeracy skills. Relative to that, their perspective towards Mathematics greatly affects their performance. Therefore, strengthening numeracy skills must be done first in order for the pupils to have enough competence in performing mathematical activities. With high competence in Mathematics, self-expectation improves and better academic performance follows.

KEYWORDS: attitude, pupil, self-expectation, Mathematics, performance, academic, elementary, intermediate, school, numeracy

SUBMISSION ID: R04A-CAVTP-1290

**Revitalized Performance in MAtematics of Select Grade Six Pupils of
Bawi Elementary School**

Zara Jane Baloloy, Bawi Elementary School

Abstract

INTRODUCTION

One of the fundamental subjects that one should learn is Mathematics. That is why it is always included in our school curriculum. Evidently, our life is engaged with numbers every day. Various activities that we perform are linked with numbers. These only show how important Mathematics is, not only as a subject, but for our daily undertakings. But despite these facts on the importance of Mathematics skill, some pupils show poor performance regarding this subject. The results of the test administered and the adverse performance of the pupils seem to be one of the problems that needs immediate solutions and actions.

METHODS

This study aims to improve and enhance the Performance of select Grade Six Pupils of Bawi Elementary School at Bawi, Padre Garcia, Batangas in Mathematics for school year 2016-2017. The researcher provided a test and evaluation as the primary instrument in enhancing the performance in Mathematics of select Grade Six Pupils of Bawi Elementary School. The instrument used by the researcher in gathering data were the activities found in the output of the pupils. It was a 20-item test that contained multiple choice and analyzing/solving problems.

RESULTS

Based on the information gathered, lack of interest to poor comprehension obtained the highest rank. This imply that the students were not interested in the subject that may result to poor comprehensions and failing scores or grades. Negative attitudes towards the subject is the second in rank. Third, is the lack of follow-up at home from the parents.

DISCUSSIONS

Based from the result, the following should be given emphasis: focused attention to the problems encountered by the students and more practice exercises in enhancing their skills. They should also be provided with friendly, informal, and learning-supportive environments. Students should be guided in directing their attention away from self-centered worries during oral and written recitation. The teachers should make the class more challenging but fun and exciting. The teachers should undergo specific training courses on the strategies in solving word problems in order to upgrade their knowledge.

KEYWORDS: revitalized, fundamental

SUBMISSION ID: R04A-BATANP-0385

Revitalizing the Least Mastered Skills Through an Innovative Intervention: PROJECT ISLA (integrated Science and Language set of Activities)

Jaesser Rivera, Department of Education/PNU

Abstract

INTRODUCTION

This study is focused on Revitalizing the Least Mastered Skills thru an Innovative Intervention: PROJECT ISLA (Integrated Science and Language set of Activities). Based on the results of the recent periodic examination, it reveals that Science and English have very low results. This study creates a leeway through an integrated intervention module, using CLIL as framework which targets the intensive remediation of Science contents and at the same time, hitting the significant English skills and processes while embedding 21st century skills.

METHODS

Employing a descriptive-qualitative design of research, the method is dived into two parts. First part is the creation of module where a diagnostic and pre-test were conducted to identify struggling learners followed by an unstructured interview among the identified struggling learners. The revealing factors were coded and themed as it was used in the module construction. Second is a content analysis of results of the pre-implementation of the module and the post-implementation.

RESULTS

In conclusion, the module has successfully served its purpose in revitalizing the least mastered skill in Science along with strengthening the English processes skills.

DISCUSSIONS

The factor that makes it effective is the consideration of the different factors revealed in the interview from the learners and use of CLIL as the framework in the creation of the module. This study also reveals the importance of reflecting the 21st century skills in the Science interventions as it develops critical thinking among learners of 21st century.

KEYWORDS: Language, Innovation, Intervention, Integration

SUBMISSION ID: R04A-LIPAC1-0006

Revving Up Students' Enthusiasm in Activating Reading Ability Through Devised Engaging Reinforcements

Ailyn Prestado Bustarga, Bula National High School

Abstract

INTRODUCTION

Reading is the foundation of literacy. The process of learning can be hindered if a student does not have the ability to decode a word nor comprehend a text. Struggling readers may lose their motivation to learn. Secondary teachers would eventually find it difficult to attain the Department of Education competencies in the respective areas of discipline if the student is a frustrated reader; thus the school performance in national assessments will also be affected. The purpose of this action research is to help the identified students in the frustration reading level through various interventions with the collaboration of all the subject teachers handling the class and the school stakeholders.

METHODS

In this study, descriptive evaluative method was used. The respondents were purposively selected since they are identified as struggling readers. The instruments utilized to activate the respondents' reading ability were Project Just the Two of Us, Happy and Free, Learning Space Transformation, and I Care Time.

RESULTS

Through interventions, the reading ability of the students were activated and improved. Students displayed enthusiasm while participating in the reading sessions. Their developed interest in reading enhanced their performance in the different subject areas.

DISCUSSIONS

This recommends that the interventions be used in helping struggling readers in the secondary level. Struggling readers must be diagnosed and be prompted necessary actions during the early years of their education. Therefore, future researchers are advised to conduct a study on the promotion of non-readers in the elementary level.

KEYWORDS: Revving Up, Students' Enthusiasm, Reading Ability, Devised Engaging Reinforcements

SUBMISSION ID: R005-CAMSUR-0079

Reward System: its Effect to Reducing Tardiness Among Grade 8-Aristotle Students of Tagasaka National High School, S.Y. 2016 - 2017

Leah Orcullo, Department of Education, Tagasaka National High School

Abstract

INTRODUCTION

This project reward system focused on reducing tardiness among Grade 8-Aristotle students for School Year 2016-2017. As observed by the researcher, tardiness is one of the major problems that hinder the time management of the teacher. It is projected that 30% of the class are coming to school late every day. Students have different reasons for coming to school late. In this, the researcher tried to find out the common reasons of the tardiness of the Grade 8-Aristotle student of Tagasaka National High School.

METHODS

Descriptive method was used. Data collection was based on the survey through questionnaire that contains checklist which was conducted in grade 8-Aristotle students of Tagasaka National High School. Interview has also been done to the identified students. The giving of rewards to students who come early are the interventions made by the researcher. Comparing their academic performance before and after the intervention has been done with the academic ratings for the first and second quarters as references. This research used Universal Sampling. The daily attendance monitoring sheet was used to identify students who often come to school late. The identified students were given questionnaires that contain checklist about the reasons of their coming to school late. The researcher interviewed the eight identified students to know their reasons for coming to school late. Their performances were monitored through their quarterly grades as well as their daily attendance.

RESULTS

Based on the findings and on the data gathered, majority of the Grade 8-Aristotle students who came to school late are in the 10-15 school days in a month. Majority of the reasons for having habitual tardiness is the distance of residence from school. It was found out that there was an improvement in the academic performance of the eight identified Grade 8-Aristotle students after applying the said intervention.

DISCUSSIONS

The results demonstrated the need for the teacher to inculcate to the minds of the students that they must have the inner desire to come to school as early as they can. Constant communication should be made by the teacher towards his/her students and encourage them to wake up very early and go to school every day and instill in their minds the importance of education. In that, they will find enjoyment in coming to school early every day.

KEYWORDS: reward system, tardiness

SUBMISSION ID: R013-SURSUR-0179

Reward vs. Punishment: System on the Implementation of English Speaking Campaign of Cavite National Science Senior High School for SY 2016-2017

Merry Garcia, CNSHS

Abstract

INTRODUCTION

Philippines, as one of the English-speaking nation, is gradually declining its competitiveness which mainly concerns its education system. Many intervention programs, like English speaking policies in schools, were already implemented but do not work in creating a motivational atmosphere. Thus, this study seeks to understand the core motivation of the students in participating in an English Speaking Campaign by knowing their perception towards punishment or reward as a reinforcement system.

METHODS

Under quantitative research, the study used descriptive design. Ninety (90) students from both GAS (General Academic Strand) and STEM (Science, Technology, Engineering, and Mathematics) of Cavite National Science High School completed the survey. The questionnaire instrument is composed of multiple choice and scale type of questions generally consisting of 2 parts: the student's self-assessment and their English speaking preference. In the preference section, students were asked to choose between Point Deduction Systems or Point Addition System as motivating factor to speak in English, where the former is considered punishment and the latter is considered reward reinforcement. To describe the findings, frequency count and bivariate analysis were done.

RESULTS

The result showed that 67% of the students can often express themselves in English. The 51.10% answered that often times they can recite at classroom discussion in the language but during their break time, they seldom talk in English. Moreover, 57.7% of the students answered that they speak more in English when under Point Deduction System, supported by 49% of the students telling that they speak more in the language because they worry about having a low grade. Other motivating factor was to be more confident in the use of the language.

DISCUSSIONS

As the results revealed, grade is the main factor that senior high school students consider in speaking the English language. It was followed by other factors such as social belongingness and personal improvement. Consequently, the Point Deduction Policy System, which is perceived as punishment reinforcement, makes the students speak more in the language. And aside from the two policy systems, they speak the language because they want to be confident in the use of it. Generally, the concept of punishment is a primary factor in the behavior reinforcement of learners to participate in the English speaking campaign.

KEYWORDS: reward and punishment, English speaking campaign, student perception

SUBMISSION ID: R04A-CAVITP-0491

**Rewards and Motivation, Participation and Behavior of Grade 6 Pupils
in Pinamukan Ibaba Elementary School**

Michelle Godoy, Department of Education - Batangas City

Abstract

INTRODUCTION

While every teacher in every classroom throughout the country uses strategies to reward and motivate students, to acknowledge active participation in the class, and to encourage appropriate academic behavior by their students, these strategies take in many forms. Some are obvious and dramatic such as presentation of tokens, or recognition at an assembly, and others are more subtle and embedded in natural activities. As a result, understanding the role and function of rewards, motivation, participation, and behavior of students is now a central concern for any educator.

METHODS

The descriptive method of research was utilized in this study. Questionnaire was used to gather the necessary data. A total of 51 students participated in this study.

RESULTS

Rewards and motivation effects in classroom discussions were excellent and good which means that students usually provide useful ideas when participating in classroom discussion. The quality of class interaction and engagement is in the developing category which means that comments are sometimes constructive. Students are often inattentive and needs to be reminded to have focus in class. Occasionally makes disruptive comments while others are speaking, they do not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts the discussion; sleeps, shouting, etc. The behavior of the students during class interaction is both excellent and good in the daily basis, awake in the discussion and engaged every day or nearly every day; shows no disruptive behavior with frequency. Generally, attitude of students in working activity is always respectful and positive. Often has a positive attitude about the tasks. Usually treats others and self with respect.

DISCUSSIONS

The results demonstrate that rewards and motivation should be necessary to boost the interest of the students in class because of their value and significant roles in classroom discussion and participation. Class interaction and participation must be practiced in every classroom discussion involving every student. Teacher should always examine behavior modification of the students that promoted positive, observable changes. Teachers should also keep abreast with innovations and new trends in education through participation in seminars, workshops, refresher courses, and lastly students' engagement, participation/interaction, and performance are important in achieving quality education.

KEYWORDS: Rewards, Motivation, Participation, Behavior

SUBMISSION ID: R04A-BATANC-0447

Rewards System: A Key Towards Improved Performance and Success in Teaching

Virginia Almonte

Abstract

INTRODUCTION

Poor student achievement is often attributed to a lack of motivation, and rewards are given in an attempt to increase that vital student motivation. Students at-risk are very often unmotivated because school is one failure after another to them. The statement, "If they would only try harder, then they would do better on tests, take more risks, or earn better grades" is often heard regarding these students.

METHODS

The researcher conducted the research from June 2016 to March 2017 with the Grade 3-Dahlia students as respondents. The reward motivation of teaching- learning process was used. The descriptive method was used to provide a description of a situation between variables about a certain group or population, accuracy, and reliability that portray accurately the characteristics of a particular individual, situation or group.

RESULTS

This chapter presents, analyzes, and interprets the data gathered in this investigation. The data pertains to the response of Grade 3 pupils of Calauan Central Elementary School on the rewards system as a key towards improved performance and success in teaching.

DISCUSSIONS

Figure 1, 2, 3, 4, 5, and table 1 manifest the computed average of the results of the learners in consideration of attendance, recitation, class participation, quizzes, and exam. Based on the theory, existing condition at home directly affects a pupil's ability to become more active in school and bridge the gap in academic performance of the learners using rewards and motivation. Home visits and homeroom conferences were conducted once a month to observe clienteles and interview immediate members of the family for proper coordination. The teacher also assigned bright pupils to aid pupils in their reading hours or if there is a group activity.

Each session was fully motivated by the teacher calling the attention of others to whatever little progress each pupil showed. Praises and some sort of awards were utilized. Academic performance, behavior, extra-curricular activity, and any progress of the child inventory were conducted monthly.

KEYWORDS: REWARDS

SUBMISSION ID: R04A-LAGUNA-0329

Rice Straw and its Potential in Biogas Production

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High School

(Adviser: Charina Saclamitao-Medina)

Abstract

INTRODUCTION

Climate change has been one of the major problems of this generation and is mainly caused by deforestation, farming, and fossil fuel consumption. Since farming is the major source of income and fossil fuel such as coal and oil is the major source of energy, green house emission from these activities is inevitable. One of the solutions for this is the renewable energy and among other technologies, biogas is the most cost-efficient. In biogas, feedstock is usually made of agricultural wastes and since Saguday is an agricultural land, the wastes such as rice straw and animal manure can be utilized. This study determined which treatment between the pig dung only and combined pig dung and rice straw can produce gas faster and has a better yield in volume and pressure.

METHODS

True experimental design under the experimental research was used in the study. Complete Randomized Design (CRD) was used in experimental layout. It was conducted at Saguday National High School from November of 2018 to January of 2019. Rice straw and pig dung were selected among other agricultural wastes. The control treatment was composed of pig dung only while the experimental treatment was composed of combined dung and rice straw, both replicated thrice. The data was gathered after five weeks of observation using a weekly observational checklist and a manometer. After which, the data was interpreted using t-Test.

RESULTS

The treatment with rice straw produced more gas than the control; though the control treatment produced gas faster. The experimental treatment has a mean of 28.67 psi for the pressure and 8.6 L for the volume compared to 15.67 psi and 4.9 L of the control treatment. This implies that the rice straw can improve the gas yield of a usual feedstock. Thus, the experimental treatment is better than the control in terms of volume and pressure. The study proves that there is a significant difference between the treatments in both pressure and volume yield.

DISCUSSIONS

The rice straw was proven to have an effect in biogas production and can improve the gas yield in both pressure and volume. However, the right ratio of the rice straw, animal manure, and water should be studied further for greater gas yield. Furthermore, the digestate from the process can be utilized as fertilizer alongside with the main by product which is fuel. Instead of burning, the farmers can use the rice straw as fuel and fertilizer.

KEYWORDS: biogas, rice straw, pig dung, treatment

SUBMISSION ID: R002-QUIRIN-0047

Rigorous Teaching and Learning (RTL): A Basis to Uplift Academic Performance in Science

Kathreen Merwin Opinio, Banlic Elementary School

Abstract

INTRODUCTION

Schools are expected to prepare pupils for a complex and rapidly changing world. In addition to teaching subject content, schools are also expected to develop young learners to be informative and media literate; critical thinkers and problem solvers; communicators and team players. Rigorous teaching and learning will help pupils understand knowledge and concepts that are complex, ambiguous, or continuous and help them to uplift their performance in their periodical tests and to let them acquire skills that can be applied in a variety of educational career, and civic contexts throughout their lives. Rigorous learning is developing in students the skills, knowledge, attitudes, and aptitudes that will enable their success in the increasingly complex world in which they will live and work.

METHODS

The study used the mixed method of research also known as Triangulation Design involving 45 pupils of Grade 4-Mabini at Banlic Elementary School.

RESULTS

This study revealed that there is a significant difference between the performance of the pupils in Science IV during the pre-test with 32% and the post-test with 93%. The mean difference has a 61% increase after the implementation of Rigorous Teaching and Learning.

DISCUSSIONS

Pupils were given pre-test to measure the pupils' knowledge and the least learned competencies in Science subject. After the integration of Rigorous Teaching and Learning (RTL) experimental group post-test revealed an increase of 26.00% in the MPS. It directly shows that there is a significant relationship between the academic performance of the pupils in the periodical test and the rigorous learning environment observed by teachers. It was also found out that there was an improvement in the teaching and learning process in Science subject.

KEYWORDS: rigorous teaching and learning, academic performance, assessment

SUBMISSION ID: R04A-CALAMB-0161

RIME (Reading Letters in its Correct Sound Made Easier): Strategy in Teaching Phonemic Awareness of Grade-I Pupils

Vebian M. Mission
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

Poor readers are often unable to segment words into their phonological constituents and may have other phonological deficiencies as well. In Tina Central Elementary School, reading ability of Grade - I pupils has been a serious issue particularly to the third section of the said school. At the beginning of school year, most of the pupils could not decode words, could not identify letters, and could not even produce the sound of the letters of the Mother Tongue alphabet which causes them not to comprehend well, resulting to poor learning achievement and academic performance. This revelation of such situation challenged the researcher to take necessary action and make strategic intervention to aid these terrifying number of non-reader pupils.

METHODS

A quantitative method of research is used in this study. It sought to provide data on the reading performance and reading profile of the pupils under this study based on the pre-test and post-test results in Early Grade Reading Assessment Tool. After gathering the accurate information, data were organized, analyzed, and properly interpreted. The participants of the study were the third section of Grade – I, out of 3 sections in Tina Central Elementary School, in which 27 pupils are under this study.

RESULTS

Reading performance of the Grade-I pupils was seriously low and needs intervention to aid such reading problem. It was found out that letters which are commonly unrecognized by the Grade-I pupils are Dd, Ng, Ww, and Yy. These letters have the least number of correct responses based on the data gathered. It was revealed that, "RIME" strategy had contributed much in addressing the reading difficulty specifically on the phonemic awareness of the pupils under this study. As such, it increased the number of pupils from 55% who were not able to recognize letters from the pre-test to 81% who remarkably increased their reading ability on phonemic awareness.

DISCUSSIONS

Grade-I teachers shall apply "RIME" (Reading Letters in Its Correct Sounds Made Easier) which is a strategy designed in teaching phonemic awareness using varied instructional materials and differentiated instruction. By such, pupils could not only enjoy learning through play but as well as they could also develop their reading ability, particularly on its reading foundation, and that patience and passion in teaching pupils in Grade-I having difficulty in reading is a must especially that it is quite difficult handling these kind of learners.

KEYWORDS: phonemic awareness, strategy, reading, patience, RIME

SUBMISSION ID: R013-SURSUR-0193

**Robotics and its Impact to Student Members of CavSci RoboReapers
S.Y. 2016 - 2017**

John Edsel Varias, Cavite National Science High School

Abstract

INTRODUCTION

Robotics is increasingly being considered as the fourth "R" of learning, "Reading, wRiting, and aRithmetic" that modern day students must comprehend to succeed in a highly competitive, technology-driven world (STEM Center USA, n.d.). This study aimed to determine the influence of Robotics to the development of student members of CavSci Roboreapers.

METHODS

The study was conducted from January to February 2017 at Cavite National Science High School, Brgy. Garita-B, Maragondon, Cavite. After securing consent, a survey questionnaire was given to nineteen student members of CavSci RoboReapers who already joined robotics competitions. Data were analyzed through frequency, means of central tendency, t - test, and one-way ANOVA.

RESULTS

It was determined that the members of CavSci Roboreapers were from different towns and cities of Cavite, age ranges between thirteen and sixteen. Eight respondents were male while eleven were female. All student members who served as respondents on this study have an average grade of 85 and above in the third quarter. 47% of respondents mentioned that the robotics coaches encouraged them to become part of the robotics team while 53% of the respondents answered that it was because of their parents and friends. Personal development is the main factor why respondents decided to join RoboReapers. Curiosity and previous performance of the team served as the second and third factor. 63% of the respondents gained or developed skills after joining the robotics team such as building and communication, logical, critical, and creative thinking skills. Nine respondents answered that they learned how to program after being exposed to robotics. All respondents agreed that they were able to make friends to other members of the team and even outside the school. In terms of family bonding, 84% of the respondents believed that preparation to robotics competition promotes bonding between them and their parents. Through statistical tests, it showed that there is no significant relationship between age, gender or belief of student regarding student-parent bonding and the ability of the student to win competitions. It was also revealed that respondents' year level has a significant relationship on their ability to win competitions.

DISCUSSIONS

The result of this study revealed that robotics has a significant impact to the lives of student members of RoboReapers. The result of this study might be used as basis on how to assess students' progress under robotics program.

KEYWORDS: robotics, impact, students

SUBMISSION ID: R04A-CAVITP-1387

Rodriguez NHS Alumni, their Involvement in School Improvement

Rosa Marco, Department of Education - Camsur

Abstract

INTRODUCTION

This research proposal was an effort of maximizing the involvement of members of the Rodriguez National High School Alumni from 1998 to 2016 and their involvement to school improvement especially in making the school child friendly and conducive for teaching and learning that will eventually lead to produce learning outcomes within the standards of Department of Education's K to 12 Basic Education Curriculum. This action research will not be possible without the support from the Department of Education Region 5 headed by Sir Ramon Fiel G. Abcede thru Basic Education Research Fund (BERF) and the research committee of the Division of Camarines Sur.

METHODS

Descriptive method of research was employed in discussing the responses to the questions. Purposive sampling technique for choosing the respondents was used. Simple tabulation and survey questionnaire were the data gathering tools used. Varied interventions, innovations, and strategies were used such as the utilization of functional Alumni Facebook Account, alumni homecoming, Alumni Wall, and rewards and incentives given to active members of the alumni group.

RESULTS

This research has the following results: 1) Most of the alumni are already married, college graduate, holding permanent positions, and working within Bicol; 2) The top involvement of the alumni is on the service as CAT facilitators; 3) The top among the responses is on the giving of awards and incentives to the alumni who are already helping the school; and 4) The over-all impact of this action research in terms of the attainment of the expected output is 97.75% - from 3, 360 minutes (7 days) baseline to 6.58 minutes release of requested documents by the school stakeholders.

DISCUSSIONS

The main objective of this action research was to maximize the involvement of the members of the Rodriguez National High School Alumni Association to school improvement in making the school conducive to teaching and learning. Specific request from them was on the provision of ICT Equipment for instructional purposes and other teaching and learning materials that lead to the improvement of learning outcomes.

KEYWORDS: alumni, involvement, school improvement

SUBMISSION ID: R005-CAMSUR-0037

Role of Parents in Improving Children Reading Skills at Calubcub II Elementary School

Cezamie Garcia, Department of Education

Abstract

INTRODUCTION

Parents play a vital role in the development of their young children. Parental involvement in the reading of their children has positive results in schools. When parents are involved, they encourage and motivate their children to work harder. By doing so, it makes the child become motivated, work harder, and excel academically. It is established that parental involvement is important in children's learning. When children experience early reading with their parents, it prepares them for the benefit of formal literacy instruction. Their involvement with reading activities at home has a significant positive influence, not only on reading achievement, language comprehension and expressive language skills, but also on children's interest in reading and attitude towards reading.

METHODS

The researcher used the descriptive method of research to study the role of parents in improving children's reading skills. The questionnaire was the main data-gathering instrument. The researcher used Slovin's formula with 5% margin of error and got the 20% of the total to get the actual number of respondents. The parents were selected according to the researchers' familiarity of their location, their distance and proximity, as well as the convenience on the part of the researchers and also the Result of Pre-Oral reading assessment serves as basis in choosing the parents' respondents.

RESULTS

This study revealed the profile of respondents in terms of age, number of children, monthly income, and educational background. These factors greatly affects the engagement of children in reading. Therefore, this study had planned activities to intensify the role of parents in reading like different innovated strategies and innovation and to meet the demands of the 21st century learners. These activities were planned to meet the needs of the grade two pupils and to help parents assist their children at home.

DISCUSSIONS

The findings confirm the notions that parental involvement is important for the development of the reading skills of their children. They always encourage their children to engage in reading. By giving award to their children, they can encourage them to read. They often listen to their children every time they talk about reading. An intervention is proposed to reinforce the parents on the importance of parental involvement in reading. This remediation program should be sustained throughout the school year.

KEYWORDS: assessment, involvement

SUBMISSION ID: R04A-BATANP-0771

Role Performance and Support of Special Education Teachers in Handling Pupils with Special Needs

Fenelia Cuaresma, SPET¹

Abstract

INTRODUCTION

Special education is the education of pupils with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community that would be available if the student were only given access to a typical classroom education. This study determined the role performance and support of Special Education teachers in handling pupils with special needs in schools with SPED program of Maitum District, Sarangani Division.

METHODS

This study utilized the quantitative method of research employing the descriptive-correlational approach. The study determine the role performance and support of SPED teachers in handling pupils with special needs in the SPED schools of East Maitum District, Sarangani Division. The findings of the study were the bases for a proposed training program. The role performance and level of support of SPED teachers were sought. The significant relationships between the profile, role performance, and the level of support were also sought.

RESULTS

In terms of Role Performance on Work Scope, the SPED teachers possess the required knowledge on subject specialization. This is consistent to the high competence in knowledge and skills among the teachers. On Class Management, the SPED teachers are aware and have the required competency to plan, organize, and implement IEP as part of class management. IEP is difficult to do and to some extent, never been applicable. It requires mastery and specialized class ratio to implement a tedious task. Based on the data, the perceived teacher-support gained high interpretation.

DISCUSSIONS

The result of the study necessitates an action plan to make improvements on the critical areas of implementing the special education program with the following objectives; to improve the implementation of the special education program in the school; to create TRAINING needs and assessment among sped teachers and improve such skills; to maximize the participation of the parents and stakeholders; and improve the Role Performance and Level of Support among SPED teachers.

KEYWORDS: SPECIAL EDUCATION, ROLE PERFORMANCE, IEP, SPECIAL NEEDS

SUBMISSION ID: R012-SARANG-0046

**Role-Playing on Electromagnetism and its Effect on the Mastery Level
of Select Grade Ten Students at Emiliano Tria Tirona Memorial
National High School S.Y. 2017-2018**

Celso Latosa, Department of Education - Cavite, ET*TMNHS

Abstract

INTRODUCTION

Teaching Physics need to be presented in real world situations in such a way that there is an involvement of learners to foster fundamental physics concepts specifically in electricity and magnetism. Record shows that one of the least-mastered competencies in Physics include the concepts pertaining to the relationship between electricity and magnetism. This study demonstrates powerful and creative tool in Physics classroom in understanding electromagnetism and its effect on the mastery level of selected grade 10 students of Emiliano Tria Tirona Memorial National High School.

METHODS

The study made use of a validated pen and paper test on electromagnetism following the pre-test and post-test quasi-experimental research design to test the effectiveness of role-playing on the mastery level of students compared to the learning activities prescribed in the Grade 10 Learners' Material. Two intact sections were utilized in the study. The first group used the role-play activity on electromagnetism, while the second group used the activities in the grade 10 learners' material. Prior to the treatment, pre-test was given to both groups. Summative assessment on electromagnetism were given simultaneously on both groups.

RESULTS

Results from the post-test administered showed that the mean score of students belonging to the role-play Group is higher than that of the Learners' Material Group. In the t-test of independent means, both results revealed that there is a significant difference between the mean scores of the two groups. Since the mean score of the role-play Activity is higher, the researcher concludes that utilization of Role-play Activity is effective in increasing the mastery level of the students in the concept of Electromagnetism compared to the activities listed in the Grade 10 Learner's Material.

DISCUSSIONS

Based on the findings of the study, role-playing activity has a significant effect in increasing the mastery level of grade 10 students in the concept of electromagnetism. Students perceived that the role-play activity is very effective as teaching strategy in enhancing the mastery of the subject matter, mastery of a competency-based skill, and interest in Physics. In this regard, a continuing program of the implementation regarding the use of role-play in line with 2C-2I-1R Pedagogical Approaches in addressing the learning gaps in all science subjects with focus on the least-mastered competency.

KEYWORDS: role-playing, electromagnetism, quasi-experimental, grade ten

SUBMISSION ID: R04A-CAVITP-0075

Roles, Preparedness and Perceived Competencies in Disaster Management and Emergency Response of Teachers in Balete National High School: Basis for Enhancing the School's Disaster Risk Reduction Manage

Danson Lagar, Balete Integrated School

Abstract

INTRODUCTION

Philippines as an archipelago is situated within the typhoon belt which is highly susceptible to annual visits of natural disasters (PRC, 2010). Batangas City being part of the country is not exempted in the threat of natural disasters. Balete Integrated School situated in Barangay Balete located in the northern part of the city may also experience the same demise of natural disasters which will affect lives of students, teachers and members of its community.

With this, a localized study was conducted by the researcher to assess the roles, preparedness, and perceived skills and competencies in disaster management and emergency response of teachers for the reasons of preparing the school, teachers, and students against the impact of disaster. Furthermore, the study also wants to evaluate the school's disaster risk reduction management program.

METHODS

The study used descriptive research design in determining roles, preparedness, perceived skills, and competencies of 33 teachers in disaster management and emergency response from Balete Integrated School through questionnaires. The study investigated further the significant correlation among the roles, preparedness, skills and competencies, and number of training and seminars. Frequency, percentage, weighted mean, and multiple correlation analysis were used as statistical treatment.

RESULTS

Based on the findings, most of the teachers attended trainings on basic life support and basic first aid. As for the roles, preparedness and perceived competencies, the data revealed that most of the teachers performed their roles, are prepared, and most of them are skilled and competent in disaster and emergency response. Lastly, the study revealed that the roles, preparedness, skills, and competencies has no correlation to the trainings and seminars unlike the preparedness which displayed a significant correlation on the skills and competencies of teachers.

DISCUSSIONS

The results demonstrate the need to enhance the school's disaster management program and include tapping different institutions, involve parents and stakeholders in disaster trainings and seminars in public educational institutions, and develop long-term activities that aim to strengthen the overall capacity in managing all types of emergency. Furthermore, teachers must take their active participation in improving the school's capacities in handling emergency situation through participation in planning and implementation of school's DRRM plan.

KEYWORDS: Teachers, Roles, Preparedness, Competencies, Disaster Management, Emergency Response,

SUBMISSION ID: R04A-BATANC-0297

Room of Care: Primary Step in Securing Garciano's Health

Ailyn F. Valencia & John Rey C. Libre, Padre Garcia National High School
(Adviser: Mae Kristine Panopio)

Abstract

INTRODUCTION

School clinic plays an important role in a school. It is its responsibility to secure the health conditions of every individual that is in it. But unfortunately, Padre Garcia National High School has the lack of school clinic which is a necessity in a school. In this study, the researchers identified the outcomes of not having a specified area for unwell individuals when they are inside the school vicinity.

METHODS

This study made use of qualitative research approach. The researchers formulated interview questionnaires which were checked, revised, rechecked, and then approved by the research adviser. Those questions were answered by teachers and students who were purposively selected accordingly to the response or information that they can provide out of the given set of interview questionnaires. We also formulated a consent letter approved by our principal and research advisers.

RESULTS

The chosen respondents had shared their observations, as well as experiences with regards on not having a school clinic. Distraction of classes is the major effect when a student gets mild or even terminal illnesses. Upon examining the data gathered, the researchers found out that there are some difficulties and implication in delivering the health care services by the school and it is recommended among others, that a school has to improve the delivery of health services among the students including putting up a school clinic in Padre Garcia National High School with complete set of medical supply and personnel, the school administration should have additional fund for the school clinic and medication purposes and lastly, the school administration may establish a separate clinic for junior and senior high school students to accommodate all concerns.

DISCUSSIONS

With the results of the interview, it has been proven that Padre Garcia National High School is in need of having a school clinic. This study will help to improve the health security of the individuals inside the school. And also, for the students, having a school clinic will help them to be more active and participative in academic performances that will help to make their academic grades higher than before because students' well-being is somewhat related to their academic performance. If they are active and lively, and their academic grades.

KEYWORDS: Room of Care: Primary Step in Securing Garciano's Health

SUBMISSION ID: R04A-BATANP-0403

Root Causes of Absenteeism of Indigent Pupils of Pantay Elementary School and its Effect to their Participation in All Classes, School Programs and Activities: Basis for Plan of Action

June Vergara

Abstract

INTRODUCTION

Pantay Elementary School envisions to maintain the value of education as the foundation of every endeavor towards success. The school administrator and teachers firmly believe that this endeavor responds positively to changes and promote the welfare of every learner through the cooperative efforts of school parents and community stakeholders, but despite the efforts made, the school is still experiencing and encountering many indigent pupils who usually stop coming to school and resort to helping their parents in providing their everyday needs. If this problem will not be addressed, the researchers are considering that the school's vision is far from realization. In response to this problem, this research focused on finding why indigent pupils of Pantay Elementary School are sometimes absent in classes, inactive in school activities, or the worst scenario, drops out. Tracing these reasons, the school seek to come up with a plan of action for the indigent pupils to prevent them from dropping out and will keep them abreast with the fast changing educational landscape.

METHODS

The 75 pupil - respondents consisting of indigent pupils with 5 to 10 days recorded absences from School Year 2017-2018 were asked to answer the researcher-made questionnaire.

RESULTS

The study revealed that absenteeism had been prevalent in Grade V while Grade I level registered the least number of absentees. Eleven indigent pupils obtained 78 GPA of their grade. The highest rank from the perceptions of the respondents was on the item "I have no money to buy snacks in school" followed by "My parents asked me to be absent from class", "My parents asked me to work", "I'm too pre-occupied with household chores", "We have no food/I did not eat", and "I have no school supplies to use".

DISCUSSIONS

The above findings imply that some of the indigent pupils needed support to avoid absenteeism and improve their grades. Tapping the stakeholders or holding activities supported by the Supreme Pupil Government to support their everyday needs in school such as school supplies is necessary.

KEYWORDS: absenteeism, indigent pupils, Supreme Pupil Government

SUBMISSION ID: R04A-TANAUA-0200

**Routine and Non-Routine Problem Solving Skills in Science of Grade 10
Students at Masaguitsit-Banalo National High School**

Glenda Duenas, Department of Education

Abstract

INTRODUCTION

Students should build mathematical knowledge through problem solving, develop abilities in formulating and representing problems in various way, apply a wide variety of problem-solving strategies, and monitor their mathematical thinking in solving problems. Problems become the context in which students develop mathematical understanding, apply skills, and generalize learning. In this study, the researcher focused on assessing the characteristics of routine and non-routine problem solving method used by students.

METHODS

A descriptive method was used. Using raosoft online survey software, the researcher used 198 grade 10 students as respondents. To determine the routine and non-routine problem skills of students, a researcher-prepared questionnaire was developed. The questionnaire was handed out to the target respondents; the researcher then collected, gathered all the data, and created a summary. The researcher likewise analyzed the results generated and made all in all answer to the questions made.

RESULTS

1.) The students' routine and non-routine problem skills are affected by different factors. Such factors should be given focused attention by teachers in order to ensure effective facilitation of student learning. 2.) Teachers, to a great extent, use different types of drills and exercises in Science to enhance their problem solving skills. 3.) Teachers utilized cooperative learning in routine and non-routine problem solving to a great extent. 4.) Different types of problems in Science need different types of skills. Thus, routine and non-routine problem skills should be developed by students so that they would enjoy solving problems in Science. 5.) The following techniques can be used to better assist students in solving problems in Science: a. look for a pattern; b. guess and check; c. make a model; and d. break up the problem into smaller ones and try to solve these first.

DISCUSSIONS

The results demonstrate the need for cooperative learning, drills, and exercises should be continually utilized by teachers as this is deemed effective in developing the routine and non-routine problem solving skills of students. Teachers should likewise update themselves with other skills and techniques which would help them in better assisting students. There should be collaborative partnership between parents and teachers to ensure a constant monitoring and supervision on the students learning process.

KEYWORDS: Routine, Non Routine, Problem Solving Skills

SUBMISSION ID: R04A-BATANP-1385

**S I L Y a - Sama-Samang Isaayos Ang Mga Lumang Upuang Yari Sa
Kahoy Bunga Ng Brigada Eskwela 2018 Sa Senior High School Ng
Calamba Integrated School**

Noel Juta, CIS

Abstract

INTRODUCTION

Since the inception of the Brigada Eskwela or National School Maintenance Week in 2013, cooperative efforts of the parents, teachers, students, and other stakeholders to prepare the school for school opening had yielded much supports and very favorable results. The success of the project and the involvement of the authors in the project prompted them to write this action research. The context of the research was in Filipino and the title was given its English translation as C H A I R S - Cooperative Human Activity Involving the Restoration of Slightly Damaged Wooden Chairs. This project centered on the efforts of tightening of the loosely-connected bolts and nuts of the wooden chairs to restore them to a more sturdy condition thus preventing further damage and prolonging the usefulness of the wooden chairs.

METHODS

Based on actual observation and testing of chairs, authors found that majority of the wooden chairs have loosely connected joints and missing parts like bolts, nuts, washers, and some wooden parts are loosely nailed. The authors, having basic repair knowledge, started tightening the loosely connected bolts and nuts and were able to restore the firmness of several chairs.

RESULTS

Being successful at their initial efforts, authors initiated petty cash purchase of small wrenches, bolts, nuts, and washers. During the Brigada Eskwela 2018, cooperative efforts by the teachers, parents, and students of senior high school contributed to the restoration of the firmness of the all the wooden chairs assigned to them and even restored several unusable chairs to their usable conditions.

DISCUSSIONS

The results demonstrated the need to disseminate this success to the junior high school departments of Calamba Integrated School or even to others school nationwide with similar conditions to that of Calamba Integrated School.

KEYWORDS: Bolts, nuts, washers, wrenches, tighten

SUBMISSION ID: R04A-CALAMB-0244

Safety First at Solo ES: Awareness and Preparedness Level on Disaster Risk Reduction Management of Grade 6 Pupils

Avelia Solis, Department of Education

Abstract

INTRODUCTION

The occurrence of disasters like typhoon, tsunami, and other calamities put life in danger. The high intensity earthquake occurred recently in the place which shocked the community residents, mostly the children, and resulted not only damage of property but also the feelings as well. Great fear creates worries which increased parents' concern for their children to stay in school. How to be safe in school from the sudden and unpredictable disaster like earthquake is the most alarming and fearful situation in life because it is beyond one's control. For this, the researcher aims to reduce the risks by knowing the level of awareness and preparedness of grade 6 pupils of Solo Elementary School for them to increase knowledge, be more aware, take part, and be responsible not only for their own safety in school, but also for other members of their family at home and anywhere.

METHODS

The researcher used the descriptive research design in gathering information to measure the level of awareness and preparedness on disasters of fifty-nine (59) grade 6 pupils this school year 2018 - 2019. The evaluation tool, the questionnaires distributed, and the data gathered were analyzed to obtain the result.

RESULTS

The level of pupils' awareness and preparedness were determined and measured more seriously. In the study conducted, pupils showed knowledge and awareness on reducing disaster risks. Pupils' awareness on actual actions/involvement to different disaster risks drills, their exposure to designated safe areas, participation to rescue and evacuation activities, hazard mapping, and precautionary measures were followed, done, and strengthened. The result revealed that respondents achieved highest level of awareness on information about different risk reduction and the actual involvement on preparedness was acquired.

DISCUSSIONS

The knowledge of pupils on different disasters risks reduction plan and activities learned from manual, handouts, pamphlets, and other source of information is really of great help as basis to assess their level of awareness and preparedness, but the actual skills, participation, and exposure to risk reduction drills following the safety measures count most. Continuous demonstration and application of preparedness drills really need with scheduled allotted time as best practices in school to sustain their interest in getting involved and to strengthen their decision-making and action in times of disasters to save their own lives and also of their families anytime anywhere.

KEYWORDS: safety, disaster, awareness, preparedness, level

SUBMISSION ID: R04A-BATANP-0950

**Safety Measure Practices Implementation in Gulod Senior High School:
Basis for Contingency Plan**

Imelda Taeza, Gulod Senior High School

Abstract

INTRODUCTION

Planning for natural disasters and emergencies is something every educational institution must consider, regardless of its size or location. However, it is not possible to plan for every eventuality that might occur; but, preparation is key to saving lives if a disaster strikes. As such, the Department of Education (Department of Education) takes health, safety, and environmental issues very seriously in relation to its own workplace and those of its learners and its partners. The purpose of this study was to determine the safety measure practices implemented in Gulod Senior High School in relation to school disaster management. The study also assessed the extent of implementation of these measures as to its information to structural composition, materials and equipment, information dissemination, and logistics. Considered also was the perceived level of stakeholders' participation to safety measure practices and implementation in the school.

METHODS

The descriptive method of research was used in this study with the researcher-constructed questionnaire as the main tool. Thirty-nine teaching staff who were randomly selected were involved as participants in the study. Statistical tool used were frequency and weighted mean.

RESULTS

Respondents have divulged that it was very evident that Gulod Senior High School DRRM had implemented conduct of annual student-led risk identification and mapping within and around the school premises to ensure a safe environment that is conducive for teaching and learning as part of their safety measure.

The learning environment of GSHS is free from dangers that may cause harm to learners, as assessed by the respondents. This was evidenced by the highest weighted mean of 3.35 and deemed to be moderately evident. From these findings, it can be deduced that since schools are institutions in which learners spend most of their time, it is but proper to have the necessary safety measures in place.

DISCUSSIONS

The results of the study revealed that there was orientation program and disaster drill implemented in the school quarterly. It was also revealed that there was no visible information as to structural composition, inadequate materials and equipment, but there were sufficient information dissemination and logistics. To a moderate extent, there were stakeholders' participation on safety measure practices implementation in the school.

KEYWORDS: safety measures, school disaster risk reduction management

SUBMISSION ID: R04A-BATANC-0347

Saligaw Tree Seeds: the Kuhol Killer

Jaylyn Dumangin & Romelyn Daguro, San Martin Integrated School
(Adviser: Herman Lapastura)

Abstract

INTRODUCTION

Rice is the staple food for Filipinos. Rice is produced during wet season and during dry season in areas where irrigation is available. Oftentimes, rice is infested by different insects and mollusks. The Golden Apple Snail (GAS) also known as golden icuhol is a type of mollusk that live in rice paddies and feeds on rice seedlings. They are very destructive and can reduce about 20 to 30 percent of rice produce if they are not properly managed. The use of commercial molluscide to control these organisms is an important step. However, it can also contribute to the eutrophication of the soil as well. A breakthrough to control golden kuhol is being studied. This breakthrough can improve the quality of soil since this alternative molluscide come from the seeds of Saligaw tree.

METHODS

Laboratory method and field testing method were used in this study. The researchers conducted a laboratory setup in which a basin was filled with 8 liters of water. 6 Golden Apple Snail (GAS) were freed in the basin. After 30 minutes, a 30 gram pounded seeds of Saligaw tree were placed in the basin. The researchers checked the GAS every hour. A field testing was also conducted to further test the effectiveness of the seeds. The researchers prepared two set ups. Set up A is a 1 square meter paddy with 6 GAS and a 20 gram commercial molluscide was placed. Set up B is a 1 square meter paddy with 6 GAS and 20 gram pounded saligaw seeds was also placed in it. The researchers noticed that the GAS became immobilized after 3 hours. After 24 hours, the golden icuhol eventually died in both setups.

RESULTS

In the laboratory set up the pounded Saligaw seeds was proven to be effective since all the 6 golden kuhol died. In the field testing setup, the effectiveness of the Saligaw seeds as molluscide is the same with that of the commercial molluscide since all the golden kuhol died. Thus, there is no significant difference between the use of commercial molluscide and the use of pounded Saligaw seeds as molluscide.

DISCUSSIONS

The results of the laboratory setup and field testing set up proved that the seeds of the Saligaw tree is an effective kuhol killer. All the GAS in the laboratory set up and field testing setup were killed. The use of the seeds of Saligaw tree can absolutely kill golden kuhol in rice paddies.

KEYWORDS: Saligaw Seed, Kuhol, Molluscide

SUBMISSION ID: R002-QUIRIN-0137

Sanay - Husay Intervention Programs and its Effect to Pupils Academic Performance

Lino T. Sanchez & Mylene Quilitis, Department of Education - Division of Calamba

Abstract

INTRODUCTION

Department of Education Vision and Mission provides direction towards a desired outcome of everything that is happening in the school. In order to attain this, we need to change, build, and grow. We need to create projects that would cater the individual needs for a better result. Based on the latest NAT result in Filipino, Calamba City got an MPS of 62% which is still far to the 80% proficiency level. Though Calamba City ranked 4 in CALABARZON, we need to improve. In monitoring the schools, it was found out that Kay-Anlog Elementary School has the lowest over-all NAT MPS of 38.42% which is attributed to teachers' lack of mastery in the content, knowledge and its application within and across the learning area. With this problem, the pupils' performance in NAT is greatly affected specifically the Filipino subject having reached an MPS of 52.65 only.

METHODS

In relation to this, EPS- in Filipino conducted a leadership implementation project entitled SANAY-HUSAY in Filipino at Kay-Anlog Elementary School. This project will benefit 77 pupils in Kay-Anlog ES. It is believed that through this project, the performance of these pupils will increase from 52.65 to 75% mastery level. Six teachers handling Filipino subject is expected to have mastery in formulating HOTS questions as manifested in the output they will produce, as well as to the learners who could think critically in oral and written discussions.

RESULTS

Based on the 6 months cycle implementation of SANAY-HUSAY Project in Filipino at Kay-Anlog Elementary School, the action research conducted reveals that Grade VI performance in Filipino has a gradual increased based on the quarterly examination result from 37.34% (Pre-Test) to 75.14 (Post Test). Teachers are well organized and oriented on their task and function on the project. Owner has enough time to prepare materials and to reflect on the process. Teachers has a better performance in teaching the subject as a result of the technical assistance given by the school head. Learners are active and well-motivated to listen with the teachers using localized and ICT-Based instructional materials, to minimize pupils' absenteeism.

DISCUSSIONS

SANAY-HUSAY Project in Filipino is an intervention program conducted by EPS in Filipino at Kay-Anlog Elementary School which aims to Increase the Grade VI performance in Filipino particularly in NAT from an MPS of 52.65% to 75%. But since National Achievement Test is not yet done, the researchers utilized the quarterly examination results as a basis of determining the academic progress of grade 6 pupils as a result of SANAY-HUSAY project.

KEYWORDS: SANAY-HUSAY PROJECT A KEY FOR ACADEMIC PROGRESS

SUBMISSION ID: R04A-CALAMB-0419

SARDO: Exploring the Efficacy of Home Visitation as a Tool for Student Retention

Christian Obo, Department of Education - Calamba

Abstract

INTRODUCTION

The main objective of the study is to come up with different interventions and programs that can help Home Visitation Program improve its services to the students, teachers, and to their families including the needs and demands of the community and its stakeholders.

METHODS

The study utilized the mixed method design. The respondents of the study were the teachers from different schools in Calamba who are involved in the Home Visitation Program and the parents of KNHS who had been part of the program.

RESULTS

Through Home Visitation, the teacher and the parents were able to identify the needs, problems, and even cases to address in order to retain these students in school. In this case, students were able to cope with the environment and learn from his/her own decisions.

As for the programs that would help to improve the Home Visitation, continues programs and training for the parents and teachers develop awareness and strategies that may help each and every one to come up with different approaches to deal with the challenges confronting the students.

DISCUSSIONS

Through Home Visitation, the teacher and the parents were able to identify the needs, problems, and even cases to address in order to retain these students in school. In this case, students were able to cope with the environment and learn from his/her own decisions. The students continued with their studies through the support system of the school.

As for the programs that would help to improve the Home Visitation, continues programs and training for the parents and teachers develop awareness and strategies that may help each and every one to come up with different approaches to deal with the challenges confronting the students.

KEYWORDS: Home Visitation, School Drop Out

SUBMISSION ID: R04A-CALAMB-0056

**Satisfactory Rate of the Services Given to the Cosmetology Students:
Bases for Proposed Techvoc Enhancement Program**

Axl Rose Pasaporte

Abstract

INTRODUCTION

It's not enough to make customers happy with each individual interaction. The most recent customer experience survey found that effective customer journeys are more important: measuring satisfaction than measuring happiness for each individual interaction (Pulido, et al, 2014). This study is intended to determine the satisfactory rate of their clients to improve the services they give. In addition, it is important to inform customers that their opinions matter, and that their responses will investigate change within the organization.

METHODS

The study used qualitative research method wherein qualitative data were collected primarily through surveys and interviews. The respondents of the study were the people who have received the services of Grade 11 Cosmetology students, specifically 19 teachers and 13 learners of Glan Padidu National High School. Slovin's Formula was used to determine the number of respondents to be included in the study. The researchers used guide questionnaires to gather the data needed through surveys and interviews.

RESULTS

The result of the study shows that out of 32 respondents, 27 of them satisfied with the services provided by Grade Cosmetology students. Quoted from the interview, one of the respondents said, "Just almost satisfied because during the cutting of my hair, they were just professionals and they performed my chosen hair cut style". In terms of the speed of response of the operators to their clients, half of them answered they were satisfied. Additionally, most of them were very satisfied with the attitudes of the operators but there were 16 respondents who answered not satisfied. The most common reason why they were just not satisfied with the services provided to them because of lacking materials, equipment or tools, and no self-confidence during the performance of services.

DISCUSSIONS

Customer service evolves into customer experience (Leung, 2014). Thus, customer satisfaction ratings can have powerful effects especially to the performance of the cosmetology services. The research in this study showed that the lack of equipment and student confidence in performing cosmetology services hinder the customer satisfaction. Based on that, the administrators and Techvoc teacher must support their learners' career exploration, career interest and resources necessary to assist them in reaching their goals. Finally, The Techvoc Enhancement Program must be crafted and implemented.

KEYWORDS: cosmetology, glan - padidu national high school

SUBMISSION ID: R012-SARANG-0022

Saving Attitudes of Grade 11 Students of Saguday National High School

Jadencryra Hilario, Saguday National High School
(Adviser: Joey V. Ritumban)

Abstract

INTRODUCTION

Saving nowadays is not prioritized by new generation due to changing priorities and mindsets. Little did they know the value and its impact on one's daily life. Many of the teenagers do not prioritize saving. This research aimed to determine the different saving attitudes of Grade 11 students of Saguday National High School.

METHODS

Descriptive quantitative design was used. Grade 11 students of Saguday National High School were the respondents of this study. The researchers made use of Slovin's formula to get the sample. The instrument used a 4 point-Likert scale. Data gathered were tabulated by computing the mean.

RESULTS

The findings show that majority of the respondents have positive attitude towards saving which weighted mean is 3.26 which means they believed that they can be able to reach their goals through saving. Least of the respondents have negative attitudes towards saving. They believed that they don't need to save and some of them are not saving. On the other hand, some of the respondents have conditional attitudes towards saving which means that their attitude is neutral which is having neither positive nor negative attitude towards saving.

DISCUSSIONS

The students are to practice positive attitude towards saving for them to secure their future in terms of finance and also it can help them surpass certain challenges involving money. Also, teachers and parents are to motivate them to save money, learn positive saving attitudes, and appreciate the value of money.

KEYWORDS: saving, attitude

SUBMISSION ID: R002-QUIRIN-0049

Saving the Environment Program (SEP): A Key in Empowering the Community

Teresita Bagsic, Department of Education - Batangas Province (Rosario East District)

(Adviser: Teresita Bagsic)

Abstract

INTRODUCTION

From the past years until now our country suffered because of the different calamities and disasters like strong typhoons. Many people died, lost their home, and even their way of living such as farming and fishing. From this, the researcher used to empower the community through SEP or Saving the Environment Program since she believed that one of the ways to empower the community is to discipline people on how to take good care of the biodiversity.

METHODS

The respondents on this study was limited only to 50 residence in Macalamcam B, Rosario Batangas who has been interviewed and who answered the questionnaire. This action research chiefly relied on saving the environment which focuses only on disaster like typhoons. The researcher used the descriptive method to find out the different ways on how to save the environment especially in case of typhoons. The data gathered were tabulated, evaluated and analyzed using frequency, percentages, and ranking system to identify the different ways on how to save the environment and in empowering the community.

RESULTS

The researcher found out that to empower the community the environment must be taking good care of in order to have continuous growth and development. As the community grows and developed the environment must not be taking for granted but must be taking into consideration in order to achieve a fully empowered community.

DISCUSSIONS

Based from the gathered data, the researcher conclude that our environment is an important factor to empower the community. Person's self-discipline is vital in empowering the community because if the person has lack of discipline it may results to damaging the environment. Every person must be disciplined in order to do well for our environment.

KEYWORDS: ENVIRONMENT

SUBMISSION ID: R04A-BATANP-2152

Scaffolding Activities for Learner's at Risk: Reviving and Rejuvenating School Attendance and Participation

Lea Tenorio Mandocdoc & Michiel Dongiapon Chavez, Department of Education - Batangas

Abstract

INTRODUCTION

Inattentiveness, reluctance in participating activities and nonattendance in classes are antecedent of failing performance in school and dropping out of school is the finale of the process. This scenario is apparent in all academic institutions and greatly affects everyone in the academe in all parts of the country. This study is conducted to find out the challenges encountered by Grade 7 students in attending their classes and to know the common action manifested by the students with regards to attendance and class participation.

METHODS

Researchers tapped the assistance of advisers in obtaining the names and number of learner's at risk in each section. Afterwards, questionnaires were given to the participants. To answer and better yield truthful and objective results the researchers interviewed them.

RESULTS

Among the actions manifested by students in terms of attendance and class participation, reluctance in doing both individual and group activities were the behavior manifested by the students followed by cutting classes and inattentiveness; while lack of interest in study and financial problem were the challenges encountered by the students.

DISCUSSIONS

Based on the data, it can be inferred that students are not academically inclined and their attitude and behavior towards their study are not progressive. Indeed, these posed challenge to modern day educators because percentage in performance tasks is higher compared to any criterion in giving grades to students. This predicament must be addressed in the earliest possible to decrease the number of repeaters and dropouts. While, personal and family factors were the challenges met by the students. Among which were lack of interest in the study, financial difficulty, and addiction to online games.

KEYWORDS: Scaffolding Activities , Learner's at Risk:, School Attendance, School Participation

SUBMISSION ID: R04A-BATANP-2200

Scaffolding Strategy: Implementation of Technology Approach in Teaching 6th Grade Mathematics

Lord Marie Lat & Lorelie Camat, Sta. Maria Elementary School

Abstract

INTRODUCTION

Sta. Maria Elementary School wanted to promote good quality education as the teachers are urging to meet high standards of education for the school and provide globally competitive and highly educated students. The study was made to assess the utilization of Technology approach in teaching Mathematics in a Scaffolding style which uses Assessment tools and E-games as additional instructional materials and to identify the weakness point in using this kind of teaching approach in 6th grade pupils of Sta. Maria Elementary School.

METHODS

It utilized developmental method of research to assess the mean perception of the respondents as to acceptability, validity of the materials, and how they perceived in using the new approach and materials used in teaching Mathematics. Furthermore, it uses pre-test and post-test to assess the pupils' progress with the use of new materials in teaching and learning Mathematics.

RESULTS

Teacher respondents strongly agreed in the utilization of technology approach in teaching Mathematics with the use of activity-based materials (assessment tools and e-games) which is one of the method in scaffolding style in teaching at the same time the respondents strongly accepted the validity and clarity of the content of the materials used in the approach applied in teaching the subject.

DISCUSSIONS

Utilization of technology approach with the use of assessment tools and e-games provide an immense impact in the teaching- learning process and on pupils' academic performance. It is believed that the motivational effects of this approach spearheaded the students' desire to learn better and certainly help pupils' improve their skills and performance in learning Mathematics.

KEYWORDS: scaffolding, E-games, assessment tools, technology approach, utilization

SUBMISSION ID: R04A-BATANP-0200

Scaffolding Tips for Technical Vocational and Livelihood Education Track of Pre-Junior High School Learners at Janopol Elementary School

Gladys Florian Castillo, Master Teacher

Abstract

INTRODUCTION

As one of the Technology and Livelihood Education (TLE) teachers, this study features the overture of the career planning for Pre-Junior High School learners at Janopol Elementary School. The learners' career track choice and the factors they consider in choosing their career in the Technical-Vocational-Livelihood (TVL) track is included in this study. Thus, the results of this study will serve as a school-based guideline in assisting learners in preparation for their junior high school and providing the school as well as the Division of Tanauan City of the comprehensible input about learners' career preference under the Tech-Voc-Livelihood track.

METHODS

This study used descriptive qualitative research design and is intended to identify the scaffolding tips that eventually will develop a career planning program for pre-junior high school learners at Janopol Elementary School. Respondents of the study are 49 Grade six pupils.

RESULTS

After analyzing the responses from the test questionnaires distributed to respondents, the researcher arrived at the following results: that most learners find TVLE as a difficult specialization. In terms of the specialization according to their knowledge, it shows that cookery has the most number of respondents while massage is the least. Meanwhile, in terms of the possible reasons in selecting the specialization, most of the respondents answered that friends may want the specialization and only three said that it is their ambition.

DISCUSSIONS

After a thorough study on the learners' responses, the researcher arrived in the following supplementary scaffolding tips that may be designed to help learners in career planning for junior high school.

a. Career Caravan

This will allow students to listen to testimonies from people with TVLE careers. They will have ideas about their possible careers.

b. TVLE Trip

They may have exposure trips to industries, hotels, farms, restaurants, and even TESDA so that they will have ideas about TVLE.

c. Career Guidance

The school may prepare school based assessment that will be used as basis in guiding them to choose their careers.

KEYWORDS: Technology and Livelihood Education, career planning

SUBMISSION ID: R04A-TANAUA-0168

**Scholastic Standing and Educational attainment of Parents: their
Influence on the Final Grades of Grade 9 Achievers for the S.Y 2017-2018**

Ephraim A. Cajalne, Hannah-Lian P. Chavez, & Mary Gwyneth A. Tolentino
(Adviser: Jan Michael G. Buenaobra)

Abstract

INTRODUCTION

Genetics and heredity are mainly the contributory factors in the making of students with scholastic standing. Chromosomal combination therefore of DNA and RNA strands can be transferred from ancestors to their off springs. These facts can be used as bases to produce or justify the descendants' mental, psychological, physical, and even social potentials, behavioral tendencies, inter and intrapersonal intelligences, artistic and musical inclinations and the like can be traced back from their ancestors in the given clan or kinship.

Inclination of off springs toward learning areas is the main focus. The combination of different factors from parents specifically their scholastic standing and their educational achievement as they contribute toward making them top among their peers is to be taken in-depth consideration. This study aims to assess the influence of parents' scholastic standing and educational attainment in relation to the academic performance of Grade 9 achievers of Sta. Anastacia-San Rafael National High School for the School Year 2017-2018.

METHODS

The descriptive method of research through survey and questionnaire were used to determine the impact and/or influence of the parents' scholastic distinction and educational attainment, if there is, to the general average of the Grade 9 top students.

RESULTS

The perceptions of students were based on two folds a) educational attainment through a questionnaire and b) scholastic standing through a survey. Result showed that educational attainment of their parents does not have any direct influence on their academic performance. In terms of their parents' scholastic training, the result revealed that most of the fathers and mothers of the Grade 9 top students belonged to those who did not receive scholastic recognition and or distinction has no impact on their academic achievement.

DISCUSSIONS

The scholastic standing and the educational attainment of parents have no significant influence in the final grades and ranks of the Grade 9 top students. Therefore the null hypothesis is accepted, and the affirmative hypothesis is rejected. Nevertheless, this research will be a basis for a more in depth study on the influence of parents' standing on their children's performance.

KEYWORDS: Scholastic standing, educational attainment, academic performance, achievers

SUBMISSION ID: R04A-BATANP-1546

School-Based Feeding Program "Project Dwarf": An Opportunity to Minimize Severely and Wasted Grade Five Learners of Mohon Elementary School

Roxanne R. Salazar, Marciana C. Promentilla & Lucita S. Pascual, Department of Education

Abstract

INTRODUCTION

Good health and nutrition are not only essential inputs but also important outcomes of basic education of good quality. On the other hand, poor health and malnutrition are said to be an important underlying factors for low school enrolment, absenteeism, poor classroom performance as well as early school dropout. In these sense, children, of school age especially, must be healthy and well-nourished in order to fully participate in education and gain its maximum benefits.

Meanwhile, programs to achieve good health and nutrition at school age are therefore essential to enhance the learning and educational outcomes of all children.

Ensuring that children are healthy and able to learn is an essential component of an effective education system that is why Mohon Elementary School, as one big school with more numbers of wasted and severely wasted learners, utilized its resources and fed about 80-100 daily to augment their nutrient deficiency

METHODS

Numerous techniques were used to conduct this research. Some of those were assessment of the nutritional level of the target customers, finding their needs and wants and food preferences. The respondents of this research were all the 15 grade six wasted and severely wasted learners coming from the two sections of grade six in Mohon Elementary School.

This is a descriptive research which utilized the unstructured interview, PTA meeting, and home visitations and focused group discussion in data gathering. The results of aforementioned methods were administered and interpreted to identify the perceived causes, and needs and wants of grade six severely wasted and wasted.

Meanwhile, the unstructured interview and home visitations were just surveys, somewhat like follow-up questions to the pupils who despite being fed in previous year still belong to the lower nutritional status. Questions included in the interview scheduled have undergone review and analysis, by the school principal.

RESULTS

The data reveals that seven out of 10 or 70% severely wasted pupils have improved and become normal. It apparently exceeds the 60% target.

SUBMISSION ID: R04A-BATANP-0917/ R04A-BATANP-0919/ R04A-BATANP-0925/ R04A-BATANP-0928

**School - Parent Partnership in Developing the Reading Habits of the
Grade Five Pupils in Mayasang Elementary School**

Ammylou Hernandez, Department of Education

Abstract

INTRODUCTION

The school cannot achieve success without the assistance of the parents and community leaders and other stakeholders. Developing sound and wholesome partnership between the two most influential institutions is deemed necessary to meet the goals of education which is centered on the community. Parental involvement in school programs events even planning and utilization of school resources is considered the most essential measure for the attainment of the goals desired to happen in the school.

Involving the parents through the different associations including PTA Parent-Teacher Association and Homeroom PTA can be of great help to meet the prioritized needs and wants of the institution. However, the role of parents should not only evolve in these particular groups but the most pivotal role of them is to be involved in the academic affairs of the children.

METHODS

This study is centered only on the assessment of parental involvement through the development of teacher-parent partnership specifically, the development of positive reading habits. Participants of the study were the two Grade Five teachers, the 61 Grade V pupils and at least 20 parents of the Grade V pupils. The data were taken from the questionnaire, interviews and actual observation of the reading habits of the pupils under study.

RESULTS

Based on the findings presented in the study, it is clear and concrete that parental involvement and participation on the academic practices particularly developing the reading habits of their children, is an essential element of good school. With the participation of the parents in various school activities and events, the children are given the widest opportunities to improve not only their academic performance and learning outcomes, but also their social responsibility. It can be said therefore that every school with developed partnership with the parents can expect for the productive performance of the children not only in reading but in all aspects of the academic endeavors.

DISCUSSIONS

Findings of the study should be carefully and intelligently assessed as basis for the interventions in order to improve teacher-parent partnership. Teachers should seek the participation of the parents particularly on reporting the academic performance of the children, including the formation of the positive values and discipline. As to the development of reading habits which is the starting point of effective reading, parents should be patient enough to monitor the reading habits and reading performance of the children.

KEYWORDS: school-teacher partnership, assessment, performance, involvement, participation

SUBMISSION ID: R04A-BATANP-0676

School Administrators Leadership Traits and their Leadership Effectiveness

Brian Generale

Abstract

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KEYWORDS: SCHOOL ADMINISTRATORS LEADERSHIP TRAITS AND LEADERSHIP EFFECTIVENESS

SUBMISSION ID: R012-SARANG-0023

School Administrators' Management Practices in Relation to School Performance: Inputs for Developing an Enhancement Program

Rodney Allan Gianan, Mambungan National High School

Abstract

INTRODUCTION

All around the world, schools are believed to be manned by school principals being the spearhead, the prime mover, and the brain behind the accomplishment of a successful educational program. The researcher attempted to determine how the school administrators' management practices affect the school performance in District 1, Division of Antipolo City. These management practices were the variables examined and related them with performance indicators.

METHODS

In conducting this study, the researcher prepared a two-part questionnaire checklist which was answered by two groups of respondents: the school administrators and the teachers, in order to assess the school-based management practices of principals in the secondary schools that may affect school performance. The study used the descriptive method of research with the survey questionnaire as the data gathering instrument and the percentage, weighted mean, z-test, Pearson's r, and correlated t-test as the statistical tools.

RESULTS

Based on the results of the study, the conclusions derived were as follows: the teachers and the administrators are both satisfied with the school administrators' management practices; the two groups of respondents have the same perceptions as regards school administrators' management practices and school performance.; the performance of the subject schools in District 1 of Antipolo City decreased for the last three school years (2014-2015, 2015-2016, 2016- 2017) while only the cohort survival reflected a high degree of success factor; and majority of the school administrators' management practices do not affect the performance indicators; however, the enrollment rate is affected by the Continuous Improvement Process and School Performance Accountability.

DISCUSSIONS

The salient findings of the study revealed that the school administrators' management practices as perceived by the teachers and the school administrators themselves were at a High Extent. Majority of the school performance of the secondary schools in District 1 of Antipolo City for the last three school years (2014-2017) had shown low degree of success factor. However, the cohort survival in all seven schools yielded a performance increase interpreted as a high degree of success factor for the last three school years. An Enhancement Program focusing on Continuous Improvement Process and School Performance Accountability and their relationship to enrollment rate was proposed based on the findings of the study.

KEYWORDS: accountability, management practices, enhancement program, performance indicators

SUBMISSION ID: R04A-ANTIPO-0002

**School and Behavior Problems of Grade Vi Pupils in Julian A. Pastor
Memorial Elementary School**

Joy Dalhag & Merla P. Garejo, JAPMES

Abstract

INTRODUCTION

Family and school problems contribute to a child's behavior. Many children cut their classes or sometimes they bully others. The current study aims to know the types of behavior problems of the respondents. The researcher aimed to determine if there was a significant difference in the respondents' school problems when grouped according to their profile variable; and if there is a significant association in the type of behavior problems of the respondents when grouped according to their profile variable; and be able to come up with an activity that may be developed as an input to help the office of Guidance and Counseling.

METHODS

The research method used was descriptive wherein the researcher utilized a questionnaire which was composed of three types. The researcher's data gathering instrument included: a self-constructed questionnaire for the respondents' profile in terms of sex, residential status, and daily allowance; determined the description of children's problem; and the standardized questionnaire, Behavior Problem Index, where items measured the frequency, range, and type of behavior problem encountered by the respondents. The gathered data were analyzed through percentage, weighted mean, independent t-test, and chi-square, respectively

RESULTS

The result revealed that the respondents' most common problem in terms of school was their relationship with classmates. Generally, the respondents claimed that they rarely experience school problems. For the types of their behavior problems, based on the data gathered, antisocial and peer issues were two of the most common manifestations of their behavior problem. On the other hand, two of the 11 least types of behavior problems were antisocial joined with dependent behavior problem and also dependent, headstrong plus hyperactive in one. The study revealed that there is a significant difference was revealed when family and school problems were grouped according to respondents' profile variable in terms of sex. The types of behavior problem were not dependent school problem.

DISCUSSIONS

The results of the study suggested that the Guidance and Counseling Office should develop more associations and support groups that would accompany the students in dealing with their problems. Also, these groups can uphold the students' mental well-being as well as their behavior by having many activities that are beneficial to them. For the family of the students, more concern with regards to the family especially to the child should be enforced.

KEYWORDS: SCHOOL PROBLEM, BEHAVIOR

SUBMISSION ID: R04A-BATANC-0247

School Based Feeding Program and its Effect on the School and Academic Performance of Wasted and Severely Wasted Pupils of Mabulo Elementary School SY 2018-2019

Vilma Ortiz, Department of Education

Abstract

INTRODUCTION

One of the program of Department of Education is the School based Feeding Program (SBFP) for undernourished students. The students that are classified "wasted" or "severely wasted" are the priority target of this program. The department believed that nutrition of the child is one of the most important aspects that enable them to study properly and perform their duties within and outside of the school.

Empirical studies reveal that School Feeding Programs indeed have significant positive impact on the academic performance. To the contrary, few other studies reveal there is no observable impacts of School Feeding Program on school participation. This study, therefore, takes account of these arguments and evaluates the significance of a particular School-Based Feeding Program in improving the academic performance among the school children of wasted and severely wasted pupils of Mabulo Elementary School. The main objective of this study is to evaluate the impacts of a School-Based Feeding Program on school participation specifically on the academic performance among pupils of the said school.

METHODS

The respondents of this study are the 70 wasted and severely wasted pupils of Mabulo Elementary School. Their academic performance during the second quarter of the year will be the basis of the researcher since during this period the feeding program is not yet implemented. While the academic performance of the pupils in the fourth grading period after the feeding program implementation will be utilized as to compare the previous performances of the pupils before and after the feeding program.

RESULTS

The results of School Based Feeding Program shows the positive benefits among the beneficiary pupils. In particular, the beneficiary parents observed their children performed better on the academic activities, less frequency of sickness that results to a better school attendance, and improved eating habits and table manners. However, in other instances, the participants mentioned that there was a lack of volunteer parents.

DISCUSSIONS

The respondents of the study will be given a notice of meeting with the school principal and the school feeding coordinator. They will be oriented on the process of the feeding program and they will be made aware that they are the subject of the research. Anytime that they want to withdraw during the duration research, they are free and will not be forced to join again.

KEYWORDS: nutritional status may affect the academic performance

SUBMISSION ID: R04A-CAVITP-1696

School Based Feeding Program and its Effect on Pupils Academic Performance in Mariano C. San Juan Elementary School

Jeanjelyn Paral

Abstract

INTRODUCTION

The study intended to determine the Effects of School-Based Feeding Program in Pupils' Academic Performance in Mariano C. San Juan Elementary School. Thirty-nine (39) teachers were considered as the subject of the study. They were described in terms of sex, age, educational attainment, and length of service.

METHODS

The study utilized Descriptive Survey Research Design to determine the effects of School-Based Feeding Program in pupils' academic performance.

RESULTS

The effectiveness of School-Based Feeding Program in academic performance of pupils obtained 3.93 mean with an Effective verbal interpretation. There is a substantial progress on the academic performance of the beneficiaries.

DISCUSSIONS

The school and the Department of Education must continue this kind of program to help our children to become physically, mentally healthy person and be a good citizen in their community. The proposed action plan is recommended for implementation.

KEYWORDS: pupils, academic performance

SUBMISSION ID: R04A-RIZALP-0483

School Based Feeding Program: Bridging Nutritional Status & School Performance Among Learners at Risks

Ronavel Alvaro, Buenavista Cigaras ES

Abstract

INTRODUCTION

The connection between health and learning has become an important issue internationally. Nutritional and health status are powerful influences on a child's learning and on how good a child performs in school. It was substantiated that to learn effectively, children need good health (Vince Whitman, 2001). Children with diminished cognitive abilities and sensory impairments naturally perform less, are more likely to repeat grades and to drop out of school. The irregular school attendance of unhealthy children is one of the key factors in poor performance. Children who are hungry have more difficulty concentrating and performing complex tasks. Research and program experience shows that improving nutrition and health can lead to better performance and reduced dropped out. Poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. The irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even temporary hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Armed with the above context, the researcher upon analysis of the pupils nutritional profile for July 2018 as well as the result of the revised Phil IRI Group Screening Test conceptualized this action research to determine the effect of the School Based Feeding Program on the school performance of the nutritionally at risks learners..

METHODS

The 31 grade 3-6 learners were purposively selected based on their nutritional and reading status. They were provided with health lessons as well as guided reading activities. Frequency Count, Simple Mean and MPS were used to analyze reading comprehension skills and concept cognition in quarterly examination in two (2) core subjects while anthropometric measure was used to determine BMI and nutritional status.

RESULTS

The study showed positive link between nutrition, school attendance, and reading status. However, data on concept cognition showed a not so positive link in terms of learners' mastery level with only 48% of them reached the target 75% mastery level.

DISCUSSIONS

This research was limited to nutritionally and readers at risks whose reading comprehension skills were monitored closely using the revised PHIL IRI reading tools making it original and heuristic. The integration of nutrition and reading program makes the study original giving value on the importance of nutrition to learners' school performance.

KEYWORDS: School Based Feeding Program, Learners at risks, nutritional status, PHIL IRI Graded passage

SUBMISSION ID: R04A-LAGUNA-0106

School-Based Feeding Program: it's Impact on the Academic Performance of Severely Wasted Pupils S.Y. 2015 - 2016

Arcely Lucero, Southville Elementary School

Abstract

INTRODUCTION

The purpose of this study is to determine the impact of the School-Based Feeding Program for the severely wasted pupils for the School Year 2015-2016. The respondents are all the 155 severely wasted pupils from grades one to six.

METHODS

The researchers utilized the purposive research design since all the respondents are included in this study and at the same time, they employed the t-test to compare the two academic performances of the pupils before and after the feeding program to determine if there is a significant impact on their academic performances after the treatment of the data collected by the researchers.

RESULTS

It was found out that there is an impact on the academic performance of the pupils having the computed t-value of 7.16 which means that there is a significant impact. The academic performance of pupils before the feeding program was 78.43 mean and 79.17 mean after the feeding program having the difference of .74 with 1.32 the standard deviation with .05 degree of significance.

DISCUSSIONS

The researchers would like to impart the value of the nutritional status of the learners has an effect on the academic performance of the pupils. Department of Education feeding program has a significant impact on the eradication of hunger around the country, sustainable implementation of the Gulayan sa Paaralan Program, and serve balanced/ nutritious food at home and encouragement of stakeholders and other private companies to donate in kind or in cash through adopt-a- School Program to support the sustainability of SBFP.

KEYWORDS: School Based Feeding Program, Academic performance, severely wasted pupils, Gulayan sa Paaralan Program

SUBMISSION ID: R04A-CAVITP-0640

**School Based Feeding Program: it's Impact on the Academic
Performance of Severely Wasted Pupils S.Y. 2015 - 2016**

Arcely M. Lucero, Department of Education -Cavite Province, Southville
Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

The purpose of this study is to determine the impact of the School Based Feeding Program for the severely wasted pupils for the School Year 2015-2016. The respondents are all the 155 severely wasted pupils from grade one to six.

METHODS

The researchers utilized the purposive research design since all the respondents are included in this study and at the same time, they employed the t-test to compare the two academic performances of the pupils before and after the feeding program to determine if there is a significant impact on their academic performances. After the treatment of the data collected by the researchers.

RESULTS

It was found out that there is an impact on the academic performance of the pupils having the computed t-value of 7.16 which means that there is a significant impact. The academic performance of pupils before the feeding program was 78.43 mean and 79.17 mean after the feeding program having the difference of .74 with 1.32 the standard deviation with .05 degree of significance.

DISCUSSIONS

The study would like to impart the value of the nutritional status of the learners has an effect on the academic performance of the pupils, Department of Education feeding program has a significant impact on the eradication of hunger around the country, sustainable implementation of the Gulayan sa Paaralan Program and serve balanced/ nutritious food at home and encouragement of stakeholders and other private companies to donate in kind or in cash through adopt-a- School Program to support the sustainability of SBFP.

KEYWORDS: : School Based Feeding Program, Academic performance, severely wasted pupils, Gulayan sa Paaralan Program

SUBMISSION ID: R04A-CAVITP-1462

School Based Management Project - LOA 75

Aurora P. Chavez & Joland Sereño, Bagbag National High School

Abstract

INTRODUCTION

In line with the intervention program of Department of Education Cavite for classroom-based assessment known as SBM Project 555-LOA concerning the five (5) learning areas namely: English, Filipino, Mathematics, Science and Araling Panlipunan, our school Bagbag National High School adapted this program to improve the achievement level of Grade 10 students in the NAT (National Achievement Test) through the use of classroom-based assessment on CPD (Cognitive Process Domain).

METHODS

This is content-based and adapted from Anderson & Krathwohl (Revised Blooms Taxonomy) Cognitive Process Dimension of HOTS questions. Select one learning domain to be mastered in a particular area within a week. The selected section/group will answer one CPD question every session for four days and diagnose the learning domain on the fifth day, a 10-item multiple choice type test will be given. The first quarter examination performance of Grade 10 students in five learning areas was used in selecting the participants in this project (Quasi group). The target performance at the end of every quarter is at least 75% MPS approaching mastery level.

RESULTS

The data gathered were analyzed and compared using mean, standard deviation, mean percentage score, and t - test. The pre-test and post-test results were found significant. In addition to this, the result of the second quarter examination of the five learning areas were also used to strengthen the significance of the study.

DISCUSSIONS

This study was limited only to those groups/sections with the lowest LOA (Learning Outcome Assessment) result in the five learning areas. Using their group MPS (Mean Percentage Score) as basis for their ranking. The effectiveness of the test is basically determined by analyzing the pattern of test scores from several tests. One CPD question per day and one 10-item multiple choice type test per week.

KEYWORDS: Academic performance, Learning Outcome Assessment, Cognitive Process Domain, Mean Percentage Score

SUBMISSION ID: R04A-CAVITP-0239

School-Based Feeding Program and its Impact to the Academic Performance of Undernourished Intermediate Pupils of Navotas Elementary School

Reslie Ann C. Huelva & Syralyn Valdez, Navotas Elementary School

Abstract

INTRODUCTION

Education is the prime instrument for national development. It is the tool of the country to be able as the teachers to produce competitive pupils so that they can compete in this highly global competitive world. The problem begins on how we can produce 21st century learners if the child is suffering from malnutrition and other nutrient deficiency due to poverty. Pupils can suffer health problems if they are lack in nutrients, right food and others that they need to be able to grow. It can primarily affects their study habits which can lead to the poor academic performance. The researchers are motivated to conduct the study to determine the importance of SBFP with regards to the academic performance of undernourished intermediate pupils on Navotas Elementary School.

METHODS

This study used the experimental method of research to gather the needed data on the impact of school-based feeding program in the academic performance of undernourished intermediate pupils of Navotas Elementary School.

The respondents of this study were the 15 undernourished intermediate pupils of the Navotas Elementary School. Their academic performance during the first quarter of the school year were the basis of the researcher. While the academic performance of the pupils in the second quarter after the feeding program implementation utilized as to compare the previous performances of the pupils before and after the feeding program.

RESULTS

Three dependent variables are being compared, which are the grading periods, BMI results, average academic grade, and moving average was implemented as the type of statistical analysis.

There was a difference in the mean and standard deviation in academic performance of the SBFP recipients. There was a notable increase in the mean rating of pupils from 77.47 in the Quarter 1 and 78.13 in Quarter 2 while the data decreased in deviation from 8.80 to 8.84. T-test analysis was executed to compare the two averages means whether they are different from each other. With the t-values of -2.78 and -2.47, there was a difference within the BMI and academic performance within the span of a grading period.

DISCUSSIONS

It was known that after a grading period, there was an increase in BMI and average academic grades of students. This implies that the school's feeding program has a positive effect for the undernourished intermediate pupils.

KEYWORDS: School-Based-Feeding Program, Academic Performance, Undernourished Pupils

SUBMISSION ID: R04A-RIZALP-0327

School Climate and its Impact on Teachers' Surface Acting: Emotional Intelligence as Moderator

Leah Ace Escapalao, San Jose Community High School

Abstract

INTRODUCTION

Teachers invest great deal of dedication to be able to do tasks expected from them to accomplish in every day. With the stressful task asked from teachers, emotion are usually at stake. Teachers' emotion directly affect the students' physical and mental development. The teachers' emotional labor affects their work efficiency and quality. The teachers' perception of the school climate where they works is related to his behavior and emotion towards the school. In previous studies, it has been proven that the teachers' perception of the school climate affects their emotional labor, however only few studies have directly examined the relationship among school climate, surface acting, and emotional intelligence of teachers. The purpose of this study is to investigate the relationship among school climate in teachers' perception, teachers' surface acting, and emotional intelligence.

METHODS

Participants were 600 teachers from different schools in NCR, Central, and South Luzon. This research is pure quantitative in nature and data were gathered through convenient sampling. The researchers adapted validated questionnaires to measure Surface Acting, Emotional Intelligence and School Climate.

RESULTS

The data resulted from Pearson correlation analysis showed that school climate to surface acting has "strong positive" relationship. On the other hand, emotional intelligence to school climate (0.032) and surface acting to emotional intelligence (0.072) both have a "very weak" positive correlation. The linear regression between variables showed there is a significant difference between the predictors (school climate, emotional intelligence) and the dependent variable (surface acting). The effect of school climate on a teacher's surface acting has an R-squared model value equal to 52.52% which proves that emotional intelligence has a moderating effect which can give an increase of 1.60%.

DISCUSSIONS

This study revealed that the relationship between the teachers' perception of the school climate and the teachers' surface acting is moderated by the teachers' emotional intelligence. Thus it concludes that emotional intelligence has an effect on the teachers' tendency to surface act. Additionally, this finding also enriches the emotional labor literature by considering the school climate to be an antecedent of emotional labor. Emotional intelligence was associated with surface acting among teachers in both private and public schools in National Capital Region and Central Luzon.

KEYWORDS: School Climate, Emotional Labor, Surface Acting, Moderator

SUBMISSION ID: R04A-CAVITP-1707

School Climate and Teachers' Discipline Strategies on Students' Emotional Intelligence: Basis for a Reflective Journal

Jennifer M. Oestar, Canda National High School

Abstract

INTRODUCTION

Most educators agree that students are characterized as a young person who undergo the psychological, biological, physical, and social changes. This age reflects the time of the life when teenagers are forming their values and relations to society, family, friends, and school and mostly they are looking for their own identity. These changes in teenagers' personalities should be taken in consideration in teaching and learning process including their attitudes towards learning as well as their behavior. That is why this became a prevalent concern in most researches. This study was concerned in finding the relationship between school climate and teachers' classroom discipline strategies on students' Emotional Intelligence with an end of developing a reflective journal.

METHODS

The study was a descriptive research which utilized sets of questionnaires to gather the data. Respondents were 103 secondary teachers, 561 high school students and 20 school heads from schools in Calauag and Tagkawayan, Quezon. Relevant data for this research were gathered through a validated researcher's self-devised questionnaire. Responses were treated statistically using weighted arithmetic mean and correlation.

RESULTS

1) As to perceptions on School Climate, each of the domains was Strongly Agreed by the students with the highest WM for Relationship with 3.41 and lowest WM for Safety and Teaching & Learning with both 3.28 respectively. 2) As to classroom discipline strategies of secondary school teachers, they Never Demonstrated Punishment on their students with a WM of 1.63 while they Always Demonstrated Discussion Strategy with a WM of 3.42. 3) As to students' Emotional Intelligence, respondents have the highest WM for Intrapersonal Skills and General Mood while they have lowest WM for Interpersonal Skills and Adaptability. 4) The student respondents were found out to have an Average level of Emotional Intelligence. 5) The domains of school climate (safety, relationship, teaching/ learning and physical environment) significantly affect students' Emotional Intelligence. 6) The domains of teachers' classroom discipline strategy (aggression, discussion, hinting, involvement, punishment and reward/ recognition) do not significantly affect students' Emotional Intelligence.

DISCUSSIONS

The results demonstrate that students from Calauag and Tagkawayan have a positive perception of their school climate. Most of the teachers are using Discussion as a form of discipline strategy in school. On the other hand, they are discouraged to implement Punishment and Aggression discipline strategies due to the existing "Child Protection Policy." The domains safety, relationship, teaching/ learning and physical environment significantly affect students' EI because the school climate has more impact on students' emotion since this includes outside factors that they are exposed to. Aggression, discussion, hinting, involvement, punishment and reward/ recognition do not significantly affect students' EI since teachers are not the only individual that they see in school. Another reason for this is that every teacher has his/her varied discipline strategies depending on the students' personality and every student has different impressions about his/her teachers. It may be implied that the study can also be undertaken within other localities/districts and may be correlated with other variables. The developed Reflective Journal on Exploring Students' Emotional Intelligence may be used for enhancing students' Emotional Intelligence on knowing their strengths, improving their weaknesses as well as awareness on the protection policies for them.

KEYWORDS: discipline strategies, Emotional Intelligence, reflective journal, school climate, strategies, journal

SUBMISSION ID: R04A-QUEZON-0072

School Dropouts and their Reasons for Leaving School: the Case of Selected Public Secondary Schools in the Division of Calamba City

Marietta Macabansag & Evelyn Sublay, Department of Education

Abstract

INTRODUCTION

Education is the main source of opportunity to become active member of the society from the social and individual perspectives. From the social perspective, the key to a continuous development of the society is education. On the other hand, from the individual point of view, education determines the opportunities of every individual to be socially active. When the individual drops out from school, his/her opportunities become limited. Dropping out from school is a danger to the youths' life and places them in great problems as stated by Tarusha 2014. The Dropout Reduction Program (DORP) had a clear vision that all schools must be geared toward significantly reducing, if not eradicate the number of dropouts. However, the recent data from the performance indicator of public secondary schools in the Division of Calamba indicate that the simple dropout rate increased by more than double from 1.38% in SY 2013 - 2014 to 3.09% in 2014-2015.

METHODS

The study utilized the mixed-method with questionnaire as the main data-gathering instrument coupled with in-depth interview and focus-group discussion (FGD). For the in-depth analysis of data, frequency, and percentage were used.

Participants were drawn from the target schools purposively chosen to represent the Division of Calamba City. The consideration in choosing these schools was made based on the report of dropout rates in the Division of Calamba City. Pareto analysis was also employed to determine the schools which exhibited relatively high rates of dropouts for the last three school years. The empirical data collected were treated statistically using descriptive statistical procedures. To further validate the result of the survey, thematic approach was used in in-depth interview and FGD

RESULTS

This study revealed that the age bracket of dropouts is from 12-15 years old, majority are males, from Grade 7 whose parents finished high school and with a monthly family income of 5,000php to 10,000ph. From the perceived factors contributing to dropping out, family problem (domestic factor) lack of interest (individual factor), peer influence (school factor) and lack of financial source (poverty factor) were predominant. With regards to the process and intervention given to students prior to dropping out, teachers carried out various activities like home visitations and calling the attention of the parents. On the part of the parents, they normally responded to the calls of the school or teachers by means of going to school and talk about the issue concerning their child. After dropping out, the teacher again will conduct another home visitation and sometimes will not do anything about it anymore. On the part of the parents, after their child dropped out from school, they will convince their child to go back to school. With regards to the interventions and conference with parents (student-respondents' perception); home visitation (parent-respondents' perception) and counselling (teacher-respondents' perception) were considered helpful in convincing the dropouts to return to school.

DISCUSSIONS

With the presence of various contributory factors that led students to drop out from school, an appropriate action plan or intervention should be a priority. Schools must develop a system-wide plan that will allow monitoring and evaluation of activities where problems and issues could be addressed; where linkages with all stakeholders could be sustained; and where feedback mechanism is possible and tracking of progress is viable

KEYWORDS: Dropout, Domestic-Related Factors, Individual-Related Factors, Poverty-Related Factors, Profile, Public Secondary Schools, School-Related Factors

SUBMISSION ID: R04A-CALAMB-0213

School Dropouts: A Case Study of Public Elementary Schools in the Division of Calamba City

Marisa Dedumo, Vanessa Centeno, & Vienna Bondoc, Department of Education

Abstract

INTRODUCTION

Education should be provided to all children as indicated in Presidential Decree No. 603, s. 1974 and the Convention on the Rights of a Child of 1989. The education they will get will mold them into becoming productive citizens of the country. All efforts are exerted to promote their welfare and enhance their opportunities for a useful and happy life. However, there are still challenges encountered in education and one of these concerns is the increasing number of dropouts in schools. The main thrust of this study was to identify the factors leading to the dropping out of elementary pupils in the Division of Calamba City.

METHODS

Using the mixed method, the study utilized a checklist and open-ended questions in gathering data that provided the factors that led to the pupils dropping out and the processes involving the parents or guardians and the teachers prior to and after the children's dropping out. Different programs and interventions which made the children come back to school were also determined through the instrument used. The Pareto Analysis was utilized to identify the priority schools and number of respondents. The frequency count was also utilized.

RESULTS

Based on the data analysis, the parents, teachers, pupils agreed that family problem has been the most common factor of dropping out ($f=187$) and lack of interest to schooling ($f=88$). Teachers usually called the attention of parents to report to school and parents went to school to talk about the issue. Teachers conducted home visitation and encouraged the children to go back to school to save these children from dropping out. However, parents allowed the pupils to stop schooling. Among the interventions, counseling of the parents to their children majority helped the pupils to return to school.

DISCUSSIONS

The results of the study assumed the needs to strengthen the interventions of schools in Calamba City especially to the parents and the pupils to reduce dropout rate. With the findings, intensified interventions were crafted.

KEYWORDS: dropouts, interventions, family problem, lack of interest, home visitation

SUBMISSION ID: R04A-CALAMB-0346

**School Earthquake Preparedness Program in Public Elementary Schools
in the District of Cabuyao: A Basis for an Operation Manual**

Mherphy Morales, Department of Education - Cabuyao

Abstract

INTRODUCTION

The Philippines is located near the Pacific ring of fire where a large number of earthquakes and volcanic eruptions occur. The Philippines experienced numerous seismic events. Tectonic plate moves once in a while, moving the crust that results to earthquakes. Preparedness on the countries surrounding the Pacific ring of Fire is observed. In the Philippines, the national government ensures the preparedness of their people through the continuous implementation of projects and activities to assure the safety of everyone especially the youth and the public schools. (Rosenberg, 2017)

METHODS

This study aimed to determine the preparedness level of public elementary schools to an earthquake in the District of Cabuyao for the school year 2016-2017. This study utilized the descriptive method of research. The data gathering was done through the distribution of the questionnaire. In determining the assessment of the four groups of respondents in the earthquake preparedness of public elementary schools, the proponent of the study used the frequency and percentage distribution.

RESULTS

The results show that both pupils and teachers need more knowledge on earthquake response. Meanwhile, the property custodian and DRRM coordinators have knowledge on the response but still need more knowledge to ensure the safety of all the pupils and school personnel. As to the level of earthquake preparedness of four groups of respondents, result show that the respondents got good level of preparedness. It can be summed up that all the schools are doing their part to improve the earthquake preparedness of their school personnel and most especially their pupils.

DISCUSSIONS

Based on the findings of the study the following recommendations are drawn: 1. The pupils need to be introduced thoroughly on the preparedness program. 2. Teachers need to integrate more DRRM topics to their daily lesson. 3. Schools can create a School Disaster Management Committee (SDMC). 4. Property Custodian and DRRM Coordinators can work hand in hand in systematic implementation of earthquake preparedness program. 5. School Property Custodian needs to design a yearly assessment of school equipment. 6. The school can create a sustainable emergency preparedness evaluation and contingency plan and full implementation with the help of their School Disaster Management Committee.

KEYWORDS: Earthquake Preparedness, School Earthquake Preparedness

SUBMISSION ID: R04A-CABUYA-0053

**School Environment and National Achievement Test (NAT)
Performance of Grade VI Pupils in Selected Public Elementary Schools
in the Division of Calamba City, School Year 2012-2015.**

Rolando Dollente, Siranglupa E/S

Abstract

INTRODUCTION

Education has been the primary focus of different governments for centuries. From the dynastic and feudal era wherein scholars emerged to build up the European Renaissance, to the uprising of civil rights movements in the industrial era, education has been proven as a tool that can make, or break, a whole society.

The National Achievement Tests (NAT) are aimed in assessing the abilities and skills of graduating elementary or high school students to assess their knowledge and capabilities in five (5) disciplines such as Filipino, English, Mathematics, Science, and Araling Panlipunan. An awareness of the school environment reactions can enable teachers, parents, and peers to understand them better.

METHODS

This study used a descriptive-correlational method to describe the school environment of selected public elementary schools in Calamba City and to assess the relationship of variables such as: school environment and National Achievement Test performance of the said pupils.

This study covered the nine (9) selected public elementary schools in Calamba City. The nine schools belonging to the district areas namely: Siranglupa Elementary School, San. Ramon Elementary School, Mayapa Elementary School, Mapagong Elementary School, Latian Elementary School, Majada Out Elementary School, Ronggot Elementary School, Palingon Elementary School, and Looc Elementary School.

RESULTS

The foregoing findings though not exactly identical with the studies of past research personalities in the persons of Moraleda, Steenson, Feigenberg, and Taylor,(2008) and the on-the-spot observations of Department of Education Sec. Luistro in terms of venue and time frame, but somehow both the past and present studies, are collateral and peripheral with one another along the relationships of school-related factors and climate conditions, and the National Achievement Performance of Grade VI pupils in public elementary schools in the Division of Calamba City. The level of National Achievement Test performance of grade 6 pupils in the nine selected public elementary schools in the Division of Calamba City is Satisfactory

DISCUSSIONS

: 1.Principals and teachers need to come together and analyze the exposure of big schools to environmental household waste hazards particularly those in the densely populated areas and launch a total campaign for environmental protection. 2. Principals and teachers need to spearhead a total war against environmental hazards directly affecting the climate conditions of schools.

KEYWORDS: Environment, NAT Performance, Achievement, Mean Percentage Score, Public School

SUBMISSION ID: R04A-CALAMB-0258

School Environment and the Level of Preparedness of Pre-Service Teachers of Batangas Eastern College as Assessed by themselves and their Cooperating Teachers

Evangeline De Torres

Abstract

INTRODUCTION

The main objective of this study is to describe the school environment in terms of teachers, classrooms, and school leadership and to assess the level of preparedness of the pre-service teachers by their cooperating teachers in terms of preparatory activities, developmental activities, concluding activities, personal aspects, and participation of the learners. It sought to find if there is significant difference between the assessments of the pre-service teachers and cooperating teachers in terms of school environment and level of preparedness.

METHODS

The use of descriptive research helped the researcher to come up with the result of the study. The respondents of the study were chosen from the pre-service teachers of Batangas Eastern Colleges who were presently enrolled in practice teaching and assigned in the different public elementary and secondary schools in San Juan Batangas. The instrument was designed by the researcher based on her readings in various sources which were relevant to the study.

RESULTS

The respondents were assessed on their level of preparedness in terms of preparatory activities, developmental activities, concluding activities, personal aspects, and participation of learners. As a whole, the overall composite mean manifested that the pre-service teachers are very great extent as assessed by the two groups of respondents. Topmost in the rank was personal aspects which were shown to a very great extent by the pre-service teachers.

DISCUSSIONS

There was a significant difference between the assessments of the two groups of respondents on the level of preparedness of the pre-service teachers as indicated by the computed t-value which was much greater than the tabular value. An action plan was proposed to enhance the performance of the pre-service teachers.

KEYWORDS: environment, preparedness, pre service, task performance

SUBMISSION ID: R04A-BATANP-1620

**School Factors Affecting ASATIDZ Teachers in Balayan East Central
School: Basis for an Enhanced Work Plan**

Loida Rosales, Department of Education

Abstract

INTRODUCTION

Nowadays schools are in quest to become globally competitive. There are some continuous processes of improvement that they have to do in order for them to become competitive. This paper is trying to determine the School Factors affecting ASATIDZ Teachers in Balayan East Central School focusing on teacher's traits, teaching competencies and school climate as Basis for an Enhanced Work Plan.

METHODS

METHODS

The descriptive method of research utilized in this study. Letters requesting permission to conduct the study were sent to the Schools Division Superintendent, District Supervisors, and principal. Distribution and administering the sets of questionnaires were circulated among the identified respondents. Analyzing and interpretation of the results and data served as basis of developing a comprehensive work plan.

RESULTS

In the area of "Responsiveness," the teachers perceive highly in the teachers trait and teaching competencies. This shows that they care about their pupils, treat them fairly, and understand their pupils. In the area of "High Expectation," the teachers perceived highly the school climate. This shows that the goals, standards, and future plans of the school are well set.

DISCUSSIONS

The results exhibit the need to hoard adequate facilities to meet the needs of Muslim learners. Hire more competent, further experienced, and steadfast asatidz or Muslim ALIVE Teachers who were consistently trained to upgrade their professional growth and development.

KEYWORDS: asatidz, envisage,

SUBMISSION ID: R04A-BATANP-1795

School Factors Contributing to Common Bullying Incidents in Grade-6 Learners of Banugao Elementary School

Donna A. Delica, Liezel F. Dris, & Thelma Manalo, Department of Education

Abstract

INTRODUCTION

Bullying is a product of different people with different races, with different culture and tradition. Banugao Elementary School is located in the northern part of Infanta District. which is close to nearby municipality of Gen. Nakar. Learners came from four adjacent barangays namely; Agos-agos, Amolongin, and Banugao itself which are also close to Barangay Comon and conjoined through provincial road for easy access. The very reason why the researchers are conducting this research is to identify the area where incidents of bullying happen, who are the primary bullies, and reason for bullying. It also significant to identify several factors contributing to the aforementioned incidents. Result from this study will be the basis for intervention and plan of action to prevent bullying in school and shall serve also as bench mark for other school with same cases.

METHODS

Research Design- the researcher will use the descriptive- quantitative research design.

RESULTS

That the school factors contributing to common bullying incidents in Grade 6 learners are the following; When the School Head educate parents/guardians about existing policy and establishes clear procedures on bullying, and talk slowly to concern learners. Class advisers call the attention of concerned pupils just like the school head did, get mad at once but make agreement between two concerned parties through properly talking with them. It was also found out the bullying usually exist or happen in classrooms. Common bullying incidents in the Grade 6 of Banugao Elem. School are the following: 1.Hitting,pushing,pinching and damaging to property of other learners, rumors2.-name calling, teasing and insulting other learners, 3.-playing mean jokes, mimicking and spreading rumors4.-humiliating classmates when playing online games,5.-giving dirty looks with other learners.

DISCUSSIONS

The common bullying incidents in Grade 6 -learners are the following; pushing, hitting, their property was damaged, pinching, tripping and kicking, insulting, intimidating, racist remarks. It is then understood that incidents of bullying in Grade-6 learners were just minor incidents and not a merely a total risk .. Action plan will focus on the following; presence of teachers in all school programs is a must, parents should track their child's activity whether in school and at home, remind them of the circumstances of repeatedly undertakings and the school with PTA members and officers must have an agreement on giving punishment/sanctions to concerned learners.

KEYWORDS: School Factors, Common Bullying Incidents of Grade 6-Learners in Banugao Elementary

SUBMISSION ID: R04A-QUEZON-0166/R04A-QUEZON-0167/R04A-QUEZON-0153

**School Feeding Program for Junior High School Students in District
Three of Division of Batangas City: Towards an Action Plan**

Raquel T. Fajilan, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION

The researcher showed that there is an impact of School Feeding Program (SFP) on the academic performance of the students. Thus, researcher wants to emphasize the status of school feeding program on the academic performance and behavior of students in school.

METHODS

Descriptive method of research where the researcher utilized a self-made questionnaire that would supplement the data or information needed in this study. The variables considered in this study included the profile of the identified beneficiaries which covers nutritional status, age and gender. The main focus of this study was on the key areas of concern which pertains on budget outsourcing, benefits gained, parents participation and LGU involvement. Another aim of this study was to get the strength and weakness of the teachers in implementing the school feeding program.

RESULTS

The beneficiaries-respondents are classified as severely wasted as identified by the school feeding program implementer with respect to the age and gender were considered in this study; The parent and beneficiaries-respondents on their assessment to the key areas of feeding program were assessed according to budget outsourcing, benefits gained, parents participation and LGU involvement are generally agreeable as regard to the variables in this area.

The teacher-respondents found the weak points and took into considerations all that concerns in the implementation of the school feeding program. This could be accounted to the improvement scheme by the school heads or teachers since it is their function to initiate and implement school reform programs particularly on the implementation aspect. The proposed action plan will help all the program implementer in the junior high school of district 3 in the pursuit of positive impact of educational attainment through this program.

DISCUSSIONS

The students, parents, and teachers need to increase the level of participation in the school feeding activities in order to maximize the necessary goals in attaining positive impact of the feeding program. The teacher-respondents found the weak points and took into considerations all that concerns in the implementation of the school feeding program. This could be accounted to the improvement scheme by the school heads or teachers since it is their function to initiate and implement school reform programs particularly on the implementation aspect.

KEYWORDS: School Feeding, Body Mass Index, Nutritional Status

SUBMISSION ID: R04A-BATANC-0375

**School Feeding Program: An Assessment of its Effects on Students
Attendance and Academic Performance in Emilia Ambalada Poblete
National High School SY 2018-2019**

Manolito Barbuco, Margaret Musa, & Angelina Oliveros, Department of
Education

Abstract

INTRODUCTION

Food is one of the basic needs of every person. In reality, food is one common problem in our community. In many places, almost every Filipinos are suffering from hunger and starving to death. Thus, this affects our children and their growth. In different studies made in the Philippines regarding malnutrition, there are about millions of malnourished children all over the country. These calls for a program that will help support these kinds of children.

METHODS

This study employed mixed methods research. Quantitative surveys of program beneficiary students and their parents. The information from these surveys were supplemented with information obtained through structured interviews of class advisers. Focus group discussions were conducted to probe into program features or processes that appear to have had considerable effect on whether a school attained the program objectives or not. In the analysis of data, this study utilized Pearson's correlation coefficient. It is the test statistics that measures the statistical relationship, or association, between two continuous variables.

RESULTS

The result shows that the average grade of the students on the first quarter is 79.91 with a standard deviation (SD) of 4.43. On the other hand, the second quarter grades of the students on the average is 79.00 with an SD of 4.83. Lastly, the mean grades of the same students on the third quarter is 79.58 with an SD of 4.41. Moreover, in terms of attendance, the result shows that the average attendance rate of the students on the first quarter is 0.88 with an SD of 0.16. On the other hand, the second quarter attendance rate of the students on the average is 0.81 with an SD of 0.14. Lastly, the mean attendance rate of the same students on the third quarter is 0.78 with an SD of 0.16. Therefore, the third quarter grades have been significantly affected by the school feeding program (attendance). It is supported by the p-value of 0.0006. The strength of impact is positive yet moderate as indicated by the Pearson correlation coefficient of 0.6473.

DISCUSSIONS

Feeding program is the most outreached solution we could offer to our students as part of the community. Through feeding programs, it help decrease the incidence of malnourishment and dropped out students whose main reason is lack in financial aspects that lead them not to attend the class. We believe that every person needs to be physically fit and healthy, thus, mentally upright for them to function properly in our society particularly in the school.

KEYWORDS: School Feeding Program, Academic Performance

SUBMISSION ID: R04A-CAVITP-0955

School Head Generated YouTube Video as a Method of Improving Parental Involvement

Christine Anne S. Cabela, Danna Jenessa R. Sune, & Teofila Tabulina,
Magdalena INHS

Abstract

INTRODUCTION

This study evaluated the involvement level of parents and revealed whether school head-generated YouTube Videos for regular communication enhanced levels of parental involvement at Magdalena Integrated National High School.

METHODS

A survey was hosted by the online data collection site, after completing the survey each parent received an email with a hyperlink to a school head-generated YouTube video. A convenience sampling was used, whoever answered the call for respondents became the sample. Descriptive statistics and paired sample t-test was used.

RESULTS

After the ten-week treatment the data revealed an increased in the level of parent involvement and in the academic performance of the students. The findings can be attributed to the school head-generated YouTube video shared to the parents.

DISCUSSIONS

The study was limited to the parents of Magdalena Integrated National High School due to the resulting small sample size the study may not be generalized to parents outside of the school. Also the study does not use any other media beside from YouTube as part of its school communication strategy.

KEYWORDS: generated, youtube

SUBMISSION ID: R04A-LAGUNA-0263

School Heads' Classroom Observation Practices in Selected Public Elementary School in the Division of Batangas City

Teresita Culla, Department of Education

Abstract

INTRODUCTION

Classroom observation is important to both principal and teacher. The school principal works side by side with teachers in setting goals to the learners, expecting good performance, and often exemplifying it in themselves. During the classroom observation, the principal gives technical assistance which lead to higher level of school performances. It enables the principal to get a glimpse of the performance of both teachers and pupils under her jurisdiction. It also asserts the importance of classroom observation in the school head's performance of supervisory functions.

METHODS

This study utilized the descriptive method of research to determine the principal's practices in classroom observation. The descriptive research is adequately analyzed through the use of statistical tools.

RESULTS

In the six areas of classroom observation, no significant difference was found out between the assessment of the school heads and the teachers. These include the following: Features of Supervision, Organization of Observation, Purpose of Observation, Techniques of Observation, Focus of Observation and Conduct of Post Observation Conference. Findings also indicate that the weighted mean values comprising the assessment of the school heads and of the teachers on the cited areas of classroom observation are very close and that both groups manifested common point of views from which emanated their similar ratings of the said variables of classroom observation. On the other hand, there is a highly significant difference between the assessment of the school heads and the teachers on follow up visit. The assessment of the two groups of respondents on the effects of classroom observation on teaching competencies and on pupils' learning have no significant difference.

As a whole, it can be deduced that classroom observation plays a significant role in the educative process, specifically as a part of instructional supervision.

DISCUSSIONS

School heads comply with and adhere to the standards, guidelines, and principles underlying such instructional supervision function, with all its elements that include features, organization, purpose, techniques, focus, pre and post conference, and follow up visit. Classroom observation is a measuring instrument that discovers both strengths and weaknesses in the teachers' and pupils' performance, along with the classroom factors that influence the teaching-learning situation. It contributes to the enhancement of teaching competencies and pupils' learning.

KEYWORDS: School head, teachers, supervision, classroom observation, teaching competencies, observation techniques

SUBMISSION ID: R04A-BATANC-0089

**School Heads' Instructional Supervision in the Implementation of
English Curriculum and the Academic Performance of Grade 10
Learners in Public Secondary Schools**

Myla Evangelista, Department of Education - Calamba

Abstract

INTRODUCTION

Although instructional supervision has long been implemented by the Department of Education, there has been no formal local study that determined the extent of instructional supervision of curriculum implementation in the division. Through this study, the researcher employed quantitative analysis of the correlations and difference between the observation of 99 teachers of their School Heads' Instructional Supervision of the Grade 10 curriculum and the academic performance of Grade 10 learners in the Division of Calamba City.

METHODS

Descriptive correlation research design was used in the study. According to Calmorin (2010), this research design has its objective to determine the relationship between variables. The descriptive correlation research method was utilized by the researcher to determine the relationship between school heads' practices of instructional supervision on implementing Grade 10 English Curriculum and the teachers' performance. The determination of relationship is to be extended to the academic performance of the Grade 10 students in English.

RESULTS

The study reveals that when they are grouped according to cluster, the generated values suggest significant difference between the School heads' instructional supervision in terms of teaching and learning ($f\text{-value}=10.648$), Students' Output ($f\text{-value}=11.495$) and Professional growth and development ($f\text{-value}=9.588$) while no significant difference in terms of community involvement. The results implied that the clusters have different perception on the instructional supervision of their school heads in all the given variables except for community involvement. The generated probability values reveal that the school heads' instructional supervision of the implementation of Grade 10 Curriculum in all clusters is significantly related with students' outcome.

DISCUSSIONS

The results implied that the main concern of the supervision of student outcomes was the monitoring of the results of quarterly examination while the outcome of students' progress in written work was apparently given less concern. There is significant difference on the perception of the teacher respondents in their School Heads' instructional supervision in terms of Teaching and Learning Process, Students' Outcome and Professional Growth and Development. However, there is no significant difference in the perception of the teacher respondents in their School Heads' instructional Supervision in terms of Community Involvement.

KEYWORDS: School Head, Instructional Supervision, Performance, Teaching and Learning, Professional Growth and Development

SUBMISSION ID: R04A-CALAMB-0059

School Heads' Management Practices and Teachers' Teaching Competence Adaptive to 21st Century Learning in the Division of Batangas: Basis for Learning and Development Program

Dionisia Sarmiento, Compradiaes

Abstract

INTRODUCTION

Based on my previous research, 21st century learners' learning styles are visual, auditory, kinesthetic, read and write learners, stressed, embarrassed, and hyperactive learners. These unique characteristics and diverse needs of our present day learners deserved to experience the adaptive 21st century learning skills developed through critical thinking, creativity, collaboration, and effective communication. With these, in-depth understanding and comprehensive assessment of leadership and management practices and teachers' competencies play pivotal elements to make the school adaptive to the 21st century learning and reference for professional and learning development plan, programs, and projects. School heads and teachers must be ensured to hit the right direction or main focus of the educational system.

METHODS

The descriptive-correlational design was employed in the study because it described the existing level of instructional management practices based on National Competency Based for School Heads (NCBSH) of the elementary school principals and the level of capability in performing 21st century learning skills and the development priority of teachers based on Philippine Professional Standards for Teachers (PPST) tool in the Schools of Rosario as it relates to some profile variables.

RESULTS

The priority needs of schools heads when it comes to management practices are their ability to conduct LAC Sessions, Facilitation Skills, the 21st Century Leadership and Managerial Skills, and KSVA-Knowledge-Skills-Values and Attitudes which are the basis of the competencies as leader.

When it comes to teachers their competencies needs are their ICT Skills, Pedagogical Strategies in Teaching Adaptive to 21st century learning, Facilitation Skills, COT Based Instructional Supervision, and their KSVA-Knowledge-Skills-Values and Attitudes which are the main basis of the competencies of the teacher of the 21st Century.

DISCUSSIONS

The result and outcomes will redound to the benefit of the teachers, the learners and the school as a whole from the foregoing studies' variables. This will be the basis of the long term Professional and Learning Development Plans, Projects and Programs based from the priority rank of needs of both pupils, teachers and school heads.

KEYWORDS: management practices, 21st leadership and managerial skills, competencies of teachers

SUBMISSION ID: R04A-BATANP-0902

School Heads' Management Practices and Teachers' Teaching Competence Adaptive to 21st Century Learning in the Division of Batangas: Basis for Learning and Development Program

Dionisia Sarmiento

Abstract

INTRODUCTION

"It is today that we must create the world of the future" -Eleanor Roosevelt .

Based on my previous research, 21st century learners' learning styles are visual, auditory, kinesthetic, read and write learners, stressed, embarrassed and hyperactive learners. They are also characterized as self-confident, technologically advanced, multitasking, extremely social, education oriented, impatient and very close to parents. These unique characteristics and diverse needs of our present day learners deserved to experience the adaptive 21st century learning skills developed through critical thinking, creativity, collaboration and effective communication. With these, in depth understanding and comprehensive assessment of leadership and management practices and teacher's competencies play pivotal elements to make the school adaptive to the 21st century learning and reference for professional and learning development plan, programs and projects. School heads and teachers must be ensured to hit the right direction or main focus of the educational system.

METHODS

The descriptive -correlational design was employed in the study because it described the existing level of instructional management practices based on National Competency Based for School Heads (NCBSH) of the elementary school principals and the level of capability in performing ,21st century learning skills and the development priority of teachers based on Philippine Professional Standards for Teachers (PPST) tool in the Schools of Rosario as it relates to some profile variables.

RESULTS

The priority needs of schools heads when it comes to management practices are their ability to conduct LAC Sessions, Facilitation Skills , the 21st Century Leadership and Managerial Skills and KSVA - Knowledge-Skills-Values and Attitudes which are the basis of the competencies as leader.

When it comes to teachers their competencies needs are their ICT Skills, Pedagogical Strategies in Teaching Adaptive to 21st century learning, Facilitation Skills, COT Based Instructional Supervision and their KSVA-Knowledge -Skills-Values and Attitudes which are the main basis of the competencies of the teacher of the 21st Century.

DISCUSSIONS

The result and outcomes will redound to the benefit of the teachers, the learners and the school as a whole from the foregoing studies' variables. This will be the basis of the long term Professional and Learning Development Plans, Projects and Programs based from the priority rank of needs of both pupils, teachers and school heads.

KEYWORDS: management practices, 21st leadership and managerial skills, competencies of teachers

SUBMISSION ID: R04A-BATANP-0568

School Heads' Performance of Leadership Roles in Public Elementary Schools in the Division of Batangas City: Basis for action Plan on Effective Management Practices

Rica Suarez, Department of Education - Batangas City

Abstract

INTRODUCTION

The school is apparently the reflection of the school head who leads and manages. Management practices of the school leaders entirely depend upon the way which they manage all the resources of the school. However, there are problems that hamper the acceleration of the development of the school organization which create other problems when left unattended. Those problems could be linked with the school heads' limitation in performing leadership roles in which this study on the school heads' style of adjusting to and coping with changes, as well as implementing effective solutions to occurring and recurring problems is attuned with.

METHODS

Descriptive method of research was used with questionnaire as main data gathering tool along with focus group discussion facilitated to 72 school heads and 83 teacher-respondents determined through purposive sampling with regards to latter's performance of leadership roles. Data were tallied, analyzed using statistical tools, and interpreted based on the set standards and tabulated values.

RESULTS

Majority of the school heads' exercise of leadership roles in the areas that include school leadership, human relation, decision making, instructional leadership and control, and conflict management to a great extent. Promoting the welfare of the school in varied ways was the strongest points of the school heads while moving the group members beyond their self-interest was moderately performed by the school heads.

Among the top problems encountered by the school heads in their exercise of leadership roles were training potential stakeholders to participate in school leadership and governance, constantly congested pupil population, fostering strong linkages with the community necessitates frequent disturbance of classes, inadequacy of school resources to resolve the growing educational problems, and needs and utilization of scarce resources puts school heads in a compromising situation in the community

DISCUSSIONS

Learning new strategies and management skills is a continuous process. Leaders can do better each day and learn from experiences and should be optimistic to change. A leader should undergo metamorphosis to become a better leader that shall pave the way for greater gain of the organization. Performance of leadership roles in schools may become easier had the school heads intensified collaboration in planning, implementation, monitoring and evaluation of activities, and aligning those in the organization's vision, mission, and goals.

KEYWORDS: performance, leadership, roles, elementary schools, management, practices, action plan

SUBMISSION ID: R04A-BATANC-0477

**School Heads' Performance of Leadership Roles Towards
Organizational Development in Public Elementary Schools in the
Division of Lipa City: Basis for adaptive Management Practices**

Aleli Briones, Department of Education

Abstract

INTRODUCTION

Momentum of change continued to build. Management of change is a challenge for school leaders which requires an approach that will impact positively on the schools' organization. But there are existing problems that hamper the acceleration of the development of the school organization when left unattended. To assess the schools heads' performance of leadership roles towards organizational development this study was conceptualized.

METHODS

The descriptive method of research was used with the questionnaire as the main data gathering instrument which was validated and administered to school heads and teachers. It includes three parts, the first part of which focused on the demographic profile of the respondents. The second part is on leadership roles which include leadership domains, human relationship, trust/ decision making, instructional leadership and control and conflict management. The third part is on the problems encountered in the same cited areas. The results of the retrieved copies were tallied and tabulated in accordance with frequency counts for the given options. The data were analyzed and interpreted.

RESULTS

School heads' exercise of leadership roles in the areas that include leadership domains, human relation, decision making, instructional leadership and control, and conflict is very satisfactory. Common problems encountered by the school heads in their exercise of leadership roles are training potential stakeholders to participate in school leadership and governance, unfavorable teacher-pupils ratio caused by the constantly increasing school population, frequent disturbance of classes resulting from the teachers' establishing of strong linkage with the community, inadequate school resources required to resolve the growing educational problems and needs, and the management of limited school resources which puts the school head in a compromising situation. The assessments of the two groups of respondents vary significantly in the areas of leadership, control and conflict, and problems encountered in the exercise of leadership roles.

DISCUSSIONS

School Head should maintain and enhance their exercises of leadership roles. Maximize observation of classes, utilize more effective communication strategies. School Heads must be more adept in analyzing resources within the school team for problem solving. They may search for further innovative ways of managing and supervising school affairs. The designed action plan must be implemented.

KEYWORDS: Performance, Adaptive Management, Practices

SUBMISSION ID: R04A-LIPAC1-0112

School Heads' Principle-Centered Leadership and their Methods of Influence: Inputs to Improving School Performance

Michelle Manalo, Department of Education - Quezon

Abstract

INTRODUCTION

Education is regarded as the major contributor to the improvement of living standards of every individual most specially the disadvantaged groups. School heads play a crucial role in leading the school towards the attainment of its mission, vision, and goals specifically in providing quality education for all. But despite the continuous efforts of Department of Education, low school performance is still an alarming issue that should be given remedy. It is in this context that the researcher became interested with the study of the factors that can influence the schools', teachers' as well as school heads' performance.

METHODS

The researcher made use of the descriptive research and correlational design. The respondents were 77 elementary public school heads and 1, 247 elementary school teachers in selected schools from the second congressional district in the Division of Quezon during the school year 2017-2018. The primary instrument that was utilized in collecting data is the combination of researcher-made and standardized checklist with five parts namely.

RESULTS

The results revealed significance in the regression of leadership styles, leadership behavior and methods of influence as predictors of the school's performance as to retention rate; teachers' performance as to teaching-learning process, pupils' outcomes and community involvement; and school heads' performance as to self-management, professionalism and ethics, result focus and people performance management.

DISCUSSIONS

On the basis of the findings and the conclusions of the study, the following recommendations can be made for educational practice: Principle-centered leadership styles can be included in the trainings for school heads and teachers. Proper knowledge on leadership styles will help a lot in the enhancement of the school's, teachers' and school heads' performance. School heads must be helped on how to enhance their security, guidance, wisdom and power through in-service trainings. LAC sessions may also be conducted so as to make the school heads and teachers aware of their different perceptions on leadership behavior and thus come up with strategies on how such differences may be addressed.

KEYWORDS: Principle-centered leadership, leadership style, leadership behavior, performance

SUBMISSION ID: R04A-QUEZON-0224

School Heads Supervisory Roles and Quality Assurance in Public Elementary Schools in the City Schools Division in Laguna

Maricher Garcia, Department of Education - Cabuyao

Abstract

INTRODUCTION

Quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society. Quality assurance is achieved in schools that have strong principals who devote considerable time to coordinating and managing instruction; such principals are highly visible in the school and stay close to the instructional process. In many instances, effective principals adopt continuous and consistent classroom visitation to ensure adequate teaching and learning processes. At the same time, instructional leadership is in many ways a shared responsibility.

METHODS

The descriptive research design was employed in this study. Quantitative Method is a type of descriptive research that involves making careful descriptions of educational phenomena (Gall, Gall & Borg, 2007). Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information. The descriptive research design will be employed in this study. This will be utilized to describe variables; to examine relationships among variables; to determine cause-and-effect interactions between variables (Burns and Grove, 2005). The study attempts to determine if there is significant relationship between principals' supervisory roles and quality assurance.

RESULTS

The hypothesis stating that the school heads performance of supervisory roles does not, singly or in combination, predict the quality assurance in education in terms of SBM PASBE result is partially upheld. The hypothesis stating that there is no significant relationship between school head's performance of supervisory roles and their supervision of teacher's skills/abilities is partially upheld. The hypothesis stating that there is no significant relationship between the School head's supervision of teacher's skills/abilities and quality assurance in education in terms of SBM result is rejected.

DISCUSSIONS

Based on the findings of the study, the following are recommended: School heads may sustain the following roles, collegiality and collaboration, teacher action research, ethical teaching and inquiry, and reflective teaching. The schools on advanced level of performance and there is a need to continue their best practices in doing their sharing of expertise in other schools with maturing level.

KEYWORDS: Quality Assurance, Supervision

SUBMISSION ID: R04A-CABUYA-0054

School Heads' Use of Classroom WalkThrough Observation Guide

May Lydia Lagadia, Department of Education, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Classroom observation, announced or unannounced is given emphasis not just by teachers but also head teachers and school principals to fully understand the factors that affect students' scholastic performance as well as in-service trainings that will further develop the teachers. This study on school heads' use of classroom walkthrough observation guide in secondary schools in the Division of Calamba City in Laguna, is descriptive in methodology for a systematic quest in resolving the three (3) perplexing problem areas namely: 1) the perceptions of school heads' in the use of classroom walkthrough observation; 2) the mean level of acceptability of classroom walkthrough observation; and 3) the significant relation between the school heads' classroom walkthrough observation guide and its level of acceptability.

METHODS

Purposive sampling technique was utilized as basis for the issuance and retrieval of one set of locally-constructed questionnaire of five scale checklist. Forty-five (45) principals and head teachers of the said schools were requested to participate in the study for the resolutions of the foregoing basic problem areas.

RESULTS

Results showed that school heads' use of classroom walkthrough observation guide in terms of structures, recording evidences and observation criteria registered a significantly high relationship with adaptability and usability as yielded by the r-values of 0.632, 0.505 and 0.632 respectively, and thus rejected null hypothesis "there is no significant relation between the school heads' use of classroom walkthrough observation guide and its level of acceptability.

DISCUSSIONS

The school heads' evaluation or conduct of their classroom walkthrough observation guide as to structures, time and frequency, recording pieces of evidence, and observation criteria must be fully documented. In order to establish the validity and reliability of the very high level of acceptability of school heads' use of classroom walkthrough observation guide due to its usability, adaptability, and appropriateness, this must be counter checked with the material advancement assessment test results of students in the said division of public high schools in Calamba City.

KEYWORDS: Classroom observation, classroom walkthrough observation

SUBMISSION ID: R04A-CALAMB-0242

**School Improvement Plan (Sip) and its Effect on Grade Eleven
Students' Performance on National Achievement Test in Punta
Integrated School, SY 2017-2018**

Vellen Manimtim, Punta Integrated School

Abstract

INTRODUCTION

School improvement planning is a participatory process. It involves anyone who has a stake in the school. This is based on the premise that if various stakeholders in the community are organized to plan, initiate, manage, and support school-related activities, the goal of education will be better achieved.

The above cited statements trigger the researcher to create of a program that will enhance the development and implementation of School Improvement Plan (SIP). This triggers the researcher to conduct a study that will determine the effects of SIP implementation on the performance of students in National Achievement Test (NAT).

METHODS

The researcher used the quantitative research method to gather relevant information. The study centered on the quantitative methods to provide answers for problems presented herein.

RESULTS

The highest educational attainment of teachers teaching in senior high is doctoral, two teachers are complete academic requirements in doctoral, one teacher has master's degree and the rest of eight teachers has master's units. Senior high school consists of four tracks, GAS, ABM, ICT and BAPP with a total enrolment of 207 in grade eleven. With the 3% drop-out rate, 97% participation rate and 96% survival rate. The mean adequacy level of facilities is 54% while the extent of involvement is 3, evident. There is significant relationship between the school personnel related factors in terms of highest educational attainment, major and minor areas of specialization, length of years in service, subjects taught, gender, age, civil status, and students' MPS in NAT, drop-out rate, participation rate and survival rate for SY 2017-2018, there a significant relationship between the mean adequacy level of physical facilities of Punta IS and students' MPS in NAT and school performance in terms of drop-out rate, participation rate and survival rate, and there is significant relationship between the extent of involvement of stakeholders in the different student assistance program and school needs and students' MPS in NAT and school performance in terms of drop-out rate, participation rate and survival rate.

DISCUSSIONS

The researcher strongly recommends that subject to be taught by teachers should be in line with their major and minor subjects, number of the students in the classroom should be ideal and at least 45 students only, and programs and projects of school in eliminating drop-outs should be strongly implemented that will result to better students' performance.

KEYWORDS: School Improvement Plan, Students' Performance, National Achievement Test

SUBMISSION ID: R04A-CALAMB-0215

**School Uniform and its Effect on the Academic Performance of Emiliano
Tria Tirona Memorial National High School-integrated Senior High
School Students (S. Y. 2018-2019)**

Jhoy Santiago, Raschel Mangubat, & Sheldon P. Lunasin, Department of
Education, ETTMNHS

Abstract

INTRODUCTION

Wearing complete school uniform is one among the many regulations in every educational institution. For three years now, a number of students from ETTMNHS-SHS were observed to be noncompliant regarding this school policy. Students ranting with regards to wearing the prescribed school uniform were found to be circulating within several social media platforms. Although discipline, identity, and uniformity, are the prevailing factors as to the institutionalization of school uniforms, limited studies are conducted investigating the direct impact of wearing the school uniform on the academic performance of the students especially those in the Senior High School program.

METHODS

The researchers used descriptive-survey as their research design and snowball sampling technique in order to select their respondents. The school uniform survey scale adapted from Walmsley (2015) was utilized.

RESULTS

Based on the data gathered, wearing the complete and proper school uniform has a perceived effect on the academic performance among Grade 11 students. Applying t-test of independent means at 0.05 level of significance on the academic ratings between students who wear proper school uniform to those who don't showed a significant difference.

DISCUSSIONS

Findings of this study revealed that not only do students perceive that school uniform has a direct impact on their academic performance but also analysis of their academic grades proved this perceived claim to be statistically consistent. However, other factors such as study habits among others should also be considered and thus implies further investigation.

KEYWORDS: Regulations, Academic Performance

SUBMISSION ID: R04A-CAVITP-1097

School Intensive Remediation on Reading Enrichment (SIR oRE)

Anna Mae Nuestro Salazar & Jennefer Gonzales Enguancho

Abstract

INTRODUCTION

Reading comprehension has been highlighted as a problem among Grade 7 students of Taywanak National High School. Many students have difficulty in comprehending text based on the result of the previous CIP project (SMILEY) conducted in the said school. Great emphasis is placed on content awareness and speed and accuracy. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Rohani Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People*, defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

Reading is an interactive process between the reader and the writer. For some students reading comprehension does come easily, however this contradicts to the result of the NAT (National Achievement Test) and from the feedbacks of the teachers of the subjects where the medium of instruction is English (Science and Technology, Mathematics, TLE, and MAPEH). If they cannot comprehend the basic of the text, still the reading performance will remain in the frustration level.

METHODS

The study used descriptive and sampling method. Through PHIL-IRI (pre-test) oral and silent reading materials, students who fell under frustration level undergone reading remediation activity. The results were monitored in the conduct of PHIL-IRI (post-test) oral and silent reading.

RESULTS

The grade 7 students who went under remediation on reading enrichment were improved in 1.) content awareness 2.) speed and accuracy. This is reflected in the result in the PHIL-IRI (pre-test and post-test) silent and oral reading. Improvement in the comprehending of text in the different subjects were observed.

DISCUSSIONS

In analyzing on the results of this project, the School Intensive Remediation on Reading Enrichment for Grade 7 Students (SIR oRE) improved their skills in comprehending the text they encountered in different subjects. While most results indicated positive gains, it would be necessary for the teachers to reinforce the reading activity regularly to ensure the good performance in terms of reading comprehension.

KEYWORDS: Remediation, Reading, Intensive

SUBMISSION ID: R04A-CAVITP-0107

School Leaders' Awareness on the Implementation of Solid Waste Management Program: Basis in the Establishment of Eco-Centre

Larry Roallos, San Agustin Integrated School

Abstract

INTRODUCTION

Solid Waste Management Act enjoins all sectors to aggressively incorporate ecological waste management. In schools, it is implemented yet some factors are not given enough attention to achieve an institution which is environmentally compliant in management of wastes. It is observed that most of the schools have their own dumping site in the school vicinity, disregarding segregation rules and burn waste to reduce the mounting amount of combination of plastics, papers, cardboard, leaves and grasses. Thus, this study delved into the analysis of school leaders' awareness on the concepts, roles, health and environmental impact of solid waste management as well as the performance of public elementary schools in waste management which served as inputs to the proposed eco-center.

METHODS

Research data were generated through descriptive method with questionnaire as tool in determining the responses of 16 school heads and 16 teachers who were mostly 21 - 30 years in service and were able to implement readings in waste management. Analysis of interview was also conducted to validate the results.

RESULTS

Data reveals that they basically thought of solid waste management as way of maintaining the cleanliness of the environment with collaboration of school stakeholders. They also perceived that their roles were on giving information, monitoring and guiding students and teachers in implementing waste management activities and concern with the impact of burning of waste to environment and unsanitary conditions brought about by litters in the campus. Schools performed very satisfactorily in the prevention of littering through the available waste bins and reduction of waste and had satisfactory performance in waste management planning, budgeting and recycling. Interview transcripts generated themes such as segregation as the main concept in waste management, teaching as their role and cleanliness as impact in managing waste properly

DISCUSSIONS

The results implied that teachers and school heads were extremely aware of the concepts, roles, and impact of waste management. School performed very satisfactorily in maintaining cleanliness but lack the post waste treatment activities which necessitates to unify all waste management concerns in schools. The study recommended an eco-center which shall serve as focal organization that will address waste bins maintenance, MRF and composting area operations, budgeting, and orientation to students.

KEYWORDS: waste management, awareness, eco-center

SUBMISSION ID: R04A-BATANP-1793

**School Leaders Readiness for Systematic Change in Secondary Public
Schools in Pila District: Basis for a Proposed Model School
Improvement Plan**

Mary Jane Calderon, Department of Education

Abstract

INTRODUCTION

In the Philippines, the educational system is shifted with a need for global education. With the advent of high and modern technology, several innovations were made to enhance the teaching and learning processes. Because of this, there is a need for a readiness in the systematic changes that will probably occur. In order to adapt with this serious shift in the educational paradigm, schools are expected to respond to the challenges to provide quality education.

School leaders have the role in shaping a vision of academic success for all students, creating a climate of hospitable education, cultivating leadership in others, managing people, data, and processes. They are also responsible for improving the school in terms of the academic performance of the students as well as the profile and performance of the teachers. Regardless of how long the school leaders are in the service, there is still a need for them to know that they need to become fully aware and ready for the systematic change so that they can easily cope up and construct innovations for their institutions

METHODS

The researcher utilizes descriptive survey method of research to assess the school leader's readiness for systemic change in the secondary public school of Pila District. The data that will be gathered will become the basis for a proposed model/program to lead the schools towards systemic change. This study will make use of self-made questionnaire.

RESULTS

The data shows that: the respondents strongly agree that the qualities of School Leaders are appropriate in terms of Personal, Social and Leadership, and the Level of Readiness in Implementing Change was high. Problems Encountered by the School Leaders as an Agent of Change are in terms of Curriculum, Teacher's performance, School resources, physical facilities and Government support.

DISCUSSIONS

In order for the researcher to further find out what could probably be the deterrent to their readiness to implement change, the study was deepened to look for the current issues or problems leaders are being faced. The focus concerns on curriculum, teacher's performance, school resources, physical facilities, and government support.

Furthermore, the researcher sought to answer significant relationship between the leadership qualities the school leaders possess and readiness in implementing systematic change in schools and therefore, arrive at a model that can be proposed to lead the school to systematic change.

KEYWORDS: School Heads, Readiness, Systematic Change

SUBMISSION ID: R04A-LAGUNA-0153

School Learning Action Cell (SLAC) for Teachers of the Identified Grade VI Slow Learners

Ramuel Bersamin, Department of Education, Lumil Elementary School Silang, Cavite

Abstract

INTRODUCTION

The main purpose of the study is to design and develop a SLAC (School Learning Action Cell) for teachers of the identified grade VI slow learners based on their identified needs and intellectual potential. Specifically, the study aimed to find out the general intelligence profile of grade VI pupils; describe the intellectual potential of pupils; and design SLAC Session to address the identified weaknesses of the children.

METHODS

The study made use of the descriptive research design. A purposive sampling technique was implored in this study and administered the RSPM to 487 grade VI pupils currently enrolled in San Gabriel II Elementary School.

RESULTS

Findings revealed that the majority of the children have poor intelligence and characterized as slow learners. It was concluded that majority of the children might not able to adhere to the National Learning Standard set by the Department of Education. To address this condition, it was recommended to design and implement a modification in the current practice of designing SLAC Sessions to include enhancing executive functions for the slow learners to address their identified need.

DISCUSSIONS

The study covers the design and development of the School Learning Action Cell to bridge the identified needs and learning gaps of the grade VI slow learners in all learning areas. Setting the parameter of the study, it is limited to the identification and profiling of the intellectual capacity of the grade VI pupils. Other factors that affects the intelligence or the "g" factor of the pupils like nourishment, physical condition, family background, economic status, and other issues are not considered in the study.

KEYWORDS: General intelligence, In-service training, SLAC (School Learning Action Cell), Intervention program, teaching strategies, slow learners

SUBMISSION ID: R04A-CAVITP-1454

School Managers' Leadership Traits: Basis for Designing Partnership in Community Relations

Mailyn Hernandez, Teacher-Bulacnin Integrated National High School

Abstract

INTRODUCTION

This study aimed to determine the leadership traits of school manager and issues and concern in building partnership with the community in public secondary schools in the Division of Lipa City.

METHODS

Respondents' profile and assessment on the school managers' leadership traits and issues and concerns in building partnership with the community were collected through a researcher-designed questionnaire which underwent validation as to its ability to solicit the required data.

RESULTS

On the level of manifestation of leadership traits of school managers as assessed by themselves, the study found out that the school managers feel that they extremely demonstrate most of the leadership traits needed to build partnerships with their communities. Contrary to the result, the teachers are not very much impressed with their school managers' leadership qualities to build partnerships with their communities. The PTA Officers and barangay chairmen observe that the school manager demonstrate the leadership qualities deemed to build partnerships with their communities.

In issues and concerns in building partnerships with the community as assessed by school managers, they are not bothered of the possible challenges in building partnership with their communities. As teachers assessed the school managers, teachers contemplate that their school managers are less bothered with the many possible problems in building partnership with their communities while the PTA officers find the school managers of no problem at all in building partnership with their communities. The barangay chairmen are generally self-assured that the school managers can overcome all possible challenges in building partnerships with the communities.

DISCUSSIONS

Upon analyzing the results, it has been recommended that a continuing education program with responsive projects and activities must be provided to the PTA officers and Barangay chairmen to enable to participate actively in building partnership with the communities.

It is recommended that the program should be disseminated to all stakeholders. It must monitored and evaluated in order to have good basis for making decision and appropriate actions. Monitoring and evaluation of the implementation should be part of the action plan.

KEYWORDS: leadership traits, school managers, partnership, community

SUBMISSION ID: R04A-LIPAC1-0208

**School Project ReFun version 6.0: An Intervention to Improve Reading
Comprehension of Grade Six Pupils of Aguado Elementary School-
Annex S.Y. 2018-2019**

Adonis Rosete, Jessievel Ramos, & Melchor E. Baltazar

Abstract

INTRODUCTION

Reading as a field of teaching is considered of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching learning process is built. The reading ability plays a central role in the teaching learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences of all subjects of study, since reading include a variety of subs-skills. Comprehension is the peak of the reading process and the ultimate goal of every reader. So in this study, the grade six teachers conducted a study on how to improve reading comprehension of the grade six pupils at Aguado Elementary School-Annex school year 2018-2019.

METHODS

The respondents of the study were 40 Grade Six Pupils officially enrolled in the school year 2018-2019 at Aguado Elementary School -Annex. The researchers administered the Phil-IRI (ORAL: Pre and Post), this includes listing of scores of correct answers and checking readiness skills and closely monitoring of the reading progress of the pupils.

RESULTS

The outcome of Phil-IRI (Oral: Pre and Post) assessment shows that the participants are now on its independent level of oral reading with comprehension on post administration. In which it interprets that the Grade Six Pupils of Aguado Elementary School-Annex are ready and prepare now for their incoming Grade Seven.

DISCUSSIONS

Based on the result, administering the Oral Pre and Post of Phil-IRI is very effective in improving the readiness and comprehension of Grade Six pupils in Aguado Elementary School- Annex. Therefore, the improvement in their readiness and comprehension through the administration of Phil-IRI: Pre and Post (Oral) is highly recommended in grade 3 to grade 6 pupils to develop their reading skills and reading comprehension in their early grade level and to prepare the learners during their elementary years.

KEYWORDS: Intervention, Reading Comprehension, Reading Assessment. PHIL-IRI, reading progress, reading skills, learning process, readiness skills, Oral Pre.

SUBMISSION ID: R04A-CAVTP-0817

School Project ReFun version 6.0: An Intervention to Improve Reading Comprehension of Grade Six Pupils of Aguado Elementary School-Annex S.Y. 2018-2019

Adonis A. Rosete, Jessievel P. Ramos, & Melchor E. Baltazar, Department of Education Cavite Province, Aguado Elementary School
(Adviser: Joefel S. Horca)

Abstract

INTRODUCTION

Reading as a field of teaching is considered of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching learning process is built. The reading ability plays a central role in the teaching learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences of all subjects of study, since reading include a variety of subs-skills. Comprehension is the peak of the reading process and the ultimate goal of every reader. So in this study, the grade six teachers conducted a study on how to improve reading comprehension of the grade six pupils at Aguado Elementary School-Annex school year 2018-2019.

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KEYWORDS: Intervention, Reading Comprehension, Reading Assessment. PHIL-IRI, reading progress, reading skills, learning process, readiness skills, Oral Pre.

SUBMISSION ID: R04A-CAVTP-1424

**School Readiness of Kindergarten Pupils of San Felipe Elementary in
the Mainstream Educational Provision School**

Cherrybel Hernandez, San Felipe ES, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

The main purpose of the study was to determine the school readiness of the children in terms of age, gender, grade level, and their characteristics in school readiness. This also sought to investigate whether the indicators that relate to school readiness behaviors of the kindergarten pupils.

METHODS

In this study, the researchers used a descriptive case study approach. Descriptive study refers to a type of educational research which deals with the prevailing condition. The researchers made use of purposive sampling in determining the respondents of the study. Purposive sampling consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior.

RESULTS

The researcher made use of observation and checking on the school readiness checklist to gather evidence on the qualifications such as the characteristics of school readiness. In terms of General Knowledge, Physical Skills, and Social Skills, the data showed most of the respondents responded "sometimes".

DISCUSSIONS

It is on this premise that the study was conducted, to come up with the proposed strategies or plans to be used by teachers in guiding the pupil and to provide assistance so that they will be able to cope with the things they need.

KEYWORDS: SCHOOL READINESS OF KINDERGARTEN PUPILS

SUBMISSION ID: R04A-BATANP-0115

**School Readiness of Kindergarten Pupils: Personal and Social Skills of
Tranca Elementary School, Tranca, Talisay, Batangas**

Mary Ann Amante

Abstract

INTRODUCTION

Kindergarten children range from four to six years old is at the stage of school readiness. When the new school year starts most children may have the experiences of adjustment in the school especially in the environment. Kindergarten school readiness and the phenomenon of students entering kindergarten without the necessary personal and social skills they need to be successful in kindergarten was explored in this study.

METHODS

The respondents first floated the respondents using the School Readiness, Personal and Social Development Observation, and Face-to-face Interview Guide. In this study, the researcher used a descriptive case study approach. Descriptive study refers to a type of educational research which deals with the prevailing condition. It is descriptive because the study is intended to conduct a survey on the characteristics of the respondents.

RESULTS

Results of a research indicate that children who are ready for school are equipped by such positive characteristics as self- confidence, feeling of school comfort in spite of the absence of parents or a babysitter, curiosity about world, more intentions to study, and strong social skills to interact with other children and adults. Several factors influencing children's school readiness include external and internal factors. School readiness falls into several domains including child's physical health and well-being, social competence and emotional maturity, approaches to learning, language and cognitive development, and communication skills.

DISCUSSIONS

Findings of this study provide insights into current classroom practices that are currently being implemented to solve the problem of students' personal and social skill deficits. Findings will assist School Principal that they should have full attention to their students who are entering Kindergarten and admissions tests are required for them. Findings of the study show that the Kindergarten Teachers should not stop their students for being curious. That they should have effective teaching strategies and they should be approachable and have a long patience. Division level leaders and school level leaders are provided with information about instructional practices for improving kindergarten students' personal and social skills. Findings of the study show that the parents should encourage their children to go to school and let their children explore things. Findings of the study show that the students should be their self and should enjoy learning and enjoy what they are doing.

KEYWORDS: School Readiness, kindergarten, personal and social skills

SUBMISSION ID: R04A-BATANP-1094

**School Readiness of Underage Kindergarten Pupils of Aguado
Elementary School-Annex: Basis for School Readiness Plan**

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Education - Cavite Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

Kindergarten marks the beginning of formal education to most parents and teachers. Yearly, the cut-off age of the incoming pupils are changing, that's the reason why most of the kinder teachers at times takes it hard to know whether the child are ready or not to formal school. In this study, the researchers dig into the school readiness of the underage kindergarten pupils specifically in Aguado Elementary School Annex.

METHODS

This study utilized random sampling of respondents who were underage kindergarten pupils of Aguado Elementary School-Annex. The researchers administered Philippine Early Childhood Care and Development Checklist (ECCD) where various methods applied, these include observation, direct elicitation and also unstructured interview of the parents or caregivers

RESULTS

The outcome of Early Childhood Care and Development Checklist (ECCD) assessment shows that the participants got 80-119 Standard Scores. It explains that the Overall Development of the respondents are Average. In which it interprets that the underage kindergarten pupils of Aguado Elementary School-Annex are ready and prepare for school.

DISCUSSIONS

Base on the result, Early Childhood Care and Development Checklist (ECCD) is proven effective in assessing underage kindergarten pupils in Aguado Elementary School- Annex. Hence, the improvement of the assessment is highly recommended by the researchers to enhance the selection of the incoming Kindergarten pupils. The researchers suggests some deeper questions, more challenging task and engage activities from Grade 1 to ensure the readiness of underage kindergarten pupils for the next grade level.

KEYWORDS: School Readiness, formal education, random sampling, underage kindergarten, ECCD Checklist, selection, direct elicitation, unstructured interview, overall development, improvement

SUBMISSION ID: R04A-CAVITP-0520/R04A-CAVITP-1704

**School-Related Factors and Environmental Concerns of Pupils in
Balayan East Central School, Balayan, Batangas**

Ana Madel Amora & Didith D. Macalalad, Department of Education

Abstract

INTRODUCTION

The investigation described how the pupils perceived their environmental concerns. The participants of this study were 100 pupils in the school. Data were gathered through questionnaire containing the indicators regarding the research problem proposed to the study. The results of the study showed that most of the respondents belonged to the K to 12 Basic Education Curriculum, received administrative support from school administrative, and participated in the youth for environmental concerns of schools.

METHODS

Participants and Other Sources of Data and Information/ Sampling. This study which focused on environmental concerns will serve as the basis for action plan used the descriptive method with the aid of a survey questionnaire on environmental concerns. The descriptive method was used to gather information about presenting existing conditions.

RESULTS

As exhibited in Table 1, no one of the respondents belonged to special Science class. 100 or 100 percent of them belonged to K to 12 Basic Education Curriculum. This confirmed that all of the respondents had the same curriculum and have same allotted time in taking Science as subject. Administration of the school gave freedom to the students to organize and promote their environmental awareness. Most of the respondents enjoyed participating in co-curricular activities which environment was the primary concern. Overall results showed that students very strongly agreed that they had concern on their environmental through protecting and conserving it with composite mean of 5.00. This implied that students through the assistance of the teachers and applying what they learned in Yes-O organization they understood the importance of conserving and protecting the environment. Overall result showed that students were very much aware on their concern about the environment with composite mean of 3.67. This implied the students through education they become aware on the importance of protecting the environment for the good of the people. Overall result showed that students involved themselves in conserving the environment with composite mean of 3.72. This confirmed that students participated themselves to the different programs and projects that promote environmental concerns for the promotion of healthy environment.

DISCUSSIONS

The results determined that teachers should provide different lectures regarding environment to enlighten the minds of the pupils on the importance of conserving and protecting the environment. School Administrative should provide symposia and seminars regarding environmental concerns to instill the love for environment of the students. And replication of the study is encourage in another setting to validate the results of the present study. Implementation of proposed action plan made by the researcher is highly recommended

KEYWORDS: Environment, Concerns, Pupils, Involvement, action plan

SUBMISSION ID: R04A-BATANP-1789

School-to-School Partnership Reading Program (SSP)

Jay Rombines

Abstract

INTRODUCTION

Reading is an essential part of pupils' development. The cognitive ability of the pupils is directly associated with understanding and comprehension. However, reading comprehension becomes a problem among elementary pupils and there should be a need to adapt other strategies. In this study, we aimed enhanced reading comprehension of the pupils from frustration level to independent level.

METHODS

The Guyam Munti Elementary School is partnered with Carasuchi Elementary School (parent school). The partnership is aimed to enhance reading comprehension of the pupils in meaningful and enjoyable reading sessions, interventions, and reinforcement. Pre-test and post-test were given to 22 Grade 6 pupils all in frustrated levels. To evaluate the result of the reading comprehension, Phil-IRI method is used.

RESULTS

The 22 grade 6 pupils of Guyam Munti Elementary School participated in the study. The 22 grade six pupils got 100% frustrated level in the pre-test. In post-test, 4 pupils or 18% got the frustration level, 9 pupils or 41 % got instructional level and 9 pupils or 41% got independent level. This also shows that partnership of the school has a positive impact and that positive reinforcement, intervention, and enjoyable session give an excellent result to reading comprehension.

DISCUSSIONS

The result shows that best practices shared together are effective. Enjoyable reading sessions, positive interventions, and reinforcement alters reading motivation of the pupils to a more active participation in reading and increase ability to comprehend and understand. Constant and positive reinforcement are the keys to this program.

KEYWORDS: School to School Partnership Reading Program (SSP)

SUBMISSION ID: R04A-CAVITP-1275

School-to-School Partnership: An Intervention Program for Reading Comprehension

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Abstract

INTRODUCTION

Reading is one of the fundamental skills towards learning. For the past years, many teachers have complained about the reading comprehension skills of the pupils. Five out of ten pupils had recorded with reading difficulties which resulted to poor academic performance. Pupils have found it difficult to learn and understand the lessons due to lack of comprehension. With this regard the researcher conducted this study to determine the effectiveness of the School-to-School Partnership conducted by the School English Coordinator. This program aims to increase the reading skill of the pupils in grade three level with learning difficulties through having a partnership with other school.

METHODS

This study used an experimental design because the researcher wanted to measure the effectiveness of the reading intervention program conducted in the grade three level. Several reading materials were reproduced by the partner school to be used in the reading intervention program. There were at least 65 pupils recorded with reading difficulties and became the recipient of the program.

RESULTS

In the assessment conducted it was found out that the reading program conducted was effective for the pupils with reading difficulties. There was an increase of at least 8 percent on the reading comprehension skills of the pupils and almost 20 percent of the beneficiaries can already read independently from instructional level, 60% of the beneficiaries already categorized as instructional reader, and the other 20 percent falls on the frustration level. None of them were categorized as non-reader.

DISCUSSIONS

The result of the study simply means that the reading intervention program conducted was effective as it increased the reading skills of the pupils. It only found out that the pupils can learn to read well through having an intensive reading remedial lessons and through having appropriate reading materials to be used that can attract and motivate the pupils. According to the teachers, the pupils are eagerly motivated to learn how to read when the teachers used a friendly and accommodating approach.

KEYWORDS: READING COMPREHENSION, PARTNERSHIP, STAKEHOLDER

SUBMISSION ID: R04A-STAROS-0082

**School-Based Action Plan on Instructional Supervision for Teachers of
Ladislao Diwa Elementary School**

Salvacion Montenegro, Department of Education - Division of Cavite City

Abstract

INTRODUCTION

Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers. Teachers do not perceive supervision as helpful for their teaching and professional growth when its approach is focused on teacher appraisal and efficiency. The overall objective of this study is to examine the existing perception of beginning teachers toward instructional supervision and its perceived relationship to professional development and improvement of instruction.

METHODS

Descriptive method was utilized in this study. This approach is problem solving which seeks to answer questions to real facts relating to existing conditions. One hundred thirty teachers from Ladislao Elementary School responded to the researcher-made survey instrument. Weighted mean was used to determine the teachers' perception instructional supervision.

RESULTS

The teacher respondents' perception on instructional supervision is bounded only in 11 strands as follows: 1) I am convinced of the need for instructional supervision; 2) Every teacher can benefit from instructional supervision; 3) Supervision should be a collaborative effort; 4) Supervision should promote professional growth among the teachers; 5) Supervision should promote trust among the teachers; 6) Supervisory choices should be available to beginning teachers; 7) Beginning teachers should receive adequate supervision; 8) Time should be given to the implementation of any instructional supervision method; 9) Teachers should be involved in the planning of the supervisory process prior to supervision; 10) Supervisory practices should consider the developmental stages of individual teachers; and 11) Supervision should focus on the needs of the teacher. The overall weighted mean of the responses of the teacher respondents in all the strands of the indicator instructional supervision is 4.21 which lie on a descriptive value Agree.

DISCUSSIONS

Devise an effective plan of implementing both formal and informal instructional supervision which provide ample time to the teachers being supervised to prepare for their best teaching practices in the event of observation. Include ample of time for instructional conference for the teacher concerned to digest and adopt suggestions that will be beneficial in teaching. Provide inspiring thoughts that boost the spirit of the teacher and not to enumerate the lapses as an indicator that measures the ability of the teacher in teaching.

KEYWORDS: instructional supervision, observation, perception, professional growth and development

SUBMISSION ID: R04A-CAVITC-0077

School-Based Feeding Program (SBFP): Alleviates Childhood Malnutrition Consequences

Loida Martin

Abstract

INTRODUCTION

Malnutrition is one of the many factors that affects children's performance in school. To address this specific problem, the Department of Education is implementing the School-Based feeding program or popularly known as SBFP. This program aimed to address short-term hunger, improve child nutrition, provide socialization opportunities for children, and enhance school performance. This research aims to showcase how SBFP helps in alleviating consequences of malnutrition among school-aged children.

METHODS

Using the SBFP terminal report, the researcher was able to identify the pupils involved in this study. A questionnaire was given to 12 SBFP beneficiaries of Banjo Laurel Elementary School, for the School Year 2018-2019. Included in the questionnaire is how SBFP helped them to improve their performance in school.

RESULTS

Based on the terminal report, 10 wasted pupils becomes normal, and the 2 severely wasted becomes wasted at the end of the program. Generally, this shows that 12 out of 12 beneficiaries improved their nutritional status at the end of the 120 days program. This data revealed that SBFP is a great help to these pupils.

DISCUSSIONS

The program, SBFP, helped increase pupils attendance in school. Being one of the beneficiaries of the program serves as motivation for a child to go to school every day. This leads to more time spent in school and more time spent towards learning. Eating the proper kind of food helps a child to get proper nutrition that leads to first, healthy body - that leads to better resistance to diseases, and secondly, sound mind which is essential in learning. Thus, better nutrition indirectly improves educational achievement by increasing school attendance by children.

KEYWORDS: malnutrition, short-term hunger, nutritional status, educational achievement.

SUBMISSION ID: R04A-TANAUA-0124

**School-Based Feeding Program Through Project BLT
(Busog,Lakas,Talino)**

Elena Carvajal

Abstract

INTRODUCTION

Severely wasted and wasted pupils are one of the problems in our school. We identified 49 severely wasted and wasted pupils from Kinder to Grade VI after weighing. Our expected outputs is to decrease the number of severely wasted and wasted pupils from 49 to 20 at the end of 120 days. Through the school-based feeding launched in every school and project BLT, wasted and severely wasted will be lessen. This program primarily aims to improve the nutritional status of the beneficiaries by at least 70% at the end of 120 days. It also aims to increase classroom attendance by 85% and improves the children's health and nutritional values and behavior.

METHODS

We used three milestones in the school-based feeding program through project BLT .First milestone is brainstorming 12 teachers, orientation of 49 parents, home visitation, feeding proper, and weighing. Second milestone is to monitor the impact regarding class attendance, the performance of pupils in class discussion, and constructing a conducive feeding area. Third milestone is to assess the impact of feeding to recipients. We also used vegetables coming from our “Gulayan sa Paaralan” which added nutrients in the feeding served.

RESULTS

At the end, of 120 days 49 severely wasted and wasted pupils became normal. Absenteeism was lessened. Active participation of beneficiaries in class discussion was proven. Produced well-nourished children. Risk of dropping -out was prevented. Pupils learned to eat vegetables and value the worth of “Pinggang Pinoy” to their daily living.

DISCUSSIONS

The three milestones we used in the school-based feeding program through project BLT are an avenue to achieve the goal to decrease the wasted and severely wasted. In our school, we did not only feed the pupils but we also evaluated its impact to them. Collaboration, commitment, and dedication of the internal and external stakeholders are the recipe of success.

KEYWORDS: severely wasted, wasted feeding, milestone

SUBMISSION ID: R04A-TANAUA-0041

**School-Based Initiated Assessment Project: Uplifting Students'
Participation in the National Certification**

Medel Calusin

Abstract

INTRODUCTION

This action research aimed to increase participation of learners in the conduct of national certification which plays vital role in landing different opportunities after completing senior high school including but not limited to employment, entrepreneurship, and pursuing higher education. The introduction of the school-based initiated assessment project would be of great help to Home Economics Strand in taking the national certification whereby challenges and problems were addressed and their capabilities to pass the assessment is highly possible.

METHODS

The researcher employed purposive sampling in gathering data from the respondents. Thirty six (36) grade 12-HE students with specialization in Cookery were chosen as subject of this study. A QUAL- QUAN method was utilized in addressing the identified problems which include the use of survey interview in determining challenges they have encountered while self-made structured questionnaire was formulated to evaluate pool of students' performances and achievements.

RESULTS

The study revealed that (1) students were confronted with some challenges and problems causing low participation in the conduct of national certification, specifically Cookery NC II; (2) the learners performed all units of competencies in cookery; and (3) the pre-test and post-test revealed that the respondents improved their level of mastery after the school-based initiated assessment project.

DISCUSSIONS

Based on the results, the study centered in uplifting students' extreme participation in the conduct of national certification which brought significant benefits in whatever path they wish to pursue. This will provide them greater opportunities in employment, entrepreneurship, or higher education after completing Senior high School.

KEYWORDS: Assessment, Certification, Home Economics, Improvement, School-Based

SUBMISSION ID: R04A-QUEZON-0255

School-Based Management (SBM) Grant and its Leverage on School Improvement

Eilane Silverio, Department of Education

Abstract

INTRODUCTION

This study focused on the School-Based Management Grant and Its Leverage on School Improvement at Masbate Province, Philippines. Specifically, it sought answers to the following inquiries: 1) What is the impact of SBM Grant implementation in the secondary schools of the Division of Masbate, by Congressional District along a) Enrolment, b) Achievement, c) Drop-out rate, and d) Promotion rate?; (2) What is the impact of SBM Grant implementation in the Elementary schools of the division of Masbate, by Congressional District along a) Enrolment, b) Achievement, c) Drop-out rate, and d) Promotion rate?; and (3) What possible initiatives can be introduced to further improve the SBM Grant implementation and utilization?

METHODS

This study used qualitative and quantitative methods of research using the survey questionnaire checklist, interview and FGD. Tools used were frequency count, percentage and average weighted mean in order to reveal the impact of SBM Grant on school improvement.

RESULTS

Findings of the study: there is significant increase in enrolment of the secondary schools. SBM Grant has no impact on the achievement. Drop-out rate has decreased in 1st and 2nd Congressional Districts, while slight increase of 0.01% in 3rd Congressional District. Promotion rate has increased in all secondary schools. Enrolment in elementary schools decreased. Achievement in 1st and 2nd Congressional Districts decreased, while in 3rd Congressional has increased. Drop-out rate has decreased in elementary schools. Promotion rate increased in 2nd Congressional District; while in 1st and 3rd Congressional Districts have decreased. 100% of the respondents gave their recommendations/suggestions. Timeline, proper identification of PIAs, innovative strategies, intensive monitoring, and evaluation were suggested.

DISCUSSIONS

SBM Grant helps increase the enrolment of all secondary schools; Achievement of secondary schools have decreased; Drop-out rate of most secondary schools have decreased; Secondary schools have decreased promotion rate; Enrolment of elementary schools has decreased. Achievement of most elementary schools have decreased; Decreased of drop-out rate in elementary schools. Promotion rate of most elementary schools have decreased.

All schools should be given grants to address effectively their Priority Improvement Areas; Sufficient time of grant implementation; to conduct sequel of this study to determine further the impact of SBM grant to school improvement; and other parallel researches may be conducted.

KEYWORDS: SCHOOL-BASED MANAGEMENT, GRANT, LEVERAGE, SCHOOL IMPROVEMENT

SUBMISSION ID: R005-MASBAP-0018

**School-Based Management Level of Practice of Public Secondary
Schools in the Schools Division of Quirino: Mechanisms for Effective
School Governance**

Elenita B. Ugot, Fely L. Manuel, Ph.D., & Julius Aaron M. Rueda,
Department of Education - Quirino

Abstract

INTRODUCTION

School-based management (SBM) changes the dynamics of school creating partnership in decision-making in terms of setting school mission, shared vision, leadership, and governance. This research aimed to find out the extent of implementation of SBM in SDO-Quirino which possibly guides education leaders to support in the enhancement of quality of basic education. The four principles in SBM define the level of practice of the stakeholders which affirm that shared governance thrives in schools. There is a need to continuously study SBM to find its empirical effect to school's achievement.

METHODS

With 14 public secondary schools as respondents, descriptive method was used to determine the level of implementation of SBM. A survey questionnaire based on Department of Education Order No. 83, series 2012 was crafted and used to gather important data on the profiles of respondents and SBM level of practice of public secondary schools of SDO-Quirino.

RESULTS

Based on the results, most of the public secondary school's level of SBM practice were mostly maturing. These schools have also implemented SBM to a large extent. It further revealed that through this strategy, partnerships served as the key factor towards school improvement. There is a significant effect to the level of practice and impact of SBM to school performance indicators.

DISCUSSIONS

School improvement process and mechanism results to better school improvements that encapsulates the real essence of SBM. This further solidifies when all stakeholders profoundly take a collective stance showing co-ownership to school. It is further implied that there is a need to conduct a similar study for continual improvement and serves as basis for a localized project for SBM.

KEYWORDS: governance, improvement, leadership, mechanism

SUBMISSION ID: R002-QUIRIN-0130

**School-Based Management Practices of Elementary Schools in SDO
Batangas City: Basis for a Proposed Management Training Program**

Gemma De Torres, Department of Education - Batangas City

Abstract

INTRODUCTION

The official results of the status report on SBM level of practice in the Division of Batangas City from School Years 2013-2016 have forwarded an interesting area for research. The SBM practice in this report is the total assessment results of the four dimensions. There are those whose level of SBM practice remains "developing" or "maturing" for three consecutive school years. It should be noted that the target level of SBM practice in all schools is "advanced."

METHODS

The descriptive-quantitative research design was utilized in this study because it presented, described, analyzed, and interpreted the current condition of the practices in the implementation of School-Based Management in the Elementary Schools in the Division of Batangas City. Through the use of a validated questionnaire, the data were gathered quantitatively.

RESULTS

Based on the available data, there is only one school which reached SBM Level III or Advanced Level along the five school years, 50 schools reached Level II or Maturing Level and 31 schools are still in Level I or Developing Level. As assessed by the respondents, practices of School-Based Management in Leadership and Governance, Accountability and Continuous Improvement and Management of Resources are challenging while practices of SBM in Curriculum and Instruction is Moderately Challenging. As a school management reform, the respondents agreed that the school and the community are working with initiatives, stay committed to the organizational objectives and feel positive about themselves as significant players in school development. However, they disagreed that as partners in school governance stakeholders have significant powers on the selection and transfer of school heads, adaptation of the curriculum to the needs of the community, have equal rights and roles in addressing local situations and conditions of the school and are equally accountable for all the consequences of decisions made for the school. Based on the findings, school heads need to refresh on the School-Based Management.

DISCUSSIONS

The results demonstrate the need to consider a proposed management training program to refresh school heads on the implementation of SBM and further improve their practice to the next level.

KEYWORDS: leadership, shared-governance, curriculum, resources, stakeholders, management

SUBMISSION ID: R04A-BATANC-0249

School-Based Management Problems Encountered by School Heads of San Francisco District: Basis for the Development of a Proposed District Improvement Plan

Angerryco Rocela

Abstract

INTRODUCTION

The study aimed to analyze the School-Based Management (SBM) problems among school heads of San Francisco District as basis for the development of a district improvement plan to enhance level of practice. The researcher identified SBM problems faced by respondents on leadership and governance in terms of work supervision, curriculum and instruction in terms of learning performance and instructional delivery, accountability and continuous improvement on stakeholders' participation and employees development, management of resources on learning materials and equipment, and learning environment.

METHODS

The study employed mixed method approach using researcher-devised instrument to identify SBM problems. Quantitative data were analyzed using percentage, weighted mean, t-test, and one way ANOVA; while the qualitative part employed the problematic analysis of the root causes.

RESULTS

Findings revealed that respondents do not encounter problems on SBM in terms of leadership and governance on work supervision, curriculum and learning in terms of instructional delivery, and continuous improvement on employees' development. On the other hand, on curriculum and learning in terms of learning performance, respondents encountered problem on School's NAT performance. Respondents encountered problems on LGUs and parents initiative, and parents support in transparency of school financial matters as regards stakeholder's participation.

Similarly, respondents encountered SBM problems on management of school resources on learning materials and equipment. On problem-situation, the root cause of Low NAT rating was socio-economic status of learners (family's income, parents working). Also, minimal support from parents was due to socio-economic status. The study revealed that demographic profile is not a factor in SBM problems.

DISCUSSIONS

Based on the findings, the proposed District Improvement Plan (DIP) was designed to increase SBM level of practice among school heads of San Francisco District.

KEYWORDS: District Improvement Plan, San Francisco District, School-Based Management problems

SUBMISSION ID: R04A-QUEZON-0070

School-Based Management Skills and Leadership Style Among School Administrators: its Implications to Organization

Leoncia Catam & Rustica Punzalan, Department of Education

Abstract

INTRODUCTION

The greatest responsibilities of any school administrator is providing managerial skills and leadership style, which begin at the top. Every administrator must determine what motivates people and what they consider important. Management and leadership provides the means of translating administrative philosophy, aims, and plans into reality by using available resources and by controlling group and individual behavior and activities. In this study, we sought to assess managerial skills and leadership style.

METHODS

The method used is the Descriptive Methods of Research with the following statistical tools Weighted Mean, Percentage Rank, Chi- Square and Regression. The respondents were the one hundred forty-two (142) teachers and fourteen (14) school heads of Laurel District, Laurel, Batangas. The respondents Age, Civil Status, Gender, Educational attainment, and Length of Teaching Experience was considered.

RESULTS

There is an effective capability on leadership skills manifested by private secondary school heads as perceived by the teachers and themselves on the variables cited- planning, organizing, and controlling. Furthermore, also on supervisory skills by the private secondary school heads as perceived by the two groups of respondents. There is a significant relationship between the capability on supervisory and leadership skills as manifested by the survey posted on the study. It is a great help to the school policy makers and curriculum designers for them to clarify the roles and duties of school heads.

DISCUSSIONS

The school heads should be educationally equipped and has the appropriate knowledge in supervision and leadership. She/He should maintain a well develop leadership and supervisory styles. School-based management and leadership is a key concept in the understanding and improving organization such as the schools. They need to learn and follow leadership in a fast changing society. Building the premise that leaders are important to educational organizations, it is of outmost importance for school administrators to know and for the nature of existing perceptions determine to a great extent the success or failure of their work.

KEYWORDS: leaders, respondents, perceived, leadership, pervasive, role, skills

SUBMISSION ID: R04A-BATANP-1858

School-Based Redefining the Professional Roles of Araling Panlipunan Teachers

Marilyn Encarnacion, Department of Education / Escuela Secundaria Senior De Salinas

Abstract

INTRODUCTION

Teaching is known to be one of the most challenging professions. Thus, it calls for educators who know every aspect of the field and consider the relationship with the learners, colleagues and the community that they serve.

In this study, the researcher explored if there is a significant difference on how the Araling Panlipunan teachers carried out their roles in terms of designing and implementing programs, assessing, evaluating and reporting, and developing supportive environment as they are grouped according to their length of service, position, grade level handle, and school affiliation. This study was strongly supported by pieces of evidence.

METHODS

The study utilized the descriptive-correlation design. The researcher conducted an interview with Junior Social Studies teachers in Rosario, Cavite. Eighteen teachers responded to a set of semi-structured, researcher-made survey questionnaire. Documentary analysis through observation was also conducted in the two teaching sites (Bagbag National High School and Rosario National High School.)

RESULTS

Most of the respondents who were interviewed have served below 10 years as Teacher I and are handling Grade 7 at BNHS. The rest of the respondents have more than 10 years in service as Teacher II or III while one of them as Master Teacher I handling Grade 8, 9 and 10 at RNHS. The respondents generally assessed that they "strongly agree" with the components of their professional roles as Araling Panlipunan teachers in Junior High School. Data showed that there is no significant difference between Designing Program, Assessing, Evaluating and Reporting, and Developing Supportive Environment when grouped according to length of service, grade level handled, position, and school affiliation

DISCUSSIONS

The results could be due to the fact that teachers' professional roles are well-defined as a mandate of the Department of Education and the school heads must ensure, through instructional supervision, that these are practiced by the teachers. The teachers must be encouraged and supported to take educational advancement and the school must provide professional development that is relevant and meaningful to them.

KEYWORDS: professional, roles, teachers, Araling Panlipunan

SUBMISSION ID: R04A-CAVITP-1001

**School-Community Learning Partnerships: Essential to Expand
Learning Success in the Selected Schools of Tabaco North District B,
Tabaco City Division**

Marilou Serrano, Department of Education - Tabaco City

Abstract

INTRODUCTION

For the past decade, the 21st Century Community Learning Centers initiative has asked schools to work in partnership with community- and faith- based organizations to support children's learning during the hours after school and during the summertime. Consequently, there has been tremendous growth across the nation to forge meaningful partnerships between school and afterschool and summer programs.

The researcher would like to know the four dimensions and characteristics of the school and stakeholders engagement in terms of connectivity for meeting the needs of the learners, school environment that promote community partnership, sketching out major school community initiatives, and school and family action team, the significant difference between the perceptions of the internal and external stakeholders . Also, the significance of community resources that considered in establishing family community, and school connections for promoting the no one are left behind in education along effective use of community resources for education and effective collaborative partnership of school and community.

METHODS

This study made use of the descriptive-analytical method of research. After the validation and approval of the questionnaire, the distribution of the questionnaire was made. A survey of the school head, teachers, and stakeholders on the school planning and programming towards the realization of goals on quality services given to the clientele is important.

RESULTS

The four dimension and characteristics of the school and stakeholders engagement were as follows: connectivity for meeting the needs of the learners and favorable school environment that promote community partnership. Sketching out major school and community initiatives and allowing school and family action team to plan collaboratively in the school toward the no one left behind policy.

DISCUSSIONS

Every stakeholder should spend time building consensus around a shared vision and mission. They should ensure that all partners see themselves and their own self interests in the model and plan. Collaborative members should allow time to act deliberately when reaching decisions.

It is good to have a memorandum of agreement on their partnership so as to sustain the school community linkages. Every school should have a concrete community engagement or linkages so as to wean the actively involvement of other stakeholders. Teachers and principal should recognize the efforts made by every stakeholders.

KEYWORDS: stakeholders, community, collaborative, partnership, connectivity

SUBMISSION ID: R005-TABACO-0057

Schools Division of Calamba City on the Go to Field Technical Assistance: A Continuous Improvement Program

Paulino Castro, Evelyn Doctolera Calderon, Department of Education -
Division of Calamba

Abstract

INTRODUCTION

The role of the Schools Division Office is vital to ensure the support in the delivery of quality basic education services to all schools, learning centers, and other stakeholders through continuous improvement program. The study aimed to improve the instructional supervision of ten school heads. In the Division.

METHODS

The study utilized Continuous Improvement (CI) Program methodology which includes three main stages (Assess, Analyze and Act). Participants were purposively selected due to consistent poor performance in English, Science and Math subjects of Grade VI students based on the results of the National Achievement Test (NAT) for three consecutive school years (2013-2014, 2014-2015 and 2015-2016). A combination of qualitative and quantitative method was used to analyze and interpret the data.

RESULTS

The provision of technical assistance to the selected schools significantly improved the following: (a) competence of the School Principals when it comes to instructional supervision; (b) content and pedagogies of English, Science, and Math Teachers; and (3) Mean Percentage Scores (MPS) for three consecutive quarters of the ten selected schools.

DISCUSSIONS

The CI team composed of CI team leader, four CI members, process owners and the Education Program Supervisors. Provision of technical assistance was based on the voice of the customers gathered through focused group discussion to school heads, teachers, and learners.

KEYWORDS: field technical assistance, Continuous Improvement Program

SUBMISSION ID: R04A-CALAMB-0434

**Schools Division of Calamba City Research Productivity: Basis for
Research Agenda and Strategic Action Plan**

Paulino Castro, Randy Punzalan, & Rosemarie Torres, Department of
Education

Abstract

INTRODUCTION

Research is important for an organization to survive and keep abreast in trends and changes in the educational landscape. To promote research productivity and to embrace the culture of research is the ultimate objective of this study. The Division of Calamba City recognizes the significant role research to address the culture of excellence. Thus, this study was basically an inquiry as to the current situation of research activities among School Heads and Master Teachers of this division. The result served as basis in crafting the future direction as regards to the plans, programs, projects, and activities.

METHODS

The study used quantitative and qualitative method to gather and analyze data. Predominantly, this is a descriptive research that utilized adopted survey questionnaire which constitutes the best practices vis-à-vis research productivity. Through simple random sampling, there were 51 Master Teachers and 48 School Heads answered in the survey and participated in the focused group discussion (FGD). The result, participants, assessment, and even the focus of interest of the study were limited to the Division of Calamba City.

RESULTS

Based on the assessment, the three characteristics were rated as "evident". This means that to some extent, the respondents manifest individual, leadership, and institutional characteristics. However, some equally important indicators were deemed as "less evident". Strategic Agenda and Action Plan were crafted to successfully promote research productivity and uphold research culture.

DISCUSSIONS

The highlights of the study are the crafted Research agenda and Action Plan for the Division of Calamba City. Its salient features address the gaps identified as a result of the study. It integrates the Department of Education thrusts and Region's research priorities to enhance basic education delivery of services focusing on quality, access, and governance.

KEYWORDS: Research, Research Productivity, Research Culture

SUBMISSION ID: R04A-CALAMB-0413

**School's Readiness in the Implementation of Inclusive Education
Program: Basis for Developing an Action Plan**

Mineria Se, Sta. Lucia High School

Abstract

INTRODUCTION

"Education for All" has been the battle cry of the Philippine educational system and it is clearly stated that even those children with special needs have the right to education. In response to this call, the researcher conducted this study to determine the school's readiness in the implementation of Inclusive Education Program during the school year 2016 -2017 which served as basis for the development of a school action plan.

METHODS

Descriptive method of research of survey type was utilized. Furthermore, the researcher-made survey questionnaire was conducted to gather pertinent data. The participants of the study involved 127 teachers and 21 administrators of Sta. Lucia High School in Pasig City. The data gathered were tabulated, statistically treated, analyzed, and interpreted to complete the study.

RESULTS

The school teachers and administrators rated the extent of school's readiness in the implementation of the Inclusive Education Program in terms of Teachers' Competencies with both average weighted mean of 2.59 which were verbally interpreted as Moderate Extent; in terms of Curriculum and Instructional Materials, the teachers and school administrators gave an average weighted mean of 2.59 and 2.49 respectively, which were verbally interpreted as Moderate Extent and Low Extent; in terms of Emotional Acceptance, the teachers and school administrators rated it with the average weighted means of 2.37 and 2.39 which were both verbally interpreted as Low Extent; and in terms of Classroom Environment, the teachers and school administrators rated it with the average weighted means of 3.19 and 3.53, both were verbally interpreted as Moderate Extent.

The data revealed that there is no significant difference in the perceptions of the school teachers and administrators in the extent of implementation of the school's readiness in Inclusive Education in terms of Teachers' Competencies, Emotional Acceptance and Classroom Environment while in terms of Curriculum and Instructional Materials, there is a significant difference.

DISCUSSIONS

The school teachers and administrators strongly believed that there are areas needing improvement in the implementation of Inclusive Education Program. The researcher crafted an action plan for implementation of Inclusive Education Program addressing the needs of Sta. Lucia High School.

KEYWORDS: Classroom Environment, Emotional Acceptance, Inclusive Education, Instructional Materials, Learners with Special Needs, School Readiness

SUBMISSION ID: NCR1-PASIGC-0017

**Schools' Student-Recognition-Culture in the Implementation of the
Department of Order No. 36**

Maricel Culla

Abstract

INTRODUCTION

Academic recognition gives a feeling of accomplishment to students who have done their best efforts academically, those who are highest achievers in class or in any grade/year level. Public elementary schools are covered under the issuance of Department of Education Order (DO) No. 36 series 2016 dated June 7, 2016 known as "Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program". The said Order is detailed but it suddenly deviates from the former system practiced under Department of Education Order No. 74 series 2012 dated September 06, 2012 known as "Guidelines in the Selection of Honor Pupils and Students of Grades 1 to 10 of the K to 12 Basic Education Curriculum".

METHODS

As per Department of Education Order No. 36 series 2016 dated June 7, 2016 known as "Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program", schools could award honors to learners whose general average is 90 and above. This is in order to formally recognize the outstanding performance and achievement of learners in academic, leadership, and social responsibility. In connection with this, this study would like to determine the schools' student recognition culture in the implementation of Dep Ed Order No. 36 in the 5 districts in the Division of Batangas City.

RESULTS

The result revealed that: 1) The 3 groups of respondents have positive perception as regards the student-recognition-culture of the school in terms of 1) Informal Recognition, 2) Formal Recognition, 3) Fairness in Recognition, 4) Focus on Effort, and 5) Having a Voice. 2). The 3 groups of respondents have positive perception as regards the implementation of Department of Education Order No. 36, and 3). An action plan was developed by the researcher to address the perception of the students and parents as regards the student-recognition culture of the school.

DISCUSSIONS

The researcher is compelled to conduct this study on awards and recognition of K to 12 Basic Education Curriculum (BEC) with strong belief that no study has done yet specifically Department of Education Batangas City. Secondly, the researcher would like to see the possible good or adverse effect of the renaming and reclassifying the titles from Valedictorian, Salutatorian to With Honors, With High Honors and With Higher Honors respectively. Lastly, the researcher would like to confirm if this attempt or endeavor could boost the morale of the pupils rather than discriminate.

KEYWORDS: Culture, Awards and Recognition, Pupils' Performance

SUBMISSION ID: R04A-BATANC-0467

Scie-Booklet: its Effect to the Academic Performance of Pupils in Science IV

John Patrick Villones & Dr. Virgilio R. Ayhon

Abstract

INTRODUCTION

The purpose of this study is to provide another learners' material that will serve as a reference for the pupils and teachers to use in the actual execution of the teaching and learning process. This researcher-made instructional material is intended in the teaching of Science IV under the K to 12 Basic Education Curriculum. Whereas, the teaching and learning competencies included are based on the actual curriculum guide provided by the Department of Education.

METHODS

This study used the experimental design with control and experimental group divided into two equal numbers of respondents. The respondents were chosen based on their average performance in the attendance for the month of June 2018 and their final rating in Science subject from their previous grade level. With that, in order to statistically determine their performance on the said variable, mean was used. Moreover, independent t-test was used to determine the significant difference on the level of their performance as revealed by the average rate from the summative tests.

RESULTS

In the conduct of the study, it was found out that the experimental group had an increase result in mean percentage as compare to the control group. This implied that the respondents gained more knowledge and skills in learning the topics and lessons in Science through the use of a researcher-made Scie-Booklet. Hence, the null hypothesis was rejected. This could mean that the respondents who used the Scie- Booklet as another learning material has learned better from the pupils in the control group who did not use it.

DISCUSSIONS

Based on these results, it therefore implies that the use of a Scie-Booklet as an instructional material can increase pupils' interest in learning the prescribed topic or lesson of the day. Learners who were exposed in this researcher made material had showed increased interest to learn and thereby achieve passing remarks/ratings. Hence, the said material may be recommended to use for a wide range of users.

KEYWORDS: Science, booklet, performance, learner, innovation

SUBMISSION ID: R04A-RIZALP-0472

Science Achievement of Grade 10 Students and the Spiral Progression Approach

Franklin Galoyo, SHS in Calaca

Abstract

INTRODUCTION

Recognizing the importance of developing Filipino learners who are science proficient and globally competitive, the Philippine government has ventured into a reform program for basic education. The K to 12 Basic Education Program, launched in 2011, features a mandatory Kindergarten and 12 years of basic education, it not just adds 2-year basic education but it also emphasized the use of spiral progression approach in teaching science. The main purpose of the study was to describe (1) the students' level of proficiency in science; (2) the extent of teachers' implementation of spiral progression; and (3) the science teachers' experiences on implementation of spiral progression approach.

METHODS

A total of 300 learners participated in the study; a descriptive quantitative research design was utilized. The reliability of the test using Cronbach's Alpha is .95, indicating high internal consistency. The methods employed were: 60-item Science proficiency test that measure learners' understanding on scientific explanation, scientific evidence, scientific knowledge, and productivity in science; and a survey questionnaire using the Likert Scale that measures teachers' implementation and experience on Spiral Progression approach. Frequency, weighted mean, and Pearson r were used for the analysis of the study using the Statistical Package for Social Sciences (SPSS).

RESULTS

This study revealed that the level of proficiency of students in Science is approaching proficiency. This implies that students did not attain mastery and skills in Science, contrary to the expected outcome of using the spiral progression approach. Also, there is positive correlation between the proficiency level of students and the implementation of teachers on spiral progression. As to teacher respondents the spiral progression was implemented at great extent.

DISCUSSIONS

The results indicate that spiral progression approach in teaching science did not promote retention and mastery among selected respondents. This study also show that Science teachers have negative experiences towards implementing spiral progression approach and still have misconceptions on the spiral approach. The results of the study will provide the government especially the Department of Education (DepED) with the ways to improve K-12 and to provide teachers enough trainings and seminar in order tackle spiral progression in a more sophisticated manner.

KEYWORDS: Science proficiency, spiral progression approach, assessment

SUBMISSION ID: R04A-BATANP-0567

Science Curriculum Integration Module: Tool for Educators to Waste Management Implementation Among Grade Three Pupils

Maricel Esturas, Department of Education-San Pablo City

Abstract

INTRODUCTION

Solid Waste Management faces great challenges not only in relation to the management system but also in gaining public awareness and participation of the people. The present study aimed at improving the awareness and practice of the pupils on the proper handling and disposal of garbage through the implementation of differentiated instructions with varied engagement activities appropriate to age level and developmental needs suited to the end-users aided by curriculum integration in Science subject based on waste management module.

METHODS

The study employed the pre-test and post-test experimental design questionnaire as a chief instrument in gathering data. Pre-test and post-test were administered to the pupils-respondents before and after the implementation of the program. T-test was used to determine if there is a significant difference between the pre-test and post-test scores of the Grade Three pupils. Mean value and standard deviation were utilized to assess, illustrate and describe the data.

The research study used the thematic analysis to gather the ideas of the parents to come up with the common observations regarding to the attitudes of the children on waste management outside the school.

RESULTS

Based on the aforementioned researches and findings of this study the following conclusions were formulated: 1. The level of awareness pupils about the waste management improved from moderate to very high level; 2. It was found that there is a mean difference between the scores of the pre-test and post-test; and 3. The pre-test and post-test scores of the pupils included in Science Curriculum Integration for Waste Management shows that there is a significant difference. Using the module can engage the pupils to practice the "three R's" and increase their awareness in waste management in order for them to care and understand the concept that their actions have a great impact on their health and for the environment.

DISCUSSIONS

The result of the study showed positive effect among the grade three pupils based on the post-test. Therefore, it can be observed also on the pupils' attitudes towards discipline and sense of responsibility. Continuous implementation should be done so that pupils may not forget and brought the things they learned until they grow old. The lessons that the pupils learned from the module on cleaning and making the environment safe can be applied not just on the school but also on their community.

KEYWORDS: 3Rs - refers to the process of reducing, reusing and recycling of garbage

SUBMISSION ID: R04A-SANPAB-0102

**Science Elementary School Teachers' Spiral Progression Strategies in
the Division of Calamba City and the Primary Pupils' Academic
Performance: Basis for Science Instructional Materials**

Melani Romano, Department of Education

Abstract

INTRODUCTION

Science teachers utilize different strategies as provided in the K to 12 curriculum so as to equip pupils with the right knowledge and skills. Spiral progression is a kind of learning approach wherein the details are related to the basics which are reemphasized or rediscovered many times from connection and mastery. The researcher, being a Science teacher for almost two decades, would like to objectively see data showing that the spiral progression strategies they have implemented really work for the pupils as can be seen in their grades.

METHODS

The descriptive correlational method used to elicit the answers to specific problems of the study. It involves gathering the data in order to determine the manifestation of spiral progression in terms of introduction, interaction, and integration. Theoretically, any two quantitative variables can be correlated as long as one has scores on these variables from the same participants.

RESULTS

The researcher conducted inquiry on the level of manifestation of spiral progression strategies among public elementary school teachers in terms of introduction, interaction, and integration, generated mean on the academic performance of the Grades I to III pupils, provides the significant relationship, if there's any between the spiral progression strategies of the 140 public elementary teachers in the Division of Calamba City, and the primary pupils' academic performance, and provides the proposed instructional materials with sample workbook based on the content standard of objectives in Science.

DISCUSSIONS

The results imply that measuring, evaluating, and assessing learners' apply the knowledge they have learned is a strategy that Science teachers employ since these are processes normally expected that learners develop in a Science class. Real-life activities are conducted in a Science class as provided as well in the curriculum guides in Science. Though manifested, elaborating concepts beyond the content standards require more effort coming from the pupils and might not work easily for all kinds of pupils.

KEYWORDS: integration interaction instructional material introduction Spiral Progression

SUBMISSION ID: R04A-CALAMB-0219

Science Instruction Focusing on Biology at Public Secondary Schools at Lemery District

Jaclyn Jamie Vergara, Gov. Feliciano Leviste Memorial National High School

Abstract

INTRODUCTION

The study aimed to enhance Biology instruction among secondary school science teachers of Lemery District in view of the Kto12 program. It has been noted that some of the science teachers were not prepared to teach biology because their field of expertise does not match the required competencies and skills to teach the subject. They also have limited seminars and trainings in the subject area. The study is conceptualized with the hope that a suitable enhancement program could be formulated and put into practice. Furthermore, it is being anticipated that the strengths and weaknesses will be identified and special attention and concern can be addressed.

METHODS

This research made use of the descriptive method. Gathering of data was done with the aid of the questionnaire with scale range and verbal interpretation, interviews, and focused group discussions. To interpret the data gathered from the respondents, the researcher used ranking, weighted mean, and T-test. The study involved a total population of 1771 G-9 students and 35 secondary school science teachers from different public schools in Lemery District which was derived using Slovin's formula. No sampling was done on the teacher-respondents because of its limited number.

RESULTS

The general and specific objectives, the learning competencies and the topics in Biology were satisfactorily attained, teachers were frequently observed to possess remarkable professional qualities, the learning resources were somewhat adequate, and traditional and authentic evaluation tools were often used.

Based from the responses of the two groups, there existed no significant difference in the assessment of teachers and the students in biology instruction. The teachers carried out the activities in lecture and laboratory component to a great extent.

Among the difficulties encountered by teachers during lecture, motivating students in participating in classroom discussion in biology, difficulties in linking the laboratory activity with lectures and unfamiliarity in some biological concepts were slightly experienced. In laboratory components, teachers slightly experienced difficulty in some biological experiments and activities, shortage of rooms (biology room or botany/zoology room) and unbearable or not conducive rooms.

DISCUSSIONS

The proposed enhancement program in biology instruction when utilized may enhance teachers' content knowledge, teaching strategies, and assessment skills when it comes to biology instruction of the K to12 program.

KEYWORDS: science, laboratory, biology

SUBMISSION ID: R04A-BATANP-1342

Science Instructional Design for Public Secondary Schools in Batangas Province

Constancio Clopino Jr., Department of Education

Abstract

INTRODUCTION

Competency is a measure of one's ability and performance. Being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the learning process; he is in charge of helping students learn and benefit or suffer from the quality of his teaching. Given these, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education. One of the goals of today's pre-service and in-service training is to enhance teachers' competencies.

METHODS

A descriptive method of research was utilized in the study, with survey questionnaire supplemented by focus group discussions, and unstructured interview as main instruments to gather pertinent data and information. Samples were determined using Slovin's formula at five percent margin of error. The sample population was selected applying stratified proportional sampling and using proportionate allocation. To objectively describe and interpret the gathered data, this study made use of weighted mean, independent t-test, and ANOVA.

RESULTS

The findings showed that both of the respondents agreed that in preparing the lessons, objectives, teaching methods, activities, and instructional materials should be aligned. As perceived by the respondents, teachers should connect students' prior learning, to their life experiences and interests. Likewise, results showed that the teachers should apply variety of instructional strategies and resources which are appropriate to the subject matter and which respond to students' diverse needs. It can be inferred that the principals commonly observed that teachers should modify instructional plans to meet the needs of the students. However, there were no significant differences observed in the assessment of the school heads and teachers on instructional competence.

DISCUSSIONS

The results prove that teachers need a wide range of competencies in order to face the complex challenges in the field of education. Thus, teachers have to be trained on a regular basis to change their teaching beliefs, attitudes, and daily life practices in classrooms. Such programs will help teachers improve their teaching skills, sharpen their knowledge on the subject matter they teach, and hence develop students' learning and academic performances.

KEYWORDS: instructional competence, teaching strategies, instructional design

SUBMISSION ID: R04A-LIPAC1-0051

**Science Investigatory Project on the Use of Luyang Dilaw as Candy
Pastille Known as Gingye Pastille**

Mae Hernandez, Department of Education

Abstract

INTRODUCTION

A pastille is a type of sweet or medicinal pill made of a thick liquid that has been solidified and is meant to be consumed by light chewing and allowing it to dissolve in the mouth. They are also used to describe certain forms of incense. Since pastille is common only to the older people, Alfonso Central School developed a special kind of pastille made from luyang dilaw or ginger root. As an herbal medicine, luyang dilaw has long been used as a cold, cough, fever, and sore throat remedy. Since luyang dilaw can easily grow in the ground and not seasonal, Alfonso Central School introduces the Ginger Pastille, wherein communities are not so familiar with this. Young and old can enjoy the soothing effect and relief to the throat and the nutritional benefits.

METHODS

In this investigatory project, the researchers plan to make Pastille that will benefit the children and their health using luyang dilaw rhizomes. Rhizomes will be mixed with sugar, pandan extract, and calamansi juice then will be blended to become smooth. Then will be cooked and heated for about 20 minutes, allow it cool down for about a minute. Ratio and proportion of the number of rhizomes and other ingredients are measured to balance the quantity of substance. The investigatory project used the Grades 1 to 6 pupils as respondents who were enrolled for academic year 2018-2019. The study used rubrics and finished product to the respondents to gather pertinent information regarding the luyang dilaw being investigated as used as candy pastille for children.

RESULTS

Based on the result out of 88 respondents, there are 53 or 60% respondents who find the Ginger Pastille delicious and has soothing sensation to the throat. In some cases, some of the respondents have colds, and find the pastille very effective. 31% find the pastille near to perfection. Smells good enough. 6% find the pastille fair enough. Smells good but taste not so good. 2% says that better than nothing. Smell and taste not good. 1% of the respondent scored needs improvement. Not good at all.

DISCUSSIONS

Generally the product created by the researchers could be eaten by children who, at the first place, did not like the taste and smell of ginger itself. With this kind of pastille, it would easy enough for parents or old ones to make their child or children eat the ginger with many beneficial effects. Herbal medicine now a days will love by children.

KEYWORDS: Keyword 1. Luyang Dilaw, Keyword 2. Pastille

SUBMISSION ID: R04A-CAVITP-0802

Science Learning Through Multimedia Among Grade Iii Pupils in Bawi Elementary School

Ellen Orqueza, Bawi Elementary School

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 knowledge of music, painting, or literature brings delight to those who have studied those subjects.

METHODS

This research utilized the descriptive method in the study, Valdez (2013) cite that descriptive research is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, 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

The distinct features of multimedia in teaching Science were comprised of illustration and pictures as part of video and power point presentation. Different parts of body were discussed using the power point and video clips. The pupils have very satisfactory performance using multimedia presentation in learning Science. The proposed supplementary activity was proposed to enhance the performance in Science and respond appropriately to the inevitable changes of school setting that will face the challenges brought about by the advancement in computer technology to be globally competitive.

DISCUSSIONS

This study will lead to find out the importance of learning strategy and its correlation to the academic performance of Grade 3 pupils in Science. It will help the teachers use teaching strategies that will suit the different learning style of students in the modern times. It also served as the primary instrument utilized in this study for data gathering technique. A well-prepared video presentation in each parts of the body system serves as integral tool in transmitting basic information and movements.

KEYWORDS: Utilized, data gathering, well-prepared, integral tool

SUBMISSION ID: R04A-BATANP-0398

Science Skills Performance of Grade 10 Students in Taal National High School

Melanie De Sagun, Department of Education, Taal National High School

Abstract

INTRODUCTION

One of the main goals of science programs is to develop the students' ability in the processes of science, then it is important on the part of the learners to develop numerous skills which must be evaluated in order to measure their extent of performance. Students who have acquired the necessary science process skills can think critically and creatively making them responsible part of the society. In response to the challenge of using effective strategies and instructional materials in teaching, which aims to produce well-learned students, the researcher conducted a study on the performance of students in different science skills and the utilization of strategies and instructional materials by science teachers. This study was conducted to ascertain the science skills performance of fourth year students of Taal National High School.

METHODS

The study used descriptive method of research with the constructed 60-item test as the main instrument of the study as well as questionnaire for instructional materials and strategies utilized by science teachers. There were 227 students who became the respondents of the study. The statistical tools used were frequency, percentage, ranking, mean, standard deviation, weighted mean, and Pearson (r) product moment correlation.

RESULTS

Based on the findings revealed on the study, majority of the students got below average performance in all science skills and there was a significant relationship between the performance of the students and the utilization of teaching strategies and instructional materials to enhance the science performance of the students.

DISCUSSIONS

Inasmuch as the majority of the students had below average performance, the teachers should enhance the performance of the students on the different science skills by adapting effective teaching strategies that suit the learning styles of the students. The intervention program should be carefully studied so that modification could be implemented before its implementation. The principals should see to it that the instructional technology equipment and apparatuses are adequate and available in the science laboratory.

KEYWORDS: science processes and skills, utilization of strategies and instructional materials

SUBMISSION ID: R04A-BATANP-0643

**Science Skills Utilized by Public Elementary School Teachers in
Tanauan City Division: its Implications to Science Instruction**

Melanie Opeña, Department of Education

Abstract

INTRODUCTION

Education is the essential resource, mainly in the area of Science, to make someone globally competitive. It persuades the individual particularly the youth a challenge to make them knowledgeable and skillful in the utilization of Science. Hence, they need to be provided with coping skills to understand Science not only in the pursuit of knowledge, but of social concerns as well.

METHODS

This study employed the descriptive method of research. It involved the collection of data in the attempt to test the hypotheses and the different questions posited with regards the status of the subject under study. It tried to give sufficient information about the new approaches of teaching.

RESULTS

Based on the findings of the study, the following conclusions were drawn: 1) That the teacher-respondents belongs to 21-25 years old, serve for 11-15 years in service and finish BEED; 2) That the degree of teachers in manifest the science skills was rated always; 3) That there is significant relationship between the degree of manifestation of science skills and the teachers' profile; 4) That the teachers always encountered problems in the exercise of science skills; and 5) That the study will contribute on the discovery of the need for the appreciation of the importance of using various methods in teaching science that will be of benefits to the development of the school, students and teachers instruction

DISCUSSIONS

The results provided by the researcher demonstrate the need for the teachers to be educationally equipped and has the appropriate knowledge on using various teaching skills and methods in teaching science as well as school heads should maintain a well-oriented academic community to support the teachers' academic activity inside the classrooms. Also, the school heads should maintain the standard that they have in recognizing the academic involvement on it as there is a significant relationship on the achievement of the pupils. Lastly, teachers should be required to attend more seminars, conference, and workshop training programs in science in order to improve their knowledge in teaching the subject.

KEYWORDS: globally competitive, utilization of skills, educationally equipped

SUBMISSION ID: R04A-TANAUUA-0103

**Science Strategic Intervention Materials as A Tool in Increasing
Academic Performance of Grade Five Pupils in Bagumbayan
Elementary School**

Juana Ondo

Abstract

INTRODUCTION

Strategic intervention material is believed to be an effective strategic teaching aid for teachers in carrying out objectives on least learned lessons. It is a module that contains puzzles, games, vivid illustrations, and concept map used to motivate and stir up the attention and interest of the pupils. Through this process, the learners will increase their performance in school.

METHODS

The method used was qualitative-quantitative method. The researcher's population was composed of one hundred twenty one Grade five pupils of Bagumbayan Elementary School. The statistical tools used were weighted arithmetic mean (WAM) and the t-test for independent samples. The study was conducted 1st to 3rd grading period of school year 2017-2018.

RESULTS

Based on the finding the researcher arrived at the following. (1) There were 10 least mastered competencies at the first to third quarterly. (2) The SIMs were designed by the researcher for the low performing pupils. (3) Pre-test results were very low and post test results showed marked improvement. (4) Significant differences were noted between pre-test and post-test results of the Grade 5 pupils in SIMs 1-10.

DISCUSSIONS

There is an increase in Science skill level of learners who undergo intervention and there is a significant difference exists in the performance of students in the pre and post-test on basic science skills. Science intervention greatly affects learners' performance in Science.

KEYWORDS: Strategic intervention materials, pre- and post-test ad

SUBMISSION ID: R04A-TANAUA-0142

Science Teachers' Learning Needs of Sariaya East District: Reaching the K-12 Competencies

John Chua, Division of Quezon

Abstract

INTRODUCTION

Spiral progression greatly influenced the Science curriculum. In this approach, Science teachers need to teach the four areas of Science regardless of their specialization. They need a lot of time and training to master all the fields and learn new teaching strategies. In this study, the researcher sought to determine the learning needs of Science teachers of Sariaya East District in reaching the K-12 competencies. It serves as a basis for the development of an In-Service Training (INSET) for Junior High School Science teachers in Sariaya East District.

METHODS

This study utilized a quantitative-descriptive type of research. It covered all 21 Science teachers in Sariaya East District, Division of Quezon from Castañas NHS, Canda NHS, Sariaya NHS, Pili NHS, and Quezon Science High School. Survey questionnaire was used to elicit and analyze the responses of the respondents.

RESULTS

Most of the respondents were 21-40 years old, Teacher I, bachelor's degree holders, and with specialization in General Science. The respondents have mastery and exceed mastery level of competency in Science. However, force, motion, and energy got the least among the four areas. Demographic variables such as position and educational attainment of the teachers contributed to the significant difference in the level of their competencies.

DISCUSSIONS

The K-12 curriculum institutionalized the spiral progression approach in teaching Science. Science with different areas like Biology, Chemistry, Physics, and Earth Science needs time to master each content. As curriculum change, mastery of subject matter became a challenge for Science teachers as they need to enhance their mastery in the said four areas of Science. Educators therefore must be with the mastery of each different learning area in the field of Science for them to teach more effectively inside the classroom.

KEYWORDS: K-12 competencies, Sariaya East District, Science teachers

SUBMISSION ID: R04A-QUEZON-0040

Science Teachers' Learning Needs of Sariaya West District, Division of Quezon

Leandro Remojo, Jr. & Carla Marie Carandang, Division of Quezon

Abstract

INTRODUCTION

The K-12 curriculum in Science is in spiral progression approach. According to Abarra (2018), this spiral progression approach exposes learners into a wide variety of concepts or topics and disciplines, until they mastered it by studying it over and over again but with different deepening of complexity. It means that Science teachers, even with different specialization, have to teach the four areas of Science in every grade level. This study sought to determine the learning needs of Science teachers of Sariaya West District in reaching the K-12 competencies. It serves as a basis for the development of an In-Service Training (INSET) of Junior High School Science teachers in Sariaya West District.

METHODS

This study utilized a quantitative-descriptive type of research. It covered all 23 Science Teachers in Sariaya West District from Lutucan NHS, Bignay NHS, and Gov. Anacleto C. Alcala NHS. Survey questionnaire was used to elicit and analyze the responses of the respondents.

RESULTS

Most of the respondents were 21-40 years old, Teacher I, bachelor's degree holders, and with specialization in General Science. The respondents have mastery and exceed mastery level of competency in Science. However, force, motion and energy got the lowest among the four areas. Demographic variable such as specialization of the teachers contributed to the significant difference in their perceived level of mastery in the four areas of Science.

DISCUSSIONS

The hot spot of this investigation is on the Science teachers' learning needs in Sariaya West District. The researchers became interested with the said topic because of the spiral progression approach in the K-12 curriculum wherein the Science teachers must be competent to four areas of Science such as matter, living things and their environment, earth and space, and force, motion and, energy. This study proposed an In-Service Training (INSET) for Junior High School Science teachers in Sariaya West District. It aims to enhance the level of mastery of the Science teachers in reaching the K-12 competencies.

KEYWORDS: K-12 competencies, Sariaya West District, Science teachers

SUBMISSION ID: R04A-QUEZON-0041

Science Teaching in the Public Secondary Schools in the Municipality of Aglipay

Marcelina K. Cadipuhan, Alicia Integrated School

Abstract

INTRODUCTION

Science is one discipline which entails in its process observation, arriving at actions and solutions to arrive at desired ends. Science teaching in the Municipality of Aglipay is implementing the new curriculum under the K to 12 programs and the expectation is high that learners will be ingrained with concepts, skills, and knowledge that make them contributory to developmental changes brought about by Science and Technology.

METHODS

The researcher made use of the descriptive survey method to gather data and information about the conditions of teaching science. The research was conducted in all the six public secondary schools in the municipality of Aglipay with 19 teachers teaching Science from Grade 7 to 9. The researcher used the structured questionnaire as the main data gathering instrument, In addition, an informal interview was conducted to gather additional information.

RESULTS

After the conduct of the research, the result implies that gender, civil status, and educational attainment are not an operant variable which affect the perception of the respondents on the problems encountered in teaching science. Results implies that teaching strategies, techniques, and approaches are affective but there is still a need to be equipped with the modern trends in teaching science. The fact stands that the teachers play a crucial role in the delivery of quality science instruction to the learners. In the existence of their functions, they are confronted with various problems that seemingly hamper the smooth flow of the teaching process. However, if teachers display an aura of dedication and sincerity, quality education which is the vision and mission of the Department of Education is not far from the realization.

DISCUSSIONS

The result implied that school heads should make a training design intended for teachers teaching Science to come up with new strategies, techniques, and approaches to make the lesson more interesting for the students. The school heads should conduct school-based trainings on the preparation of instructional materials and encourage teachers to enroll in the graduate studies for professional growth.

KEYWORDS: Strategies, Approaches, Techniques, Science Teaching

SUBMISSION ID: R002-QUIRIN-0110

**Science Text Cards and Multimedia Approach as Best Practices in
Science for Grade IV at Malakimpook Elementary School**

Melvin Calales

Abstract

INTRODUCTION

This action research was conducted to evaluate the effectiveness of using science text cards and multimedia in teaching in order to better understand science concepts in Grade IV pupils of Malakimpook Elementary School. It was also conducted to make teaching-learning process motivating and interesting. This will be helpful to the Science teachers as the use of these practices may aid on preventing or solving the problems that come across to teaching.

METHODS

To determine the effectiveness and difference between the two teaching methods, a qualitative research design was used wherein the Formative test results, Class Proficiency Level and t-test were determined. The participants of the study were a teacher and 34 Grade IV pupils who were enrolled during the S.Y. 2017-2018. The students' Science formative test results during the one-week use of traditional teaching method and the one-week use of the proposed teaching method were gathered to measure the significant difference between them and compare the effectiveness of the teaching methods.

RESULTS

Based on the Formative test results, the Class Proficiency Level is higher in the text card and multimedia practice than that of traditional teaching method. The findings show that there is statistically significant difference between the two approaches on the Formative Test results of the Grade IV pupils at Malakimpook Elementary School. Also, the incorporation of Science text cards and multimedia is more effective than traditional teaching method in enhancing learning motivation, active participation, and concentration among students. Furthermore, text cards help enhance the social skills of students as well as improve their skills in understanding science concepts. Traditional teaching method and the proposed teaching method is only tested on teaching Science subject to these pupils.

DISCUSSIONS

The results demonstrate that there is a statistically significant difference between the use of traditional method of teaching and the use of multimedia on the Formative Test results of the Grade IV pupils at Malakimpook Elementary School. This is connected in the study of Aloraini (2012), Sterling and Gray, and Beichner (1991; 1994 as cited by Aloraini in 2012) wherein they compare methods and show increase on student's academic achievement. As the study is limited to 34 participants in a specific area, it is suggested to have this study replicated with other participants to increase reliability of data gathered.

KEYWORDS: Science, Text Cards, Multimedia, traditional teaching

SUBMISSION ID: R04A-BATANP-1277

**Scientific Attitudes and Values as Factor Correlates of Students
Performance in Science and Technology I0 of Dr. Maria D. Pastrana
National High School**

Bernardo Fajardo, DMDPNHS

Abstract

INTRODUCTION

The teachers show their best ability but some students have poor analysis, lack of interest to the subject because of the perception that science is difficult aftermath. They are physically present but mentally absent. In educational system, Science and Technology educators recognize the growing effective education. The development of learners' scientific attitudes and values is imperative for an effective living in today's world dominated by scientific and technological consequences. It is for this reason that the researcher wants to identify what are the common scientific attitudes and values as perceived by the grade 10 students themselves and if there is a significant relationship between academic performance in Science and Technology 10.

METHODS

This study used the descriptive method of research particularly correlation. The respondents came from grade 10 students with a total of 46. Using a SAVSI-Scientific Attitudes and Values Self Inventory (adopted instrument) was significantly useful in assessing and rating the extent of development of these scientific attitudes and values in science learning experience as perceived by the students themselves. The students' academic performance was based on their final rating in Science and Technology 10. The data gathered was tabulated, analyzed, and interpreted.

RESULTS

The common scientific attitudes and values of grade 10 students perceived by the students themselves were critical mindedness with a mean of 2.44, open-mindedness 2.49, rationality 2.24, curiosity 2.31, objectivity 2.46 and critical judgment 2.33. And the extent of development of scientific attitudes of grade 10 students as perceived by the students themselves had an over-rating of 2.56, interpreted as more developed. The academic performance in Science and Technology 10 had an over-all rating of 80.87 with quantitative description of average. There is a relationship between academic performance in Science and Technology 10 and the scientific attitudes and values as perceived by the students themselves at .05 level of confidence.

DISCUSSIONS

The common scientific attitudes and values and the extent development of Grade 10 Students as perceived by the students themselves considered as more developed. And the academic performance of the students was average performance in desired learning competencies expected of them to develop in Science and Technology 10. In general, it can be concluded that the scientific attitudes and values as factor correlates with academic performance in Science and Technology 10. It may help create effective and meaningful teaching suited to the needs of the students, thereby will improve students their performance, and will provide students opportunities to strengthen their scientific attitudes and values.

KEYWORDS: scientific attitudes and values, students, correlations, academic performance

SUBMISSION ID: R04A-QUEZON-0238

**Sci-Voc Familiarization Technique in Teaching Science Lesson to Gr. 6
- Ladislao Diwa**

Glenda Herminado, Division of Cavite City

Abstract

INTRODUCTION

A major component of literacy is "vocabulary," or the words employed by a language or in a field of knowledge. Science is one of the learning areas which is often found difficult by most of the pupils because of the terminology used in conveying the concepts. It is also one of those learning areas which the pupils failed to pass or got a low MPS besides English during the National Achievement Test, despite the effort given by the teachers in teaching the said subject. However, teaching Science will be effective and enjoyable to the children if they will be familiarized with the Science vocabulary connected to the lesson.

METHODS

The study utilized the simple experimental type of research using the Grade 6- Ladislao Diwa pupils which served as the experimental group. While Emilio Aguinaldo pupils who have the same range of grades served as the controlled group. Both groups were given the pre-test then the same lesson for one week but only Grade 6-L. Diwa received the treatment. After a week, the two sections answered a 7-item post-test. The Mean and SD of the test given were computed for comparison and for testing the effectiveness of the technique.

RESULTS

The table shows the obtained score of pupils in the given test after a week of lesson. It reveals that both groups have 35 respondents but group 2 performed better than group 1 as it has a higher mean in the post-test by 0.74 and performance level of 62.45 compared to group 1 which has 51.84.

DISCUSSIONS

The above result indicated that there is a significant difference between using the usual method in teaching science concepts and Sci-Voc Familiarization Technique as revealed by the figures. Since the respondents are section 4 learners, it's hard for them to understand what is being taught to especially the science terminologies which are entirely different from the meanings in English language. They don't comprehend easily those vocabularies so they just get bored in the discussion and lost interest. However, learning science can be made easier for the pupils if the terminologies are unlocked and well explained.

KEYWORDS: SCI-VOC

SUBMISSION ID: R04A-CAVITC-0073

Second Language Anxiety and Oral Communication Performance of Grade 11 Senior High School Students

Anna Theresa C. Molina & Ma. Catherine Ratin, Department of Education,
Sta. Teresita National High School

Abstract

INTRODUCTION

English is the language of international communication. In a nutshell, English becomes the second most important language to students. In today's globalized and interconnected world, being able to communicate and being understood is more crucial than before. The rationale behind teaching language is to teach students to communicate effectively. This action research was conducted to determine the level of second language anxiety of grade 11 senior high students and their oral communication performance at Sta. Teresita National High School with the end view of proposing a plan of action to minimize the second language anxiety among them.

METHODS

A descriptive method of research design was used which aimed to present information on how second language anxiety: communication apprehension, fear of negative evaluation, test anxiety, and anxiety in English class affect the oral communication performance of students in terms of pronunciation, vocabulary, structure, and fluency with correlated data collected through quantitative analysis.

RESULTS

Results showed that students agreed that they have experienced communication apprehension, somewhat agreed that they have experienced the remaining three categories namely anxiety in English class, test anxiety, and fear of negative evaluation. In terms of oral communication performance, students somewhat agreed that language anxiety affects their oral communication performance. Moreover, there was no significant relationship that existed between the language anxiety and oral communication among the grade 11 students.

DISCUSSIONS

The results demonstrate the notion that there were different types of English language anxiety, and the type of anxiety seemed to be dependent upon the context of interaction and how anxiety in English class, fears of negative evaluation, test anxiety, and communication apprehension affect the oral communication performance of the students. English teachers should acknowledge the existence of the feeling of anxiety in learning particularly in speaking English language and then should take initiatives for its reduction. They should identify individuals with signs of stress and anxiety and apply appropriate strategies to help them counteract their feelings. The proposed action plan should be carefully studied by the administrators and teachers to effect modification before its implementation. A follow-up study should be conducted to determine if there is a marked improvement in this area.

KEYWORDS: second language anxiety, oral communication performance

SUBMISSION ID: R04A-BATANP-1394

Secondary School Teachers' Competency in Information and Communication Technology (ICT) Integration

Rudy Daling

Abstract

INTRODUCTION

The implementation of the K to 12 program in the Philippines started in School Year 2013-2014. The curriculum of the program was decongested as it encourages individuals to prepare individuals to have 21st century skills. The training and seminars on ICT for the teacher were required to enhance teaching pedagogies with ICT integration. However, some factors are seen if ICT integration is really implemented or to what extent is the level of teachers' competency in integrating ICT. Thus, this study delved to examine the teachers' competency in integrating ICT as to knowledge, skills, and attitude of Secondary Schools of Lanuza District, Lanuza District, S.Y. 2015-2016.

METHODS

A Quantitative method was used, and descriptive research was designed and conducted to the students of four Secondary Schools of Lanuza District, Surigao del Sur, School Year 2015-2016 to determine the level of teachers' competency in ICT integration. Data from the questionnaire were treated by using the weighted mean to determine the teachers' competency in ICT as to knowledge, skills, and attitude that describe through the scale of the parameter. One hundred sixty (160) students were given two (2) hours to rate the teachers' competency level in ICT as to knowledge, skills, and attitude.

RESULTS

The implementation of K to 12 program and equipping learners with 21st century encourage the Department of Education to capacitate teachers with ICT competencies. Teachers' competency in ICT as to knowledge, skills, and attitude showed in the level of "proficient". Thus, these competencies have strongly influence that teachers constantly develop in ICT through self-actualization, and this influence is always accompanied by self-reflection.

DISCUSSIONS

Teachers' knowledge of Microsoft and the Internet implies that teachers with more experience in ICT have greater self- assurance in their ability to use them effectively. The level of skills implies that the constant practice of teachers in organizing task in software (Plair, 2008) and the application of new technology tools help him/her to reflect that there is an importance to it in terms of achieving tasks. As to attitude, indicators stress that the computer helps to organize work and more useful in motivating the class in presenting subject matter were rated closer. Furthermore, it implies that though teachers consider ICT helps them organize work and lessen their burden in the class they found it less effective as to production.

KEYWORDS: Teachers' Competency, ICT integration, 21st Century skills

SUBMISSION ID: R013-SURSUR-0200

**Selected Grade 11 GAS Students' Academic Transition in Cavite
National Science High School, School Year 2016 - 2017**

Ma. Judalyn Payo

Abstract

INTRODUCTION

Transition from junior to senior high school is a crucial one for every young person considering that this year was the very first time they experienced moving up from junior high school to senior high school. During this transition time, students may require additional support to help them meet the demands of a more complex learning environment. If they are unable to have such a supportive environment, then most often that will lead to decrease in academic achievement (Anafra & Schmid; 2007). Following the Department of Education's implementation of K - 12, Curriculum, Cavite National Science High School decided to offer two Strands for incoming Grade 11 students for School Year 2016 - 2017, these are Science and Technology, Engineering and Mathematics (STEM) and General Academic Strand (GAS). GAS students were from different public and private high schools from nearby town and municipalities.

METHODS

To realize the academic performance of selected GAS students, forty (40) students were used as the respondents of this study, this is limited only to selected GAS students including their general average in their junior high school and general average in Grade 11.

RESULTS

GAS students enrolled in Cavite National Science High School, were performing average and some are above average but they are not authentic "Sayanistas" so to say, because they were not a Grade 10 completer of Cavite National Science High School. The study attempted to know whether they can easily adjust to their new environment in terms of academic performance. It clearly revealed that students grade during junior years were a little bit higher with a mean of 88.08 compare to 87.43. They experienced a hard time adjusting due to the strict implementation of their academics, then at the end of G11, some students were recommended for transfer in another school because they didn't reach the expected grade.

DISCUSSIONS

The results demonstrate that GAS students were not used to strict implementation of discipline as to their academics. So now, they need to observe the schools' implementing rules and regulations of Regional Science High School, one of which is the Department of Education Order No. 41 s. 2005, they need to obtain a final grade of 85 and above, also a quarter grade not lower than 85 for major subjects (English, Science, and Mathematics) and 83 in minor subjects. The implementation of discipline to their academics remarkably leveled up the commitment in achieving high grades for those retained students.

KEYWORDS: Academic Transition, Sayanistas, RSHS

SUBMISSION ID: R04A-CAVITP-1025

Selected Multimedia Applications: Adaptive Electronic Tool Used in the Submission of Science, Technology and Engineering (STE) Students Output in San Juan National High School- Main Campus

Gerryluz Calamlam, Department of Education - Laguna

Abstract

INTRODUCTION

The Department of Education is so aggressive to produce competitive students. They always look for improvement of the education system. Rising to the challenge and requirements of the modern classroom, the researchers decided to conduct a study on the utilization of different multimedia application as an adaptive electronic tool which can be used in the submission of Science, Technology, and Engineering Students output. Innovation in instructional strategies are important to both teachers and students to make things easy. One of the life skills that students must develop is to manage their time effectively. Moreover, this is to promote and maximize the use of gadget and internet resources.

METHODS

This action research used purposive sampling technique which can be very useful in situations when the researcher need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. The researcher also formulate an innovative instructional process to improve teaching and learning situation with regards to the acceptability of selected multimedia applications. This study used heuristic strategy to determine the problems and apply the possible remedial measures to achieve its objective.

RESULTS

Based on the analysis of data procedure, it reveals that the Selected Multimedia Application as an Adaptive Tool Used in the Submission of STE Students Outputs in San Juan National High School is highly accepted as perceived by the principal and 8 subject coordinator in San Juan National High School. The result implies that the answers of the respondent are very close to the computed weighted mean indicating that the result of evaluation of each respondents are significantly related; wherein the procedure must be observed to ensure that the students meet the require performance score to acquire positive results.

DISCUSSIONS

The selected multimedia applications such as Facebook, Messenger, and SHAREit application can be used as a tool in the submission of STE students' outputs. Most of the students did not used the Google Docs application in sending because of the poor accessibility to internet since the students only uses internet data on their smart phone. In the contrary, some students utilized the submission of outputs traditionally, especially those students without smart phone. As the Likert Scale was used in the evaluation of the tool, the selected multimedia application is highly accepted in the submission of STE students' output in San Juan National High School.

KEYWORDS: Multimedia Application, Adaptive Electronic Tool, Acceptability, Online Submission and sharing, Facebook, Share it, Google docs

SUBMISSION ID: R04A-LAGUNA-0031

**Self- Assessment of English Proficiency and Self Efficacy Among
Science, MATH and English Teachers in the Selected Public Secondary
School of Rosario District: Basis for action Plan**

Eden Manalo, Department of Education

Abstract

INTRODUCTION

This study was undertaken to find out the self-assessment of English proficiency and self-efficacy of Science, Math, and English teachers in the selected public secondary schools in Rosario West District with the end view of proposing an action plan.

METHODS

The study utilized the descriptive method of research. The respondents of the study are 56 content subject area teachers in Rosario West District. The instruments used were lifted from a study already conducted in the past. Data were gathered through a survey personally conducted by the researcher. The statistical measures used included the frequency count, percentage, weighted mean, Chi-Square Test, and Linear Correlation Coefficient or Pearson's r .

RESULTS

Findings revealed that the majority of respondents are aged 31-40 years old, female, have served for 2-10 years, and with master's degree units. Their assessment of their English Language Proficiency in terms of attitude toward English Language, classroom activities, teacher motivation, classroom environment, and learning resources, was moderate level. In terms of instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate was to a quite a bit level. In addition, there is a significant relationship in the level of English Proficiency and Self-Efficacy when grouped according to profile variables. There is also a significant correlation between the level of English Proficiency and self-efficacy in teaching.

DISCUSSIONS

The study revealed that they have a quite a bit influence on the students, school, and community based also on their self- assessment which reflects their self-efficacy in teaching. The profile of the respondents in terms of age, gender, years of service, and educational attainment have a significant relationship with their English Language proficiency and self-efficacy; hence, they shall be considered in the implementation of the proposed action plan in terms of groupings during the seminars given to them. Therefore, the plan of action could be implemented without taking into consideration the level of English language proficiency or self-efficacy level of the content area teachers. Last, the proposed action plan aims at improving the areas with low ratings based on the respondents' self-assessment.

KEYWORDS: Self- Assessment, English Proficiency and Self Efficacy

SUBMISSION ID: R04A-BATANP-2005

Self- Learning Materials in Science for Students at Risk of Dropping out (SARDO)

Nino L. Enteria

Abstract

INTRODUCTION

In the Philippines, Science education faces a lot of constraints such as shortage of qualified science teachers, lack of quality textbooks, inadequate science materials and equipment, and many more. These problems somewhat contributed to the poor academic achievement of students in some subjects like Science. Low academic performance and competence of students were also attributed to their poor study habits, their lack of interest in learning, and absenteeism during school days. Some of the learners tend not to continue their study and it is reflected in the dropout rate of the school.

METHODS

The researcher identified the least mastered skills of the Grade 9 students from the Diagnostic Test given by the Department of Education. To find out the reasons behind these least mastered skills, the researcher prepares a questionnaire to determine who among them are at risk of dropping out. The Survey instruments (SARDO Profile) were answered by the student respondents. All data gathered from these survey were supplemented by the collected information from observations, documentary analysis, and interviews. Students' report of grades and teachers' evaluation/ grading sheets from final rating in the previous school year were used to gather data for students' academic performance.

RESULTS

In terms of SARDO profile, the common reason for absenteeism is the personal attitude. Another reason is the family factor/domestic was placed second and school factors was placed third. The Learning outcomes of students at risk of dropping out (SARDO) before the use of self- learning material (SLM). In terms of the level of interest in learning science is lower, while in the academic performance in science describe as beginning or in the learning outcomes of students at risk of dropping out (SARDO) after the use of self- learning material (SLM).

DISCUSSIONS

The use of comic strips as Self Learning Material (SLM) was applied in teaching science for Students at Risk of Dropping out (SARDO) which tackle the concepts of photosynthesis were the primary considerations in conceptualizing self- learning materials. By implementing comic strips the students are able to understand the lesson in science and it will help to the students as an alternative learning tool for the members of the class who can't attend school due to sickness or extra-curricular activities and to those students who are in poor academic performance in school.

KEYWORDS: Self- Learning Materials in Science for Students At Risk of Dropping Out (SARDO)

SUBMISSION ID: R04A-CABUYA-0007

**Self-efficacy and its Relationship with the Academic Performance
Among Senior High School Students in Emiliano Tria Tirona Memorial
National High School S.Y 2018-2019**

Alizel Rose Dela Cruz, Miyaka R. Estacio, & Rhea S. Mangsat, Department of
Education, ETTMNHS

Abstract

INTRODUCTION

Self-efficacy determines how an individual exhibit independence when facing obstacles. Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. Self-efficacy is the beliefs of someone's ability to achieve his or her to affect our lives. Building belief in one's capabilities increases the level of self-efficacy and influences what one is able to do. This increasing belief in own power to effect change is a catalyst for a range of new, healthy behavior patterns. There are limited studies regarding the relationship of self- efficacy to the academic performance of the students particularly in ETTMNHS.

METHODS

In order to determine the correlation between the self-efficacy and academic performance, the descriptive research made use of Self-efficacy in Academic Performance Scale to test if there is a correlation. The respondents are from Grade 11 and Grade 12 GAS Students at Emiliano Tria Tirona Memorial National High School, fifty- two (52) via Systematic Random Sampling Technique.

RESULTS

Result of the survey revealed that the respondents strongly displayed understanding the ideas & what was taught in academic subject, expecting to do well in the academic subject, and knowing that they were able to learn the material presented in academic subject. Moreover, the respondents displayed awareness when they can do an excellent job on the problem & task assigned in the academic subjects, thinking that they will receive a good grade in the academic subject, feeling confident when taking academic subject tests, sure that they were be able to do well in future academic course, satisfied with their average grade, afraid when their teacher calls them during class discussion, starting to be anxious whenever they got lower score in quizzes, feeling nervous when they were called and ask a question during class, starting to panic when they had no assignment to present, and afraid that the other students were laugh at them when they made a mistake during activity presentation.

DISCUSSIONS

Data analysis using Pearson R revealed that there is a positive correlation between self-efficacy and academic performance among the Senior High School students. This means that students who are more self-efficient were more likely to excel in their academics. This research implies to strengthen interventions on increasing the self-efficacy among the students to ensure success in the future.

KEYWORDS: self-efficacy, metacognition, academic performance, senior high school

SUBMISSION ID: R04A-CAVTP-1176

**Self-esteem and Academic Performance of Grade 12-Students of
Saguday National High School**

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(Adviser: Noli R. Medina Jr.)

Abstract

INTRODUCTION

Self-esteem plays vital role in humans' life because it deals with behavior, trust, and interactions within people and to others. People with positive self-esteem claim that they are more attractive or likable person, good at communicating, have better impressions, and open to criticism (Baumeister, Campbell, Kruegr & Vhos, 2003) while negative self-esteem cause people to judge themselves, put down their abilities in appreciating the love of people or their values on this world, and achieving success (Rubino, 2006). This study determined the existing relationship between self-esteem and academic performance of the 119 Grade 12 students of Saguday National High school.

METHODS

This study utilized descriptive correlational study. 119 Grade 12 students served as the respondents of the study. The gathered data were treated using frequency, percentage, mean, t-test, and Pearson (r).

RESULTS

Findings showed that sex and age influence the respondents' feeling of being popular, and when things get tough they're not the person which people would ask for help. Moreover, sex influence the performance of the respondents, when their parents feel proud of them, and when they're not important in their family. While age influence their feelings; being proud of their report card, they feel that they have many friends as other people, and when they wish that they'd been born into another family. There is positive relationship between self-esteem of the respondents in terms of school, peer and family on their academic performance.

DISCUSSIONS

Teachers are to improve teaching styles or methods and create organizations to the students that may boost one's self-esteem. Parents are to improve or change their parenting style such as giving more support just like checking their children on their activities and give guidance to their children.

KEYWORDS: self-esteem, academic performance

SUBMISSION ID: R002-QUIRIN-0052

Self-Esteem Enhancement Program: its Effect on the Academic Performance of Grade VI Pupils

Lercelyn Morales, Silang Central School

Abstract

INTRODUCTION

A classroom teacher often faces different challenges. To name some: classroom management, misbehaved students, and low academic performance. Studies have been conducted to find the root cause of the mentioned challenges. Most studies equate these problems to absenteeism, family problems, peer influence, and even teacher-factor problems. As written on the Wikipedia, from the late 1970s to the early 1990s, many Americans assumed that students' self-esteem acted as a critical factor in the grades that they earn in school, in their relationships with their peers, and in their later success in life. The above article gave the researcher the idea of conducting a study about self-esteem of the students and find out if it has to do with their academic performance.

METHODS

The researcher adopted the Quasi-experiment Design. The researcher also used the Rosenberg Self-Esteem Scale available online to determine the level of self-esteem of the students. Based on the scale, a score of 15 and lower means low self-esteem. After identifying the students with low self-esteem, enhancement activities were carried on. Self-esteem enhancement programs include a weekly mini-seminar on how to improve the level of self-esteem. Video presentation and movie clips were shown. Different activities to develop the self-esteem of the pupils were also done every other day during free time.

RESULTS

The highlights of the findings of the study are: 1) The result of the Rosenberg Self-esteem scale increased from pre to post-test. 2) The grades of the students improved on the second grading. 3) The t-value which is 1.425 is less than the critical value of 1.76, with 48 degree freedom and level of significance of .05. It means that there was a significant difference between the academic performance of the students for the first and second grading. 4) The t-test correlated 0.449 is less than the critical value of 3.24 with 48 degree of freedom at .05 level of significance. It means that the self-esteem enhancement program was effective.

DISCUSSIONS

The self-esteem enhancement program did not only help the students enhance their level of self-esteem but it also helped them improved their academic performance. Based on the result of this study, teachers should assess the self-esteem of their pupils at the start of school year to find out who needs help. They should also provide self-esteem enhancement activities whenever possible. It could be integrated in different subject areas.

KEYWORDS: self-esteem, enhancement activities, academic performance

SUBMISSION ID: R04A-CAVITP-0339

Selfie Generation From the Perspective of Selected Grade 10 Students of GMATHS

Eric O. Dela Peña, Jr., GMATHS

(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

The study primarily focuses on the selfie phenomenon of Grade 10 students of General Mariano Alvarez Technical High School. The researcher want to discover what lies beyond every shot of those who love to take selfies. The study is delimited on perspective only, which means that the variety of answers of the respondents will include the scope of their views, understanding, and self-knowledge. Psychological relations will be cited to support the answers of the research problem.

METHODS

The Phenomenal research design is used in the study to shade light on the occurrence of this phenomenon. The experiences of the respondents will be documented and analyzed. Questionnaires were used to gather the ideas of the respondents.

RESULTS

The study revealed three reasons why the respondents love to take selfies. Capturing memories for enjoyment and to express their feelings and current milieu.

DISCUSSIONS

Bonding with friends and documenting the past are also revealed in the study as additional reasons why selfie phenomenon occurs. Most of the respondents believed that students should be guided properly to take selfies responsibly since they are the ones who are literate in using modern and latest technical devices.

KEYWORDS: SELFIE, GENERATION, GMATHS, GRADE 10, HIGH SCHOOL

SUBMISSION ID: R04A-CAVTP-0667

Self-Learning Exercises Towards the Enhancement of Students' Grammatical Competence

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Abstract

INTRODUCTION

Grammar and its correct usage plays an important role in communication. Grammar is very useful in speaking for it helps ensure that both parties understand, interpret, and use the same information. However, it is not possible for the receiver to ask clarifications in written communication. Therefore, effectiveness in the written communication depends on correct usage and grammar, in addition to vocabulary and correctness in spelling. Varied interventions have already been conducted to minimize and solve the problem in improving students' grammatical competence. However, students still demonstrate poor understanding and weak application of grammar rules in oral and written tests. Thus, teachers have to address the students' lack of grammatical skills.

METHODS

This study utilized the quasi-experimental method of research. The proponents prepared a 60-item test on the use of the active and passive voice, modal verbs, and direct and reported speech that was validated by three Grade 9 English teachers. Students were provided copies of the self-learning exercises, a fourth quarter intervention material in grammar that features a comprehensive discussion, illustration, and drills. It consists of 20 questions each of the three topics. This guidebook was likewise validated by the English 9 teachers. The statistical measures used were frequency, mean, SD, and mean percentage score.

RESULTS

As shown in the item analysis of the pre-test, students showed no mastery in the given grammar competencies. Thirty-eight out of the 60 items were already mastered by the students who were given the posttest. The rest were nearly mastered. It can be gleaned that no item was not mastered anymore, and the students got all items that call for the use of modals and auxiliary verbs correct. The most difficult part of the test seemed to be consisting of items on the direct and reported speech as most of the items from nos. 41 to 60 were just nearing mastery.

DISCUSSIONS

Based on the difference of the pre-test and the post-test, it can be inferred that there has been a remarkable increase in the students' achievement. The differences demonstrate that the three grammar lessons can better be understood through the students' use of self-learning materials. Hence, English teachers should be encouraged to design intervention materials that will help students improve their grammatical competence. A similar study should likewise be conducted focusing on enhancing grammatical competence through integrative approach.

KEYWORDS: self-learning exercises, grammatical competence

SUBMISSION ID: R04A-BATANP-1034

Senior High PROBE (Practical Research Optimized and Boosted by Educators): Building the Research Writing Basics of Grade 11 SHS of LNHS

Jeniffer Banagan, Liwayway National High School

Abstract

INTRODUCTION

Collaboration in research can take different forms such as giving advice to colleagues unto working closely together. This action research proposed an intervention through the project SHS PROBE which stands for Practical Research Optimized and Boosted by Educators. Collaboration of SHS teachers helped the learners in improving their research writing skills through sharing of expertise and research forte. The SHS PROBE was created to build a stronger research foundation for the senior high school students in the engagement of academic research focusing on the development of their lifelong research skills. This action research aimed to improve Grade 11 learners' research writing skills optimized and boosted by senior high school educators.

METHODS

This action research utilized the mixed method of research. Qualitative data were taken from the semi-structured interview while quantitative data were gathered from the pretest and post test scores. A total of thirty-five (35) Grade 11 learners were used for the study who were chosen purposively. The self-constructed pre-test and post-test were administered. It was used to determine if there would be a significant difference between the test scores among Grade 11 learners before and after the seminar-workshop. The t-test was used to determine the difference between the pre-test and post-test.

RESULTS

The action research showed that there is a significant difference on the pre-test and post-test result of Grade 11 learners after conducting the research writing seminar workshop. This result revealed that the intervention through the project PROBE was effective.

DISCUSSIONS

The results elicited the needs for an intervention in building the research writing basics. The seminar-workshop served as an effective intervention in developing the research writing skills of the Grade 11 learners. The results also indicate that the SHS teachers must find and use more interventions to develop and improve research writing skills among learners.

KEYWORDS: Intervention, Lifelong Research Skill, Research Collaboration, Research Writing, Seminar-Workshop

SUBMISSION ID: R04A-QUEZON-0328

**Senior High School Curriculum as Perceived by Grade 11 Students of
Canossa Academy Lipa City**

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(Adviser: Jasmin Biscocho)

Abstract

INTRODUCTION

To comply with the Philippines' K-12 Program signed as law in 2013, Canossa Academy Lipa City started the Senior High School Curriculum in school year 2016-2017. Anchored on the students' attitudes towards the program in determining its success, this paper studied the perceptions based on the experiences of the pioneer Grade 11 batch regarding the school's implementation of the Senior High School Curriculum. It focuses on the students' experiences and concerns on the following aspects: academics, environment, and school system. The students' means of adjustment to the changes and their suggestions for the improvement of the program were also described.

METHODS

A descriptive case study was used. One hundred forty-one (141) Grade 11 students of school year 2016-2017 of Canossa Academy Lipa City responded to the survey questionnaire about their perceptions of and coping mechanisms with the Senior High School Curriculum. Added were their suggestions for the curriculum improvement. The answers of the participants were collected, interpreted, and analyzed by the researchers.

RESULTS

The participants described the academic aspect of the program to be quite challenging as they experienced more complicated requirements, hectic schedules, and a lot of independent learning. On the other hand, many of them found their physical environment to be conducive for learning, with adequate convenient facilities. They also experienced a friendly and accommodating social environment with their teachers and batch mates. Fifty percent of the participants, however, claimed that they experienced difficulties with the school system, especially regarding announcements, rules implementation, and provision of assemblies for general concerns. Nevertheless, the participants identified their means of adjustment or coping with their experiences under the program. They also gave overall rating and suggestions for improvement to the program.

DISCUSSIONS

Overall, based on their experiences, 85% of the Grade 11 students perceived the Senior High School Curriculum of Canossa Academy Lipa City satisfactory to highly satisfactory. Results showed that despite encountering difficulties concerning the three aforementioned aspects, the students were able to find different means of coping with the curriculum. However, the school programs supposedly beneficial to their adjustment were not fully implemented, and some negative feedback suggested the need for further improvement of such.

KEYWORDS: K-12, Senior High School Curriculum, students' perception

SUBMISSION ID: R04A-LIPAC1-0003

Senior High School Students' Perceptions and Coping Strategies on the Absence of Textbooks in Looc Integrated School

Florissa De Jesus, Looc Integrated School

Abstract

INTRODUCTION

Books are essential materials for students and provide structure for a student's learning. They are used as standard sources of information for formal study of a subject and an instrument for teaching and learning. In Looc Integrated School (LIS) Senior High School, printed text materials such as books and learners' modules are not readily available for students' use, which gave the students difficulties in learning. In connection with this, the researcher came up with identifying the perceptions of SHS students of Looc IS on the absence of books and how they deal with this situation.

METHODS

Qualitative research design was employed in this study. Forty (40) randomly selected SHS students served as respondents, comprised of 10 students from STEM, 10 from ABM, and 20 from GAS strands. Survey questionnaire was utilized as instrument in identifying the perception of SHS students on the absence of textbooks, which was divided into three parts which focused on the following: 1) Feelings and perception of SHS students on the absence of textbooks; 2) How the absence of textbooks affected their learning and academic performance; and 3) Adjustments and coping strategies employed by SHS students to deal with the absence of textbooks in their classes. Thematic coding was utilized in analyzing the data collected in this study.

RESULTS

Based on the results, 87.5% of respondents agreed that the absence of books had a huge impact in students' learning since they were not able to perform advance reading for the next lessons. They also found it hard to find several information about the lessons being discussed. However, 12.5% of respondents mentioned that the absence of books did not affect their learning and found it helpful in encouraging them to study harder. To deal with the situation, 82.5% of students opted to use the internet in acquiring information about their lessons and other school related works, while 70% of students agreed that group study provided great help to better understand their lesson.

DISCUSSIONS

The data revealed that majority of the students opted to use the internet as alternative source of information to deal with the absence of books. Use of library and old notes were likewise possible in acquiring information regarding their studies. Also, students still preferred using textbooks during classes despite the current trend of technology use; and that textbooks play an essential part on students' life in school and in developing the cognitive aspect of their being.

KEYWORDS: absence of textbook; students' perceptions; coping mechanisms

SUBMISSION ID: R04A-CALAMB-0310

Senior High School Students' Use of Social Media and its Perceived Effects on Academic Performance

Ma. Laura Nerisa Macabale, CFA-Barcelona Academy, Maika Ishigaki, CFA-Barcelona Academy, & Darren Lester Rareza, Catholic Filipino Academy
(Adviser: Maria Cequeña)

Abstract

INTRODUCTION

How social media platforms like Facebook, Twitter, and YouTube affect students' academic performance has been the subject of various research. This phenomenological study aimed to determine the students' purpose in using social media, the relationship of social media use and academic performance, and the perceived effects of social media use on the academic performance of Grade 11 students from two prestigious schools.

METHODS

The researchers administered online survey validated by experts to 104 Grade 11 students from Nueva Ecija and Manila, Philippines. The survey collected the students' GPA, their purpose of social media use, the time they use these sites, and the perceived effects of social media use on students' academic performance. The data collected were statistically analyzed. To determine the reasons for students' use of social media sites, percentage was used. To establish whether correlation exists between social media use and academic performance, time spent by the students in using social media and their GPAs were correlated using Pearson r Moment Correlation.

RESULTS

This study has three major findings. First, Grade 11 students used Social Networking sites (SNs) in doing collaborative projects, watching YouTube videos in doing a group study, learning difficult lessons (self-tutorial), and getting updated with trending topics. Second, the amount of time spent in social media sites does not have a significant relationship with senior high school students' academic performance ($p < 0.05$). Third, majority of the students perceived that social media was 70% helpful and 30% unhelpful to their studies.

DISCUSSIONS

Dabbagh and Kitsantas (2011) supported the first finding of this study, stating that through social media, students are able to study lessons collaboratively and can have a Personal Learning Environment where they are able to learn effectively. Second, no significant relationship between social media use and academic performance was noted. Several studies (Mingle & Adams (2015); Alwagait, Shahzad, & Alim (2014); Pasek, More, & Hargittal (2009) supported this finding. Third, most students perceived social media was 70% helpful and 30% unhelpful to their studies. Among these SNs, 82.6% students agreed that Facebook is helpful. Blewett (2018), Hassan (2014) and Prescott, Stodart, Becket, & Wilson (2015) corroborate this result, recognizing the pivotal role of Facebook on students' learning through virtual communication, collaboration and engagement

KEYWORDS: Social media, academic performance, learning

SUBMISSION ID: NCR1-QUEZON-0001

Senior High School Students' Vocabulary Competence Using Authentic Assessment

Rempson Sumilang, Tayabas City Division Stand Alone SHS

Abstract

INTRODUCTION

Vocabulary competence is a requisite not just in Language Arts classroom but also in learning all other subjects. Usual vocabulary assessments, which merely tap into students' short-term memorization prompted the researchers to use strategy to enhance vocabulary mastery of Senior High School students which was through authentic assessment. Authentic vocabulary assessment promotes long-term retention as it requires critical thinking skills necessary for the 21st century learners.

METHODS

A descriptive method of research was utilized through a scoring rubric. A total of eighteen (18) Grade 11-ABM students were chosen purposively by the researcher since they need more critical and thinking skills as well as vocabulary competence relevant to the problem solving competencies in their strand. There were two authentic assessment tools administered to the students.

RESULTS

Most of the students can construct five (5) clear and understandable sentences in relation to the vocabulary words in Authentic Assessments 1.1, 1.2, and 1.3; and can construct four (4) clear and understandable sentences in relation to the vocabulary words in Authentic Assessment 1.4. Also, most of the students can construct four (4) connected and relevant sentences to the main vocabulary words in Authentic Assessments 1.1, 1.2, 1.3 and 1.4. Lastly, most of the ABM students can use seven to eight (7-8) vocabulary words in sentences clearly and understandably and can use three to four (3-4) vocabulary words in sentences logically and relevantly.

DISCUSSIONS

The results reveals that through authentic assessment, most of the students can improve their vocabulary competence since they were able to construct sentences clearly and coherently to the main vocabulary words as well as use vocabulary words in sentences logically and relevantly. This assessment for vocabulary enrichment would certainly be beneficial for the development of students' critical and analytical thinking skills. In this way, retention of vocabulary words would be long-term unlike the traditional multiple-choice and fill-in-the-blank tasks which are shallow metrics of possible word knowledge. Thus, the researcher developed a localized authentic assessment tools for the improvement of students' vocabulary competence.

KEYWORDS: Vocabulary Competence, Authentic Assessment

SUBMISSION ID: R04A-TAYABA-0011

Setting the Classroom with Positive Climate by Minimizing the Grade II Pupils' Inattentiveness in Group Work at Tambo Elementary School

Sheryl Pasahol, Department of Education

Abstract

INTRODUCTION

The diversity among the pupils challenges the teacher to utilize new approaches in synchronizing individual differences inside the classroom. The school must secure a learning environment and create curriculum programs that will fulfill the needs of different types of pupils.

METHODS

To identify the cause of pupils' inattentiveness in group work activities, the descriptive method of research was conducted in this study. Two sets of test in English was used: one for pre-test and the other for post-test. All data pertinent to the conducting of this study were analyzed and interpreted through the use of t test. Then the documentation of the action research followed through until it was completed.

RESULTS

The survey revealed that uncooperative attitude, simply manifesting wait and see attitude, indifference, inadequate participation, playfulness, and restlessness are the common form of inattentiveness in group activities. The innovative group learning activities such as motivation and positive reinforcement, selected group activities, various techniques, and a positive classroom climate helped minimize or eliminate the pupils' inattentiveness. Based on the conducted pre-test and post-test, the performance of the selected inattentive pupils improved. From the findings of the study, it is apt to maintain and further improve to the highest level possible the teacher's establishment of harmonious and positive classroom climate, utilization of cooperative learning strategies, and selection of group activities, along with reinforcing the most effective motivational techniques to transform the pupils into engaged learners rather than remain as compliant ones.

DISCUSSIONS

The teacher should apply varied innovative and intervention strategies that suit the needs, interests, and abilities of the pupils. Eliminating the pupils' inattentiveness in group and in varied classroom activities requires resourcefulness, effectiveness and efficiency and the ability to conduct research to determine the most reliable strategies that could be utilized in varied classroom activities. Transforming pupils from compliant learners into engaged ones necessitates infusing intrinsic motivational tools more often than extrinsic ones. Hence, preciseness and clarity of instruction complemented by consistent guidance and counseling should be considered by the teacher.

KEYWORDS: Inattentiveness of pupils in various classroom activities, individual differences

SUBMISSION ID: R04A-LIPAC1-0223

Sex Differentiation on Programming Language Proficiency of Computer Programming Students at Tanza National Trade School

Edison Feranil, Tanza National Trade School

Abstract

INTRODUCTION

Computer programming skills are very significant to computer related field of studies. The students are required to take an introductory programming course--the basics before proceeding to the complex one. Programming is an academic discipline which requires skills especially for novice programmers to utilize multiple types of learning simultaneously. Many factors can be attributed to the level of proficiency in computer programming courses specifically sex--the reason for the conduct of the study.

METHODS

This study utilized the descriptive correlation type of research design to determine the difference on programming language proficiency of computer programming students using survey questionnaire.

RESULTS

Programming language proficiency of students were determined by object oriented programming and procedural programming. The students were "Proficient" in Java programming language and "Slightly Proficient" with Visual Basic language as object-oriented programming. While for procedural programming, student were "Slightly Proficient" in C++ programming language and "Slightly Proficient" with DOS based program and Turbo C. Generally, students are "Proficient" in object-oriented programming while "Slightly Proficient" in procedural programming. The significant difference of object-oriented programming and procedural programming as to sex characteristics were determined using t-test of independent means. The significant difference of object oriented programming and procedural programming as to sex characteristics were determine using t-test of independent means. The computed t is lower than 2.14 so null hypothesis is accepted. Accepting the null hypothesis entails that there is no significant difference on the procedural programming language proficiency of computer programming senior high school students as to sex characteristics.

DISCUSSIONS

The parents should helped the school in providing proficiency to computer programming students by providing them the necessary materials specially computer at home so that the students could practice the teachings from school. The teachers should extend their ability and provide more resources to attain students' proficiency in different programming languages to attain the objective of the course. The students should exert more effort in attaining the proficiency of different programming languages for that would be their expertise in their chosen field of specialization.

KEYWORDS: programming language proficiency, senior high school computer programming, sex differentiation

SUBMISSION ID: R04A-CAVTP-0062

Sexism Among the LGBT in Pinugay

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(Adviser: Sheryl Iballa)

Abstract

INTRODUCTION

LGBT individuals continue to face great difficulty in obtaining gender equality and claiming their rightful place in society. They continue to experience prejudice and discrimination, which horrifyingly persist in the community, creating a dangerous climate of hostility towards them. They also continue to suffer from unfair treatment towards them, which adversely affect their lives. The aim of this study was to determine and describe the forms of prejudice and discrimination against LGBT individuals and found out how it affects their lives, focusing on the community of Pinugay.

METHODS

A qualitative approach was used to provide an analysis to find out the forms of prejudice and discrimination based on sexual orientation experienced by the LGBT individuals and provide an in-depth look into how it affects their lives and influence their behaviors in the community. Data was obtained through survey checklist and interview. Thematic content analysis was used in interpreting the data gathered from the interviews conducted.

RESULTS

The results were found based on the analysis using the interview; (1) LGBT members of Pinugay have experienced discrimination in the forms of verbal insult, mistreatment, intolerance, rejection from the family, physical violence, and stereotyping. Further, (2) it was also found out that perceived experiences of prejudice and discrimination affect the lives of the LGBT members. These experiences have greatly affected their self-esteem, hindering them to show their talents and possibilities, and contribute to the development of the community. In relation to their emotional and psychological well-being, some of them experienced depression.

DISCUSSIONS

The study is centered on the perceived experiences of LGBT individuals. Thus, sexism offers an in-depth look at how LGBT members in the community suffer in their day-to-day lives because of prejudice and discrimination. LGU must promote and raise awareness about gender sensitivity by conducting programs, which aims to educate the people. Further studies must be conducted to redefine and establish firm policies to create equal opportunity in political, economic, and socio-cultural aspects for LGBT individuals. This study implies that gender sensitivity and awareness should not only focus on educator but also among students because most LGBT individuals are present in school. Teachers must intensify GAD program and focus on the development and enactment of policies that demonstrate awareness of LGBT human rights policy.

KEYWORDS: Sexism, LGBT Community, Stereotyping

SUBMISSION ID: R04A-RIZALP-0233

Share Wideo: A Strategy to Improve the Level of Understanding on Human Body System of Grade 6 Pupils

Nerissa Vee Belarma

Abstract

INTRODUCTION

Science is one of the subjects of the K +12 curriculum which pupils are able to apply their life situations and the science concepts learned in the class. In the context, 16 identified Grade 6 pupils in Hinagdanan Elementary School were experiencing low performance level in Science, thus, an intervention should be conducted to prevent these pupils from failing the subject. Based on the observation, learners get higher scores with the help of multimedia-like video presentations and shared it with their classmates.

METHODS

In choosing the participants of the study, the researcher used a purposive sampling method wherein pupils belonging to a not mastered level and beginning mastered level in the Pre-Test result for the second quarter were picked. In this research, different methods were employed in gathering the data. The first method was through a comparative analysis of the performance level of the students before and after the implementation of the study to determine the effectiveness of the used intervention on the level of understanding on Human Body System of the Grade 6 pupils. The third method was through the use of Paired T-Test to determine the significance difference between the comprehension levels of Grade 6 pupils after the intervention.

RESULTS

The results of data gathering shows a positive impact for the Grade 6 pupils in Hinagdanan Elementary School that there is an improvement the level of understanding on Human Body System of Grade 6 pupils in Science. Based on the data gathered, sixteen (16) of the identified Grade 6 pupils belongs to Not mastered Level having an average Mean Percentage of below 25%. However, this level of understanding was improved to Nearing Mastered level having an average performance rating of 70.76% after the conduct of the intervention. The results also show that a significant difference exists between the comprehension level of the pupils before and after the intervention.

DISCUSSIONS

The results indicate that the use of the intervention improved the level of understanding of Grade 6 pupils from not mastered level to nearing mastered level. The research results also indicate that the intervention, "Share Wideo", is a good strategy to improve the level of understanding on Human Body System.

KEYWORDS: not mastered level, nearing mastered level, intervention

SUBMISSION ID: R013-SURSUR-0310

Shared Governance and Decision Making of the Principal and Stakeholders in Relation to the Quality Management in Selected Schools in the Division of City Schools in Tabaco City

Jonathan Bolano, Department of Education

Abstract

INTRODUCTION

The new arena for decision making brings the responsibility for decisions as close as possible to the school defining how school staffs can work collaboratively to make these decisions creating ownership for those responsible for carrying out decision by involving them directly in the decision making process and by trusting their abilities and judgments. These ideas are embedded in many of the terms being used to portray the shift of additional authority, autonomy, and accountability to the school site and to the personnel within. Included are such terms as decentralization, restructuring, site-based management, school-based management, participatory decision making, and school-based autonomy, to name a few. These terms typically are meant to reflect changes in governance structures and the identification of the school as the primary unit of improvement; redistributing decision-making authority is viewed as a major vehicle for stimulating improvements.

Having seen the need and recognizing the importance of keeping every school administrator abreast with the demand of time, especially with the realities of what has been described as rapidly changing, highly competitive, information rich, and knowledge intensive society, the school is believed to be one valuable program that generates a veritably rich collection or prescription and remedies to overhaul the general picture of the school and its performance. From this endeavor, blueprint of programs and projects that are geared towards reforming and face-lifting the school were created as it offers mission-driven and client-focused administration. Related to the full implementation of the K to 12 curriculum and the School-based management program, the researcher come up with the study on the collaborative management of the principal and stakeholders in relations to the total quality management in selected schools in the Division of City Schools in Tabaco City.

METHODS

The researcher used the descriptive method since the study focuses at the present condition of the subject whose purpose is to find the new truth. Slovin's formula was used in getting the sample size of population of the study.

RESULTS

Most of the school principals are more knowledgeable and skillful relative to the organizational development in their respective school and community, encouraged the expression of feelings, options, pride, and loyalty through team management in the school and excellently performed organizational instructions in every school.

DISCUSSIONS

Every school should focus attention on designing rewards and recognition systems that strengthen new behaviors and diminish those that are not consistent with school-based shared decision-making.

KEYWORDS: SBM, Shared Governance

SUBMISSION ID: R005-TABACO-0059

SHARESEARCH: Creating a CoP Thru Sharing of Expertise on Students' Research Work

Christine Tepanero, Department of Education

Abstract

INTRODUCTION

This action research funded by the Basic Education Research Fund (BERF) was conducted at the Sta. Lutgarda National High School - Senior High School Practical Research classes. As the students were advised to conduct studies about their communities, their limited knowledge of the community issues was a critical concern that could result to difficulty in pursuing their researches. Thus, an intervention program, Sharesearch, that sought the assistance of experts in the field, was implemented.

METHODS

This descriptive/qualitative method of research had for its primary respondents/ participants the Grade 12 students. The project was implemented to provide them with support along the subject / topic of their choice by collaborating with community experts.

The baseline data of the student-researchers' level of confidence on their skills in conducting the research was used prior to the implementation of the program. The attitude change, or the lack of it, among participants to the project was evaluated; and lastly, the difference in the level of confidence of the students before and after the implementation of the project was viewed and tested statistically to see if such difference poses any significance.

RESULTS

The confidence level of the respondents along the given parameters: following the research process and working on their research topic before and after the implementation, were gauged. Significant mean difference of 1.698 was noted on the confidence level on working on their chosen topic; while the mean difference on following the research process was 1.088, not significant.

Other concerns not directly connected to the process like the respondents confidence on their language proficiency and the time allotted for the project were also noted.

DISCUSSIONS

The results showed the significance of the help provided by the partners in the field; proving that collaboration with the other stakeholders should be made as the knowledge of the concepts on the research process was not the cause of the apprehension in starting the research but the actual unfamiliarity with the subject chosen.

KEYWORDS: Research Writing and Collaboration with Experts, Collaborative Research

SUBMISSION ID: R005-CAMSUR-0067

Short Paragraph and Essay: Am I able to write you?

Ribbecca Fenol, Kaytitinga Elementary School, Alfonso, Division of Cavite

Abstract

INTRODUCTION

The Filipino subject in the K to 12 Basic Education Curriculum is composed of five macro skills such as: listening, reading, speaking, viewing, and writing. Moreover, each skill is the content of the lesson each day from Monday to Friday (i.e. Monday- Listening; Tuesday-Reading, Wednesday-speaking, Thursday-viewing, and Friday-writing). After a series of simple assessment in writing, in Grade six pupils It was found out that the latter has a limited writing skills that should be addressed. Therefore, this research focused on the assessment of writing proficiency level of the Grade six pupils as a basis for intervention and remedial program in the classroom.

METHODS

This paper used mixed method. It is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative (e.g. experiments, surveys) and qualitative (e.g. focus groups, interviews) research. There are no questionnaires used in data gathering, instead the respondents are given a topic where the latter writes a short paragraphs about the topic. The scoring rubrics was used to give numerical rating in the output of the respondents, rated by the Filipino teachers in the school. The procedure was done twice, the pre-test (assessment) and post-test (after the intervention). Numerical rating of two test were computed, compared and analyzed through statistics

RESULTS

This research is composed of forty-six (46) grade six pupils, as respondents. The pre-test revealed that six or thirteen (13) percent are in medium level of proficiency, while forty (40) respondents included in the low level of proficiency. On the other hand, the post-test shown the big increase in the figures; thirty eight (38) or 83% of the respondents are in the high level of proficiency, while eight or 17% are in the medium level of proficiency. The increase in the results is the evidence of the intervention activities done by the subject teacher-researcher, such as giving more topics to think and write on. Therefore the null hypothesis stating that there is no significant difference of the two results were rejected.

DISCUSSIONS

The results show the assessment results of the writing skills level of proficiency of the selected Grade 6 pupils (SY 2018-2019) of Kaytitinga Elementary School. The writing skills can be developed among the pupils through intervention activities like giving more topics to think and write.

KEYWORDS: short paragraph/essay

SUBMISSION ID: R04A-CAVITP-0172

Showcasing the Motivational Strategies in Teaching Children with Autism at Padre Imo Luna MES' SPED Center

Edryzel Antido, Efleda Mandigma, & Glorydee Magtibay, Department of Education - San Jose

Abstract

INTRODUCTION

This research involves showcasing the motivational strategies in teaching children with autism at Padre Imo Luna MES, SPED Center. The goal is to bring to view the motivational strategies in teaching these kind of children in this school. It sought to find out the motivational strategies in teaching children with autism; parents' feedbacks regarding the response of their children on the different motivational strategies used, and guidelines that can be used in developing the skills and performance of children with autism.

METHODS

To address this, the researchers used the qualitative method to document the possible affecting factors towards whether success or failure of motivational strategies in teaching children with autism. An informal interview with the 15 parents of children with autism was conducted.

Different motivational strategies for children with autism were discussed in this study such as; (1) The Token Economy System (pupils choice for incentive, visual, and consistency), (2) Points System Charts with Incentives or Rewards, Verbal and Non-verbal Reinforcements (thumbs up/ thumbs down/smile/frowns/tally marks for earning), (3) Power cards and social stories, and (4) Video Modelling (behavior and challenging tasks prior to activity).

RESULTS

As a result, the Token Economy System is the motivational strategy that can be utilized with high extent for the children with autism. Parents gave their feedback regarding the motivational strategies utilized by the SPED teachers in which they also agreed upon with the result presented based on the performance of their children. Motivation is one of the key factors for their children to learn not only in school but also at their homes. Guidelines enhancing the motivational strategies in teaching children with autism were also created based on the study.

DISCUSSIONS

The findings may be useful to provide information on some motivational strategies in teaching children with autism. Since teaching learners with special needs (LSNs) requires complex teachers' ability, it is merely obvious that varied strategies play vital role in helping LSNs to learn as part of becoming a fruitful member of the society. It is quite meaningful to identify effective motivational strategies to help boost confidence and sense of well-being, same with the identification of such to regular learners.

KEYWORDS: motivational strategy, autism, academic performance

SUBMISSION ID: R04A-BATANP-1991

**Sicat Love and Understanding for Reading with Fluency (SLURF):
Addressing Problems in Reading for Grade 3 Pupils at Sicat Elementary
School for the School Year 2017 - 2018**

Lea Del Mundo

Abstract

INTRODUCTION

Founded on the results of National Assessment of Educational Progress (NAEP) exams, progress in reading comprehension is lagging behind the improvement. Due to this, the Department of Education have been implementing programs and projects that will address the problem in reading. One of these projects is the School-to-School Partnership (SSP). This is to strengthen the cooperation, collaboration, and partnership among schools at the local level because these schools that are high-performing can be valuable resource as coaches, mentors, or role models for those schools that have not yet reached their full potential.

METHODS

Descriptive type of research was used in this study. All pupils in Sicat Elementary School took the Phil-IRI Test (Pre-test) and it was found out that the most number of pupils in Grade 3 are in frustration level. Out of 25 pupils, there were 10 who fall under frustration level. That is why the researcher gave focus on addressing problems in reading of the grade 3 pupils.

RESULTS

After the use of different strategies and techniques in reading, the pupils improved their skills in reading. There are 8 out of 10 pupils under frustration level who had a significant improvement in their reading ability after the implementation of this program.

DISCUSSIONS

Each pupils were given a parent to assist them on the use of the specialized reading books and modules. Reading materials were provided depending on the reading ability of each pupil. These parent-teachers tracked the pupils' progress on a daily basis using the individual monitoring tool. Daily activities of the pupils were closely monitored and weekly tests were strictly administered. There were also pupils who were good in reading from grade six who were tasked to conduct reading sessions with these pupils. Re-teaching of the week's lessons was given to pupils who fail at the weekly tests. The final test, which consists of the oral and written tests, were conducted to each participant to check their level of progress. To ensure the validity of the results of the final test and assess the efficacy of the program, a post-work for Phil-IRI was conducted.

KEYWORDS: reading, cooperation, collaboration, monitoring, validity

SUBMISSION ID: R04A-CAVITP-1350

Significance of Instructional Materials in the Development of Reading Skills of Grade I-Lily

Lariza Torres, Department of Education

Abstract

INTRODUCTION

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources. According to Obanya (2001), IMs are didactic materials things which are supposed to make learning and teaching possible. In views of Abdullahi (2003), they are materials or tools locally made or imported that could make tremendous improvement of a lesson if intelligently used. Reading is considered to be "the mother of all skills" (De Guzman, Donisa, & Sabio, 2010). Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Children pay more attention during an activity if IMs are being utilized. IMs play a big role in the reading development because it stimulates interest from the learner. In this study, the researcher wants to find out:

1. What instructional materials help effectively in the development of the reading skills of the Grade-I Lily?
2. How is the reading ability of the pupils affected by the instructional materials as to:
 - a. Visual instructional materials
 - b. Audio-visual instructional materials
 - c. Manipulatives
3. To what extent is the availability and adequacy of IMs improve pupils' reading skills?

METHODS

The study used descriptive research in the assessment of the reading instructional materials that was participated by 37 pupils of Grade I-Lily. The researchers used the pre-reading assessment and the post-reading assessment result of the Grade I-Lily as a main tool in gathering the data needed. Statistical tools used in this study were mean (weighted and composite mean) and range.

RESULTS

The Reading IMs which helped effectively in the reading development of the pupils were visual materials such as flash cards and printed materials, Audio-Visual materials such as audio-video of phonic sounds and audio-video of stories with captions/subtitle and manipulative IMs such as domino word games and show me board. The extent of flash cards as visual IMs is in small extent while printed materials are in the very small extent in developing the reading skills of the pupils of Grade I Lily.

DISCUSSIONS

Different Reading IMs must be utilized in developing pupils reading skills. Utilize Audio-Visual IMs more frequently, especially show me board, in developing the reading skills of the pupils. Pupils should be engaged visually and the phonics or syllables must be audible for easier sound recognition. Teachers should use reading IMs in teaching and developing the reading skills of the pupils.

KEYWORDS: Visual instructional materials, Audio-visual instructional materials, manipulatives

SUBMISSION ID: R04A-LIPAC1-0178

Significance of Public-Private Partnership on the School Improvement in Bawi Elementary School

Maricar Fabreag, Bawi Elementary School

Abstract

INTRODUCTION

The heart of Public Private Partnership is the sharing of risks and profits (school improvement), thus the government can now concentrate on its services. This implied that the government need not to allocate all its efforts in the implementation of any project and is less intimately involved giving them a lay way to focus in more important basic services to the people. The researchers believed that there is a need to assess the public-private partnership activities and its contribution to the school improvement especially in the area of curriculum and instruction, Learning resource Center and laboratories, physical plant and facilities and faculty development program.

METHODS

A descriptive survey research design based on the questions raised in the statement of the problem was used. This involved description on the facts and information gathered in the desire to establish a comprehensive data leading to formation of answers to the different problems posited in the research. The researcher was able to gather 25 respondents. The population of this research were the identified private institutions in Padre Garcia which catered services and aids to the school mentioned. The main data gathering instrument used in securing the primary data and information were survey questionnaires and checklists. Likewise, the researcher made use of the interview process in gathering pertinent information used in the analysis and interpretation of the study.

RESULTS

Most of the private institutions were operating from 1-5 years, most were in form of corporation and they highly prefer to give services in a form of donations. Private institutions give support to curriculum enhancement, support for improvement of instruction, improvement of Learning Resource Centers and laboratories, improvement of physical plant and facilities and programs on teachers' development to a moderate extent. "Parents Ko Kaagapay Ko" Project, PKPK(Partner Ko-Parangalan Ko), and YOI project "You are Invited" Like us on Facebook" are the proposed plan of Activities to strengthen Public-Private Partnership.

DISCUSSIONS

The results demonstrate the need for the stakeholders of the school to create programs that will enhance partnership between and among private institutions.

School heads may enhance motivation strategies for other stakeholders of the school in searching for private institutions who has the potential to render services and aids to schools. School administrators and teachers establish linkages/networking with private individuals.

KEYWORDS: Curriculum enhancement, PPP, linkages

SUBMISSION ID: R04A-BATANP-0323

Significance of the Implementation of the School Based Feeding Program (SBFP) in Reading Capabilities of Grade IV Pupils in Area J Elementary School

Cynthia Cadua, Area J Elementary School

Abstract

INTRODUCTION

The study evaluated the significance of the implementation of the School Based Feeding Program (SBFP) in reading capabilities of grade IV pupils in Area J Elementary School in the SY- 2018-2019.

The quantitative (descriptive - comparative) method was used in the study. Questionnaire, documentary analysis, interview, and observation were used in the data gathering. Documents that were available such as records and data from the Department of Education and Health and Nutrition Unit of the Department of Education were used as sources of data. Results of Recent Phil-IRI of students were also used.

The study also shows that after the 100 to 120 feeding days, there was a very high attainment of the SBFP goals particularly 78.29% of the severely wasted and those who were categorized as wasted were rehabilitated to normal nutritional status and attendance improved to at least 98.86%. Attainment of improving the children's health and nutrition values and behavior is also generally high.

METHODS

This study employed mix method of research. The study used the quantitative (descriptive - comparative) method of research using the questionnaire as instrument of gathering the data needed. The study also used documentary analysis and personal interviews to the respondents to validate the accuracy and reliability of the data gathered. Program implementer and program beneficiaries were conducted to selected Grade four students recipient in Area J Elementary School. The school principal probed into program features or processes that have considerable effect on whether the school attained the programs goal or not.

RESULTS

The Evaluation of the School - Based Feeding Program Implementation:

1. The School - Based Feeding Program implementation was evaluated according to its coverage, duration, and resources (personnel, financial, and facilities).

1.1 and 1.2 Coverage and Duration of SBFP

The coverage of the program is the severely wasted and wasted beneficiaries. The weight of the beneficiaries was determined during the baseline nutritional assessment every July of the school year while the duration of the SBFP Implementation is 120 feeding days to achieve the desired goal of the program.

DISCUSSIONS

The study evaluated the significance of the implementation of the School Based Feeding Program (SBFP) in reading capabilities of grade IV pupils in Area J Elementary School in the SY- 2018-2019.

KEYWORDS: School Based Feeding Program; Program Administrators, Implementers and Beneficiaries

SUBMISSION ID: R04A-CAVITP-0850

Significant Effects of Project Enhanced Learners' Reading Program (ELRP) to the Teaching and Learning, Reading Level and Comprehension Skills of the Learners in English: Input to Literacy and Innovation

Eloisa I. Sarmiento, Jenny G. Galicha, & Loreza E. Ramos, Department of Education - San Pablo City

Abstract

INTRODUCTION

Reading is a basic skill which should not be compromised in a humane society. Reading instruction should be given emphasis and must be prioritized by a responsible government. In this age of information where oral communication is not enough to communicate to the world anymore, quality reading instruction among public schools should be a top priority. We cannot afford to raise a generation of non-readers, Eudtopia (2015).

To produce quality and globally competitive education, reading with comprehension is one of the keys. But the current conditions of the reading level of the learners lead the proponents to conduct the study and made the San Pablo Central School to adopt it and include in the School Improvement Plan.

METHODS

This investigation was a descriptive research. The respondents were the Grade One pupils who underwent the intensive remediation in English. To find the significant effect of Project ELRP, the researchers asked the profile of the learners, their reading abilities, and evaluated using the Teacher-made Reading Tool in English in two assessment periods. T-test was employed to identify the differences of the results gathered.

RESULTS

The results in assessment used in this research revealed that 43% of 204 pupils are struggling and non-readers. After the Project ELRP's first implementation dated November 7, 2016, it showed that 34% of pupils learned in reading English with comprehension. The second project monitoring was done February 2017 and it revealed that 79% have developed their reading and comprehension skills. The remaining 21% learned in reading English but with low level of comprehension, respectively.

DISCUSSIONS

After a month of implementation of the reading program, Mid-Year Monitoring for the Project ELRP was initiated and it showed that pupils moderately improved. There were 69 pupils who had positive teaching and learning interactions and their reading levels were elevated as well. From 204 struggling and non-readers it turned out to be 135 learners only. The results revealed that out of the 475 pupils, 375 learners learned how to read in English with comprehension while 100 of them learned but with low level of comprehension. Meanwhile, they interacted positively in the teaching and learning. Reading abilities and comprehension skills are one of the best battle weapons that the grade one learners can bring in their daily challenge and living. It is proven that reading has great impact in relation to the teaching and learning interactions.

KEYWORDS: Reading Program, Project ELRP, Reading Level and Comprehension, Literacy Development

SUBMISSION ID: R04A-SANPAB-0009

SIM Memory: A Strategic Intervention Material in Improving Science 10 Concepts

Clyde Realingo, Department of Education

Abstract

INTRODUCTION

. The Philippines' development challenges can be overcome by committing to science and technology education to help breed innovative ideas, technology transfer, and scientific breakthrough for progress. But every year, the National Achievement Test shows the implications of students' learning that there are competencies they fall in below mastery level. Wherein same scenario in Jose San Victorino Sr. National School during the conduct of periodical test in every grading some students fall below mastery level.

METHODS

This study utilized descriptive research design. It used a purposive sampling of Grade 10 science students. The study used the periodical exam as its primary tool in gathering data focusing on students who belong to below mastery level. The periodical test was firstly validated as instrument to measure the students' scientific knowledge prior to the use of Strategic Intervention Material. Then, utilized quantitative method using inferential statistics in analyzing and reporting the gathered data using descriptive statistics in the treatment of the data.

RESULTS

Variable	mean	standard deviation	t-stat	t-critical
	p-value	Decision Periodical test 20.93	4.04	10.93
	0.00	Reject the null hypothesis		1.76
Special Test	33.97	5.22		

DISCUSSIONS

Table shows that the test statistic is greater than the critical value. In this case, the null hypothesis is rejected. In another perspective, the p-value, which is less than 0.05, confirms that there is enough evidence to favor the alternative hypothesis. Therefore, the special test with a mean of 33.67 ± 5.22 is significantly higher than the periodical test with a mean of 20.93 ± 4.04 . This implies that the intervention conducted had a significantly positive impact on the performance of the students, particularly those identified to be "below mastery", as indicated in their periodical test scores.

KEYWORDS: sim memory

SUBMISSION ID: R013-REGOFF-0000

**Simple Strategies Used to Combat Truancy Among First Year Students
at GFLMNHS during SY 2006-2007**

Andrea Gabriel, SST - III

Abstract

INTRODUCTION

Some of the annoying experiences for teachers are the following: when students are absent, late in class, and cut classes or what we call truancy. These situations happened in most schools including classes at GFLMNHS particularly in the first year level.

METHODS

This research used the descriptive type of qualitative research design to gather information in combatting truancy among first year students at GFLMNHS during SY 2006- 2007. Purposive process of gathering, analyzing, and classifying information about the prevailing condition, practice, trends, and causes and effect relationship were done by the researcher to come up with the solution of the problem.

RESULTS

Some of the common causes of truancy were classified as follows: health factor, physical environment factor, personal attitude, teacher-related factor, classroom atmosphere, and home-related factor. It was found out that Health is the main cause of truancy in school, followed by classroom atmosphere, personal attitude, teacher factor, and home- related factor. The least is physical environment factor.

DISCUSSIONS

Teach students to eat cheap but healthy food to avoid fever and flu which is the common cause of absenteeism among the students. Wash hands properly to avoid germs and give emphasis in over-all wellness and teach them how to avoid communicable diseases. Always keep school atmosphere conducive to learning by avoiding too much noise. Educate parents the value of doing school concerns first before other household chores, refrain from scolding students in the classroom, do something for those left behind students to make them enjoy staying in school.

KEYWORDS: Truancy, Self- Upliftment, Absenteeism

SUBMISSION ID: R04A-BATANP-2055

Simplified Reading Class

Arlene Bautista, Department of Education

Abstract

INTRODUCTION

Reading Comprehension is one of the waterloos of pupils in the field of education. The fact that our curriculum is continuously evolving, it is more than necessary for us to continuously improve different disciplines like reading program in an innovative and sustainable means. This study emphasized the appropriateness of reading materials, capacitating teachers as well as parents, simplifying reading processes, ensuring community involvement, have significant impact to pupils' reading performance as well as teachers' effectiveness and efficiency in teaching reading.

METHODS

Teachers were interviewed to identify their perception from the reading intervention made to pupils, while pupils were asked questions on how the existing reading program affects their reading performance. The pupils utilized reading materials during the implementation of the reading program. The data was gathered through quantitative and qualitative analysis.

RESULTS

This study gives us an innovative and sustainable way of teaching reading. From the applied innovation in simplifying reading processes, identifying assessment tools, and modifying reading materials for the target pupils, the program was able to increase the pupils' reading performance from being non-readers to decoder/frustration/instructional level. The study strengthens also the sustainability mechanism of the reading program through capacitating teachers and parents' partnership to improve pupils reading performance.

DISCUSSIONS

The results showed how relevant innovation and sustainability mechanism from constant change happens in the field of education, particularly on reading comprehension issues.

KEYWORDS: Continuous Improvement Program: Simplified Reading Class through Innovative and Sustainable Means

SUBMISSION ID: R04A-STAROS-0071

Simplified Technique on Enhancing Problem Solving Skills in MATHematics of Grade-6 Pupils

Jhomar Lyn Rosare, Concepcion-Mojon E/S

Abstract

INTRODUCTION

Problem solving is one of the least learned skills of every learner. Several researches found out that poor comprehension was one of the root causes why learners encounter difficulty in solving word problems. In order to solve word problem, one should read first, analyze the whole word problem, then solve. In this study, learners were exposed in different mathematical key words and mastered simplified technique on solving word problem this technique were named as Project ReTrO (Recognized, Translate and Operate) that may help to enhance their problem solving skills. Through mastering this simplified technique, the pupils will easily analyze word problem by recognizing operational key words, translate word problem into equation, and easily operate the equation.

METHODS

Forty (40) items mastery test were constructed by the researcher to measure the level of problem solving skills of the pupils before and after the intervention. Data was gathered through quantitative analysis for pre-test and post-test of the action research from all grade 6 pupils before and after the project implementation. The results of pretest and post-test were obtained to analyze if there is a significant increase on the problem solving skills of the pupils.

RESULTS

All thirty-eight (38) grade 6 pupils served as the respondents of this action research. Data was gathered and analyzed statistically after pre-test and post-test, it was found out that pre-test got a mean score of 2.24 with standard deviation of 1.88 and after the implementation, post-test increased the mean score to 6.45 with standard deviation of 1.69. Based on the result of the study, Project ReTrO significantly increased the pupils' problem solving skills.

DISCUSSIONS

Through the results of the study, the researcher recommends that pupils need to be acquainted first to the operational key words of Mathematics and practice technique on translating word problem into equation in order to operate the problem easily and obtain answers accurately. To summarize, mastering mathematical keywords and simplified technique on solving word problem can help the pupils to enhance their problem solving skills.

KEYWORDS: simplified technique, mathematical keywords, problem solving

SUBMISSION ID: R04A-LAGUNA-0302

Simulation Games Using 4A's (Activity, Analysis, Abstraction and Application) Instructional Design Model in Teaching Electromagnetism

Jie Lyn A. Lagdamen, Department of Education Silway-8 National High School

Abstract

INTRODUCTION

Simulation refers to a model of reality. In most games, students act out roles according to certain guidelines and through this, students gain an understanding of reality. Through simulation, students' perspective changes through active learning and participation. Here, teaching through simulation games using 4 A's Instructional Design Model is the goal that fits into today's current context.

METHODS

This study had investigated on the effects of simulation games using 4 A's IDM on the academic performance and attitude of Grade 10 students, a quasi-experimental, non-equivalence, and pre-test and post-test design was used to run the experiment. Two intact classes were utilized as experimental and control groups and paired based on their first grading grades. The academic performance test was a 30-item pencil and paper researcher made test and a 10-item attitude test. Mean, standard deviation, frequency, percentage and analysis of covariance (ANCOVA) were used to treat the data.

RESULTS

Results showed that most students in the control group were not proficient in their knowledge and skills or their scores ranges from 0-18 (Did Not Meet Expectation) in electromagnetism. Majority of the learners in the experimental group had obtained fairly satisfactory (FS) performance or scores range from 19-21. The standard deviation in the pre-test and post-test of the experimental group was slightly higher compared to that of the control group, indicating that they had varied responses which are attributed to their active participation due to various simulation games, such as role-playing simulations, paper and pen simulations, PhET, and Physlet Simulations. ANOVA shows the p-value ($p=0.000$) which is below the alpha level set at 0.05, meaning there is a significant difference in the mean gain scores in their academic performance. The over-all mean shows that students have a highly favorable attitude towards Physics. The standard deviation indicates less dispersion of the distribution of the scores from the mean. Problems encountered by Science teachers are the lack of laboratory materials, large class size, activities need longer time, language barrier, no audio-visual room, and lack of fund for computer units' maintenance.

DISCUSSIONS

Simulation games using 4 A's instructional design model could help improve the performance of students since it's engaging, collaborating, and submerging on students' part and could develop highly favorable attitude because it is fun.

KEYWORDS: Simulation Games, Electromagnetism

SUBMISSION ID: R012-SOUCOT-0027

**Sinama as a Medium of Instruction in Teaching Mathematics in Grade
1 Badjao Pupils in Batangas City**

Bong Intac, Malitam Elementary School

Abstract

INTRODUCTION

Primary levels are often considered as one of the most important stage of a child's school career. It is the foundation for the rest of their education where they can acquire knowledge that they will be using in their future. One of the core subjects of the primary level is Mathematics; and now under the K-12 curriculum, it is stated that Mathematics in the primary level is needed to be taught using Mother Tongue. It is the policy of the State to establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country, and the society at large and to create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment.

METHODS

The researcher used a descriptive type of research. Interview and utilization of descriptive method was observed in this study. They correspond to the main objective of this research which is to describe Sinama as a medium of instruction in teaching Mathematics in Grade 1 Badjao pupils and how this can help them master the lessons. Analysis of the daily quizzes of the Badjao pupils both in Sinama and Filipino language was also done to know which certain language the learners show high achievement.

RESULTS

Pupils got higher score in most of the quizzes that were given after each lesson when the teacher uses Sinama language than when the teacher uses Filipino. Though the difference between their score was only minimal. The interview conducted by the researcher to 10 Grade 1 Badjao learners has been thematically analyzed. It revealed that there is a high level of effectiveness of using Mother Tongue-Based instruction in teaching Mathematics in the Grade 1 Badjao learners because they learned better using the said medium of instruction.

DISCUSSIONS

Using Mother Tongue in teaching Mathematics to Badjao learners had great effect with the level of their achievement. Therefore, teachers to be assigned with them should have enough knowledge on their way of life including their spoken native languages for better understanding of their needs and problems. Department of Education must be able to look for teachers who are well endowed with the language or a native speaker or if not, they should be able to have IPed training which includes their mother tongue.

KEYWORDS: Badjao, Sinama, Mother Tongue, Medium of Instruction

SUBMISSION ID: R04A-BATANC-0055

Single Parenthood: its Impact to the Academic Performance of Grade one Pupils in Kaylaway Elementary School

Luisa Benson, BRAVE

Abstract

INTRODUCTION

A single parent is a parent not living with a spouse or a partner. A single parent has most of the day-to-day responsibilities in raising his or her children. In this study, the researcher determined the impact of single parenthood to the academic performance of Grade One pupils in Kaylaway Elementary School.

METHODS

The researcher in this study used descriptive survey. A descriptive research involved describing, analyzing, and interpreting certain conditions which were existing at the time that the study was conducted. The respondents of this study were twenty (20) selected Grade 1 pupils of Kaylaway Elementary School with single parents. The respondents were chosen purposively since single parenthood is a critical issue and divulging information about family relationships and consequences may put the respondent in an unsettling situation.

RESULTS

Pupils under the study obtained low grades in Mathematics, English, and Science subjects but this cannot be due to being a child of a single parent but merely due to absenteeism, misbehavior, and attitude. Pupils who have single parents admitted that they needed support but this not mean that they are disadvantaged and poor leaders, bullies or bullied, or not being loved at all. The researcher proposed to have an action plan that will help boost the academic achievement of grade one pupils with single parents.

DISCUSSIONS

This research gives explanation of the poor performance of Grade One pupils in English and Mathematics which could be due to absenteeism among these pupils. Those who got failing grades were either bullies or bullied children. Misbehavior was common among these pupils. However, there were pupils who were obedient and behaved. From these findings, it can be deducted that being children of single parents mean that these children cannot do better in school.

KEYWORDS: parenthood, performance, academic achievement, absenteeism

SUBMISSION ID: R04A-BATANP-0592

**Single Parenting: its Effects to the Academic Performance of Pupils in
Banilad Elementary School, Nasugbu Batangas: Basis to an Action Plan**

Shirley Grace Nollor, Department of Education - Nasugbu East

Abstract

INTRODUCTION

The most important unit in the society is family. It is the only institution that guarantees an environment that perpetuates principles and concepts that made people strong. However, if the family who controls and perpetuates it is incomplete, the quality of nurturance cannot be considered holistic. This study was conducted to determine the impact of single parenting and its risk factors to the academic performance of pupils from Banilad Elementary School. Doing so will entail substantial information that will aid various institutions, especially academic, in creating action plans and facilitative programs that can minimize the risks and improve the learning situations of these pupils.

METHODS

This study utilized both qualitative and quantitative research designs. The convenience sampling technique was followed to determine pupils with single parents, with which a research questionnaire and an interview schedule were administered.

RESULTS

Key results were found, which include difficulty in adjusting to the class environment, living below poverty line which constraints the pupils especially in financial-related academic tasks, and passive behavior in discussions, with some bordering low achievement goals. On the other hand, fewer pupils appear to be more motivated and independent, especially in terms of time management and long-term goals that involve rising above the poverty line.

DISCUSSIONS

Single parenting resulted to significant differences to the academic performance of the pupils both adversely and positively, although when quantified, the results of the former exceed that of the latter. Risk factors, such as the availability, support, and stress levels of the single parent influence these. Where the risk factors are less likely, the pupil becomes more motivated, which is the opposite of that where these factors are highly likely.

Sole parenting was henceforth found to affect the adjustment, behavior, and achievement goals of the pupils, which directly influence their academic performance.

KEYWORDS: Single-parenting, academic performance, risk factors, adjustment, achievement, behavior

SUBMISSION ID: R04A-BATANP-0341

Sinora: its Implication to the Reading Level of Struggling Readers in Grade II

Myla Lat

Abstract

INTRODUCTION

Reading is a skill that requires patience and diligence. Children, in order for them to become better readers, must have many opportunities to read and be read to. They need as much exposure as they can get. The more time spent with books, the better they will understand the printed words. However, in a class, there are pupils who can read faster than the rest of the class while others are non-readers at all. This diversity in reading skills of students becomes a problem to a teacher and a question of her competence to teach. It is for this reason that teachers make reading a priority in their classrooms.

METHODS

This descriptive research was conducted among 39 Grade II pupils (11 boys and 28 girls) from June 2016 to January 2017 to assess their reading level. The Phil-IRI was used to classifying pupils according to their reading level during the first quarter of the school year. Reading level was classified into frustration, instructional, independent, and non-reader. From the second to the fourth quarter, Simultaneous Noontime Reading Activity was implemented. Again, the Phil-IRI was used to determining the reading of levels of pupils and at the same time find out the improvements in their reading skills.

RESULTS

Results of the study are based on the pre-test conducted among Grade II Poinsettia for the school year 2016-2017. Using the Phi-IRI Form 3, results of the pre-test reveal that among the boys, there were six (6) which fell under the frustration level, two (2) under instructional and ten (10) were non-readers. Meanwhile, among the girls, a higher number of pupils were recorded under the frustration level with fifteen (15) and four (4) under instructional.

DISCUSSIONS

Based on the comparative results of the pre- and post-tests using the Phil-IRI tool, it was observed that during the pre-test, number of pupils fell under the frustration and non-reader categories with 21 and 12, respectively. Only 6 pupils fell under the instructional category. Results of the pre-test indicate that the majority of the pupils (33 out of 39) requires support or intervention to be able to improve their reading skills. Meanwhile, the post-test using the same assessment tool reveal a different scenario. No pupil was categorized as non-reader instead, pupils categorized under frustration was trimmed down to almost half (from 21 to 11); pupils under instructional more than tripled while under the independent category there were 6 (Table 2 and Figure 2).

KEYWORDS: SINORA

SUBMISSION ID: R04A-LAGUNA-0335

SipTrans MATHerial: Sipnayan Translated Materials on Improving Students' Mastery in Problem Solving

Erist Capul, Southville IV National High School

Abstract

INTRODUCTION

It was observed by the researcher that most of his students were not able to solve math word problems correctly and accurately. Indeed, students in his class were exposed to different strategies to understand the concepts of the lesson. Many engaging and meaningful strategies and activities were employed to the students to help them understand the lesson and be able to solve math word problems. But with all the efforts given, students were not able to meet the average mastery in solving math problems. Hence, the researcher crafted a supplementary material which is called SipTrans MATHerial (Sipnayan Translated Materials) to motivate, encourage, and appreciate math worded problems. In that way, students will acquire the needed skills and improve their mastery in solving worded problems. The researcher explored on the use of mother tongue, which is Tagalog, in improving the students' mastery in solving problems in mathematics through the use of supplementary materials, SipTrans MATHerials.

METHODS

This study is an experimental research. The researcher conducted the study in Southville IV National High School, specifically, in two sections of grade 7 level and selected 15 mathematically challenged students each for the school year 2018 - 2019. Using the purposive sampling, the participatory sections were chosen through their performance in the first monthly test. The researcher sought approval from the school head to conduct the study in the school and ask the parents' approval to allow their child to be part of the study.

RESULTS

After the implementation of the intervention, the students who used the SipTrans MATHerials got a mean score of 20.33 while the students did not use the SipTrans MATHerials got a mean score of 14.47 in the first periodical test (50 - item test). The computed value of 2.89 is more than the t - value of 2.76 having 28 degrees of freedom (df) significant at 0.01 level of probability. This means that the periodical examination result of the students who used and did not use Siptrans materials differ from each other.

DISCUSSIONS

Based from the gathered results, there is a significant difference on the performance in the quarterly examination of the students who used and did not use the SipTrans MATHerials. The utilization of SipTrans MATHerials helps the students in improving their performance in mathematics. The translated materials helped the grade 7 students to easily understand the lessons in mathematics and solve the word problems easily.

KEYWORDS: Translated materials, problem solving, supplementary materials

SUBMISSION ID: R04A-STAROS-0016

Sixth Graders' Reading Comprehension Skills Across Text Types: A Localized Reading Material

Angelica Ranillo

Abstract

INTRODUCTION

One of the most important skills pupils must learn and develop is reading. It helps people to gain knowledge and it gives enjoyment as well. It is one of the macro skills of communication, which is the process of looking at a series of written symbols and getting meaning from them. The importance of reading is difficult to express in words but can be experienced by people from all walks of life. According to Wardhaugh (2007), reading is an active, interactive, productive, and cognitive activity. It involves active search for information and interaction with text. It requires the constant constructive involvement of reader in what he is doing; and it demands the use of higher order mental abilities.

METHODS

This study was conducted to determine the sixth graders' reading comprehension skills across text types by producing a localized material. Specifically, it assessed the reading comprehension skills of the pupils across different text types with an end view of developing localized reading material. This research made use of pre-test and post-test to 38 respondents who were purposively selected for the study. The questionnaire was also used for the acceptability of material. The data was computed and interpreted systematically, factually, and accurately using frequency, percentage, t-test, and weighted mean as the statistical tools.

RESULTS

Based on the findings, the grade six pupils have low performance in reading comprehension. They are not aware of what they read which made it difficult for them to recognize the text and understand the meaning of idea being presented in the story. Through this, reading material was developed which included different text types: Narrative, Descriptive, Persuasive, Comparison and Contrast, Cause and Effect, and How to Essay. The mean scores of the pupils in the pretest and posttest were 20.08 and 22.24 with a mean difference of 2.16. The computed T-value is 3.29 at 0.05 level of significance which means that there is significant difference between pretest and posttest scores. The grand weighted mean on the level of acceptability of the reading material is very much acceptable.

DISCUSSIONS

The results demonstrate that the use of different text types in doing reading materials were effective for the pupils to have an in-depth knowledge and understanding of the texts. The use of localized reading material can easily boost the interest of readers and can, therefore, be very helpful material in teaching reading in grade VI.

KEYWORDS: text types

SUBMISSION ID: R04A-TAYABA-0005

Skills That Accountancy, Business, and Management Students Must Enhance

Patricia Ann Caranto, GMATHS

(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

The Accountancy, Business, and Management (ABM) course is one of the strands offered in the academic tracks of senior high school. This study focuses on the skills that should be developed by ABM students that could greatly help them in coping with their studies.

METHODS

Random sampling was done among the grade 11 and grade 12 students of General Mariano Alvarez Technical High School who were taking up ABM course. The respondents were divided into two groups and were classified according to their strand. The researchers used a questionnaire to gather data which was composed of open-ended questions related to the study.

RESULTS

The collected data implies that students of ABM must have an inclination to analytical, mathematical, and communication skills. These skills will help them in pursuing accounting courses in college. Encouragement from teachers and guardians is a big help for the students to be motivated to excel in their studies.

DISCUSSIONS

Every student must practice their critical thinking and analytical skills. They can enhance their abilities through many ways such as reading literary works related to business, exercising these skills in real world, and mainly focusing on their studies.

KEYWORDS: Enhance, Skills, Business

SUBMISSION ID: R04A-CAVTP-0618

**Skills, Interest, Needs in Appraising Students' Grades (SINAG) an
Intervention Program for Low Performing Students**

Ma. Elena Jocson

Abstract

INTRODUCTION

According to the Philippines' Department of Education Order #14 of 2013, schools should provide the "less able" students or those struggling with their understanding, special instructional programs or remediation to ensure that they meet the standards set and the competencies expected of them. This action research sought to answer the questions: what are the interest and skills of the students that needs intervention in science? How can the teacher help the students attend and perform well in remedial class? What are the themes that emerged from the testimonies of the G7 students? Does using Skills and Interest in remedial activity help the students attain growth in their academic program based on the pre-test and post-test result?

METHODS

This action research used sequential exploratory mixed method approach in gathering and analyzing the data of the study.

RESULTS

Based on the focused group discussion regarding the interest and skills of the students that need intervention; the theme that immerged were drawing, dancing, games, social media, puzzles, and group activity (Jordan, 2012). Results of the study show that games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition. The respondents' score in pre-test were below 25% while after the post-test there were 44% who got 25-37 scores and 56% that was below the score of 25. The weighted mean of the pre-test was 16.48% and after the post-test it gained 43.2% with 26.72 increased in MPS which is like the study of James et. al (2014) which showed that the improvement of students' interest in learning and attitude to school could contribute in boosting their performance academically.

DISCUSSIONS

The results implied that some students learn in different way such as drawings, games, puzzles, and social media and strengthening students' artistic skills is important.

KEYWORDS: skills, interest, needs, academic performance, intervention

SUBMISSION ID: R04A-CALAMB-0027

**Slang Usage and the Academic Performance of Junior High School
Students of San Juan National High School**

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Abstract

INTRODUCTION

Slangs are very popular in the Philippines and are commonly used in school settings and public places. Moreover, several researches have shown the impact of slang usage in the academic performance of the students. In line with this, this study wants to confirm the results of other researchers in the locale of San Juan National High School, Handong, Libmanan, Camarines Sur.

METHODS

The respondents were selected using a stratified random sampling technique and were given a validated researcher-made questionnaire. Then, the gathered data were analyzed and compared with the other researches using basic statistical tools.

RESULTS

According to the data gathered, seventy-one percent of the respondents rarely used slangs and eighty percent of those admitted that they are only familiar with a certain type of slang. Commonly in informal discussions, it revealed that variety of reasons as to why they used slangs. Calculation of Pearson r and t -value showed that there is no significant relationship between the slang words usage and the academic performance of the students.

DISCUSSIONS

The results of this study clearly contradict the conclusion of other researches. However, a possible factor that affected these findings is the difference in the locality of the respondents. With this, the researcher recommends further study of the impact of slang usage in the academic performance on other localities and provide comparative analysis among the other existing researches to have a more comprehensive and location-independent results.

KEYWORDS: Slangs, Academic Performance

SUBMISSION ID: R005-CAMSUR-0146

Sleep Deprivation and its Effect on Academic Performance

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Southville 1 National High School
(Adviser: Grace Lamano)

Abstract

INTRODUCTION

Sleep is a biological need and opportunity to develop different brain areas for better information processing during daytime, according to the Restoration Theory of Oswald (1996). However, many adolescents and early adults make sleep time their least priority in exchange of doing home and school tasks. As stated by the Philippine Council for Health Research and Development, sleep loss is recognized as a threat to Filipinos' mental health as it affects critical thinking, mood, memory, and cognitive skills. In line with this, this study aimed to establish the significant effect of sleep deprivation on academic performance.

METHODS

The researchers used descriptive-causal research design. Survey-questionnaires were answered by 131 Grade 12 students of Southville 1 Integrated National High School, S.Y. 2018-2019 selected using stratified random sampling. The questionnaire consists of two parts; level of sleep deprivation and level of academic performance. To measure sleep deprivation in terms of average sleep debt, cognitive performance lapses, and mood assessment, and academic performance in terms of written works, performance task, and quarterly assessment, weighted arithmetic mean was used and chi-square test was used to determine if there is a significant effect of sleep deprivation to academic performance.

RESULTS

Students sometimes experience sleep deprivation in terms of average sleep debt, cognitive performance lapses, and mood assessment. This implies that high school work load contributes to sleep deprivation as suggested by Bryan et. al., (2015). Moreover, respondents also exhibit mild memory deficit and focus disruption. Furthermore, in both written works and performance tasks, they gained satisfactory performance, while quarterly assessment was fairly satisfactory. They do seatwork independently and participate on group activities actively. Lastly, sleep deprivation in terms of average sleep debt and cognitive performance have significant effect on students' academic performance but not with mood assessment.

DISCUSSIONS

Sleep deprivation is moderately manifested through sleep debt, cognitive performance lapses and mood assessment through lacking focus, forgetfulness, and irritable mood. The students performed less satisfactory on their quarterly assessment in subjects that require higher understanding and focus due to lack of sleep. To address this issue, the researchers shall develop a Facebook page to give tips for better sleep and academic performance.

KEYWORDS: sleep deprivation, average sleep debt, cognitive performance lapses, mood assessment, academic performance

SUBMISSION ID: R04A-CABUYA-0018

Small Group Study Approach in Teaching Filipino Novels

Amando B. Bon, Jr.

Abstract

INTRODUCTION

Learning by doing is teaching to be an effective learner. Knowing that the Department of Education has designed a curriculum that fit internalization, then the classroom teacher has to engage also towards a higher level of approach which made the teaching simple and attractive to the learners. The researcher engages to investigate how effective is a group study in teaching Filipino novels and stories. Learning stories specifically described by some that are not interesting and do not attract learners to pursue since they felt boredom, hence, the strategy was developed.

METHODS

The lengthy scope of the articles to be read by the learners makes them bored. As observed, most of the grade 9 students do not have the interest to read stories and novels, so group study was developed. Two academic quarters was the time frame on the conduct of the research in order to give ample time of observation the effectiveness on the utilization of small group study in learning and teaching language.

RESULTS

The whole group was divided into a small group, the same as the whole story will also be divided into parts as to how many groups were formed. Challenge questions were given to each group which will help them synthesize the assigned part of the story. The leading questions were their focus to be presented or discussed in different ways. Considering the individual differences, each group is allowed to present their analysis based on their innate skills. It helps them develop their talent where self-esteem is being boosted. Their academic performance was also evident.

DISCUSSIONS

When it comes to exploring something new, the learners need someone to help them find the vast reality-the reality that every individual has an innate talent and that this needs to be conceptualized. The talent that will help develop both academic and co-curricular activities. Beyond being creative of a teacher, boredom will not be felt even how long a story must be read. Learners' interest depends on the teacher's creativity in handling the class. It was an optimistic perception that in many styles that we inject in teaching, learning would become enjoyable. Knowing that learners have improved their performance is also a great achievement of the teacher. Learning is an equal opportunity for every child who dreamed to be educated, which an endeavor to be lifted up by an individual who has the power to make a difference.

KEYWORDS: small group teaching discussion

SUBMISSION ID: R013-SURSUR-0290

Small-Group Teaching Intervention (Random and Dominant Learning Style) on Students' Performance in Grade 11 General Mathematics

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Abstract

INTRODUCTION

Mathematics has been considered as a difficult subject by numerous students. Thus, teachers use various strategies and interventions to resolve this problem. One of the said strategies was the use of the Small-Group Teaching Intervention; this promotes learner-centeredness among the students who are expected to participate in free discussion of a certain topic. Aside from the different strategies a teacher may utilize, teachers may also take into account the students' learning styles to improve their class performance. Learning styles are the different ways how people organize and process information (Hultzman, 2017).

METHODS

Using the quasi-experimental design, this study determined the difference on the performance of two groups of students exposed to Small-Group Teaching Intervention but with different grouping schemes: the Control Group composed of randomly grouped students and the Experimental Group composed of students who were clustered according to their dominant learning style (determined using the VARK Questionnaire). The Control Group was taught using traditional teaching while the Experimental Group was taught using the developed learning plan for the different learning styles. The researcher made use of mean score, standard deviation, and t-test for dependent and independent samples to analyze the data.

RESULTS

Upon analyzing the pretest scores of the Control and Experimental Group, it is revealed that the pre-test scores had no significant difference. This implies that the two groups have generally the same level of prior knowledge before the intervention had been employed to the Experimental Group. On the other hand, the post-test mean score of the Control Group was found to be significantly different from that of the other group; this indicates that there was a variation on the students' performance in the said groups. A higher post-test mean score was also computed from the Experimental Group. Therefore, it can be concluded that usage of the said intervention coupled with knowledge on the students' dominant learning style improved the students' performance.

DISCUSSIONS

There is a need for teachers to devise new and innovative ways on obtaining optimal results in the performance of the students in a given class. Utilization of different strategies such as the Small-Group Teaching Intervention and being cognizant of the students' dominant learning style might offer a way in achieving the aforementioned objective as to what this study had successfully demonstrated.

KEYWORDS: small-group teaching intervention, control group, experimental group, learning styles

SUBMISSION ID: R04A-LAGUNA-0212

SMART TVs: A Tool for Intensifying Students Interest and Mathematics Performance

Agnes Caibigan, Allan M. Bedua, & Hazel Joy Rodino, Paliparan National High School

Abstract

INTRODUCTION

The primary purpose of this study is to determine if there is a significant difference when the selected Grade VIII students of Paliparan National High School are taught without or with SMART TVs: Student Motivation through Application of Real Life Situation, Technology, and Visual Thinking Strategies. Specifically, this might answer the following questions: What is the pre-test and post-test performance of students taught in Mathematics without or with the use of SMART TVs?; What is the significant difference between the pre-test and post-test performances of students taught in Mathematics without or with the use of SMART TVs?

METHODS

Using Stratified Sampling, two sections were chosen as respondents of the research: Hyacinth as the control group and Chrysanthemum as the experimental group. To determine the level of significance between the control and experimental group, the pre-test and post-test was conducted. Mean and standard deviation are used to compare the scores, while t-test for correlated means were used to determine the level of significance between the control group and the experimental group.

RESULTS

The mean of the pre-test of the control group is higher than the experimental group. It shows that the academic background of the control group is higher compared to experimental group. There is a significant difference between the pre-test and post-test result of the controlled group. While there is no significant difference between the pre-test and post-test result of the experimental group. The pretest result between the controlled and experimental group resulted a p-value of 0.162 at 0.05 level of significance that implies no significant difference between the two. However, in comparing or determining the significant difference between the post-test result of the controlled and experimental group, it showed a p-value of 0.000 at 0.05 level of significance which implies that there is a significant difference when the students were taught without or with SMART TVs.

DISCUSSIONS

The result demonstrate the need of the teacher and students to learn with the use of different technologies and applications so that the lesson will be easier to deliver or to learn. From the conventional use of television, it will now be enhanced and maximized so that it becomes SMART TVs. It allows teachers to explore in the way they would like to present their lessons. They can use educational applications and animated PowerPoints.

KEYWORDS: Intensifying Interest, Visual Teaching Strategy, SMART TV's

SUBMISSION ID: R04A-DASMAR-0017

**Smawomen: the Lived Experiences of Female SMAW Students in
Selected Schools in Calamba West District S.Y.2018-2019**

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Abstract

INTRODUCTION

One of the most pressing concerns about today's issues is the prejudice among students who belong to non-academic track, especially for those female students, which could be discouraging and disturbing in their studies. Nevertheless, we aim to know the reasons why female SMAW students chose the SMAW strand, whilst in our generation discrimination is prevalent, considering SMAW as a strand for men only. We also aim to know what the benefits in would be entering a SMAW strand, if they really get benefits from this or none at all. In this study, we delved into the lived experiences, including the difficulties and opportunities, of the female SMAW students in selected schools in West District, Calamba City SY: 2018-2019.

METHODS

We used the phenomenological approach in order to portray the lived experiences of the respondents, to know how they cope up each day in SMAW strand, to know the major factors that affect them in choosing this strand, and to analyze and understand women in SMAW strand through personal interviews. We used a purposive non-random sampling in choosing their respondents. Seven (7) female SMAW students responded to a set of self-administered questions. The instrument we made is composed of five general questions and a few specific questions that are all open-ended.

RESULTS

Throughout the study, we found out that female SMAW students are influenced positively and negatively by their male classmates but they are most likely to adapt skills from their male classmates. Along with this, we established the following themes: (1) factors affecting female SMAW students in choosing SMAW, (2) gender equality in a male-dominated class, (3) socialization means, (4) difficulties and challenges, (5) future plans after graduation. The respondents voiced out some socialization experience, health difficulties and lack of financial support. When it comes to behaviors and perceptions, female SMAW students experienced defective socialization and stated that they are being underestimated for the strand they took.

DISCUSSIONS

The results depicted that school may promote strand equality among students in all strand that it offers and may support all students in addressing their needs. Thus, we sought to examine the lived experiences of female SMAW students in selected schools in Calamba West District, which relate to building social and human capital as the key element in empowering women on the road to development.

KEYWORDS: FEMALE SMAW STUDENTS, LIVED EXPERIENCES, NON-ACADEMIC TRACK, SMAWOMEN

SUBMISSION ID: R04A-CALAMB-0106

**SOAR (Self-paced Output-based Advancement in Reading) Program:
helping the reader in each Westian soar**

Carlwin Reyes, Janine L. Bayron, & Mary Grace E. Peñaranda, Tanay West
NHS

Abstract

INTRODUCTION

Reading is an important life skill. In the academe, the necessity to read is more apparent: examinations need to be read; textbooks are printed materials that need to be read; online sources for research also requires one to read. Hence, the alarming results of the Phil IRI for Grade 7 enrollees - a staggering annual average of more than 70% of the learners at the level of frustration for 3 consecutive school years - needed to be remedied. This study provided a means for the students at the frustration level of reading to bridge the gap and become functional readers.

METHODS

Developmental research, an approach that is focused on the systematic study of designing, developing and evaluating instructional programs, was utilized in this study. The study was done in batches due to limited resources. For the initial cycle, 30 of the 124 G7 learners under the frustration level was randomly selected. With the Phil IRI results as baseline, the respondents underwent the Self-paced Output-based Advancement in Reading (SOAR) program within a span of 2 months. A posttest (using the same Phil IRI questionnaire) was then administered and the reading level of the respondents as gleaned on the posttest are then compared to the pretest results. The second cycle of the program was conducted with another set of 30 randomly selected G7 learners at the frustration level of reading.

RESULTS

The first cycle of the SOAR program yielded positive results. Out of the 30 respondents, 24 or 80% were able to increase their reading abilities. Of these 24, 19 beneficiaries were able to attain instructional level of reading. Of the 19, 5 beneficiaries were even able to advance to independent level of reading. The second cycle also showed a similar positive result with 12 learners reaching the independent level of reading. Of the various reading programs that the host school has implemented, none posited the same results as the SOAR program.

DISCUSSIONS

One of the innovations of the SOAR developmental research is its self-paced and output-based reading materials. The materials of the SOAR program stimulate a learner to grow and improve at a pace s/he is most comfortable with; making the results more meaningful and concrete. This, as the researchers believe, is the main reason as to why the program succeeded where other reading programs failed. The study has also been benchmarked by other schools and has been selected as Division representative for the Regional search for the Best Reading program for 2 consecutive years.

KEYWORDS: SOAR, reading, CI, reading skill, frustration, independent, Phil IRI, read

SUBMISSION ID: R04A-RIZALP-0439

**Soar High: A Strategy to Increase the Reading Comprehension of the
Grade Five Pupils of Labo Elementary School**

Ma. Susan Paming, Labo ES

Abstract

INTRODUCTION

Reading is a method of communication that enables a person to turn writing into meaning. It is more than seeing the words clearly, more than pronouncing words correctly, and more than recognizing words clearly. It is also a great habit that can change human life significantly. It can entertain us, amuse us and enrich us with knowledge and experiences narrated. SOAR HIGH STRATEGY provides a framework that students can use to construct meaning from new material.

METHODS

The study used counterbalanced measures design. The data was gathered using a researcher-made instrument which was validated and subjected to reliability test. The statistical tools used were mean, standard deviation, and t-test for independent samples. The null hypothesis was tested at .05 level of significance.

RESULTS

The significant findings of this study include: 1. The gain score for the entire group was 76 with a mean gain of 1.27. Results clearly indicated that the intervention was successful in increasing the knowledge and understanding of pupils with regard to the strategies used. 2. The overall mean score of pupils for the six reading passages when taught using SOAR HIGH was 4.40 with a standard deviation of .27 while their mean score, when taught using the Traditional Method, was 4.01 with a standard deviation of .32. This shows that both groups had "high" comprehension level but the pupils had a higher comprehension level when taught with SOAR HIGH strategy than when taught in the traditional way. 3. The difference in the mean scores between the SOAR HIGH strategy and Traditional method is less than .05. Significant difference was noted in the comprehension of pupils taught with SOAR HIGH strategy and the traditional method.

DISCUSSIONS

Based on the findings made, the following recommendations are given: 1. Since there is a significant difference in the level of comprehension when taught with SOAR HIGH strategy and when taught with traditional method, it is suggested to use SOAR HIGH strategy as an intervention in developing the level of pupils' comprehension. 2. Teachers should be encouraged to improve further the reading comprehension level of their pupils. They should be encouraged to use SOAR HIGH strategy in teaching their pupils. 3. Parents should be aware of their children's reading comprehension level. 4. Remedial reading teachers should be encouraged to adopt SOAR HIGH strategy in teaching their pupils during remedial classes.

KEYWORDS: Comprehension, SOAR HIGH, Reading, Traditional Method

SUBMISSION ID: R005-CAMNOR-0038

**Social Behavior asCorrelates to the Academic Performance of Grade 6-
Pupils in Nasugbu West Central School**

ofelia Vergara

Abstract

INTRODUCTION

The researcher aims to determine that social behavior affects the performance of one pupil inside the classroom. Social behavior is often referred to as social psychology but the reality is it is the studying of social interactions among others. It is involving more than one individual with the primary function of establishing, maintaining or changing a relationship between individuals, or in a group. Social psychologists tend to focus on how individuals act in social situations, and how they are influenced by social processes, children's social behavior can promote or undermine their learning, and their academic performance may have implications for their social behavior. The study demonstrates the importance of attending to children's social skills in elementary school, even when academic success is the primary goal. Social influence can include direct influences like group decision making, as well as indirect influences.

METHODS

The descriptive survey questionnaire was adapted by the researcher. The researcher used questionnaire type to collect the desired data from the pupil- respondents. The participants of the study were consists of 50 grade 6 pupils in Nasugbu West Central School enrolled SY 17-18. The study followed two groups of Grade six pupils in Nasugbu West Central School . The boys and girls were assessed as they entered school and again in the third and fifth grades. All students came from families with incomes below the federal poverty line at the start of the study. Most of the participants attended public schools that served a proportion of low-income children.

RESULTS

The findings of the study revealed that the teacher believed that social behavior affects the performance of one pupil inside their classroom. Moreover, the teacher have the level of developing concerning their level of attitude. According to the respondents, teacher and the parents should have cooperation when it comes to behavioral problems.

DISCUSSIONS

Based on the results, the researcher recommended that faculty members may give more concerns to develop the good attitude of the students inside the classroom to improve the performance and capabilities of students to enhance their social behavior. The study shows how problems in one part of school life could lead to problems in another. The findings show the importance of attending to the child. Children do not develop in particular or independent domains. In contrast, social development and academic development are inextricably connected.

KEYWORDS: social behavior, performance, attitude, influence

SUBMISSION ID: R04A-BATANP-2172

Social Circle Preferences of G11 Students: A Phenomenological Study

Erika Arguelles, Balete Integrated School
(Adviser: Annabel Aguado)

Abstract

INTRODUCTION

Social circle is a group of people socially connected to each other such as friends, colleagues, and families. Preferences of choosing such social circle among grade eleven students led to this research as the said students are in the age of transition to being mature individuals. Previous study suggests that in-group identity is one of the factors in choosing social group and thus this study presents empirical data whether such factor is also considered among the grade eleven students of Balete Integrated School. This study also describes students' experience in considering and choosing social circle and their clarification of other's judgement towards certain social circles.

METHODS

Researchers utilized qualitative-phenomenological research strategy to interpret participants' perception of social circle preferences. Face-to-face interview was conducted to grade eleven students belonging to a social circle of three or more individuals. Participants' responses were analyzed and categorized through content analysis.

RESULTS

Results showed that when choosing friends, students depend on the characteristics and impressions. Characteristics were based on their experiences in years of making a social circle work. Many traits were mentioned but "loyal", "kind", "thoughtful", "good influence", and "easy-to-get-along-with" were mentioned several times. Their preferred characteristics showed to benefit themselves and the relationship. Two types of impression were identified which include the lasting and changing impressions. Seating arrangement, beliefs, and personalities have found to affect the social circle preferences of students. Study also showed that experiences can modify or strengthen preferences.

DISCUSSIONS

Results show that social circles are not randomly formed but are affected by a person's preferences and experiences. In-group identity which enhances the likelihood of friendship as mentioned in the previous study may be considered related to factors generated in this study. Through this study, parents may understand the reasons behind their children's social circle. By considering the factors relative to the information received from the participants, school programs for enhancing students' camaraderie and small social group functioning may be designed to its efficiency for the benefits of school community. The current study however, utilized only select grade eleven students using qualitative or exploratory study. To strengthen the results generated through this study, it is therefore recommended that the data from this study may be used for a confirmatory study using either a quantitative or another qualitative approach using much more comprehensive analysis and greater number of participants.

KEYWORDS: Social Circle, social circle preferences, friendship, connection, friends

SUBMISSION ID: R04A-BATANC-0255

**Social Constructivist Strategies and Performance in Science and Health
of Grade 6 Pupils Applying K-12 Curriculum in San Joaquin Elementary
School, Sto. Tomas, Batangas**

Jemimah Ulan, School Science Coordinator, Abigail Mercado, School Health
Coordinator, & Jennelyn De Luna, School English Coordinator

Abstract

INTRODUCTION

Science entitles for more improved way of teaching and more suitable learning style as our education alters and becomes more advanced with technologies which circulate in an innovative environment. However, in order to develop science skills to learners, they must be involved in an active learning classroom where they can interact with one another to assemble their own ideas for a certain topic. Therefore, this study focused in various instructional learning strategies of social constructivism applied in an active learning classroom of Grade 6 pupils in Science and Health VI which will determine their preparedness to undergo K-12 Curriculum and will recognize the appropriateness of each learning strategies for a particular science lessons by social constructivist strategies in its optimum level.

METHODS

This study was anchored to Social Constructivist Theory of Lev Vygotsky which states learning is fundamentally built based on social interaction. Experimental method of research was utilized to muster the necessary data and information for double group design. Sixty grade 6 pupils enrolled in San Joaquin Elementary School academic year 2016-2017 was chosen using purposive sampling.

RESULTS

These are the following results obtained; a) Applying social constructivist strategies to teach Science and Health VI can bring out better performance. b) The experimental group had improved and attained the K-12 science skills in different levels. The results construed that both the control and experimental group pupils excelled and improved in K-12 science skills regardless of the methods or strategies used in teaching the second grading lessons.

DISCUSSIONS

The results showed that social constructivist strategies are effective to enhance and develop the skills of the pupils, and teachers may apply and conduct strategies that will involve interaction and construction of ideas in order to attain high level of process skill which is helpful to easily grasp a newly introduce lessons. Moreover, teachers may lengthen the exposure of the pupils to a particular strategy to completely evaluate and assess its effectiveness and efficiency. Lastly, the traditional teaching method is effective to various types of learners, thus, teachers may continue the use of this method to improve and acquire the necessary science concepts from each lesson.

KEYWORDS: Keywords: social constructivism, K-12 Curriculum, jigsaw strategy, learning stations, PBL strategy

SUBMISSION ID: R04A-BATANP-1374

Social Media and the Academic Performance of the Senior High School Students

Angelica Simon
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Abstract

INTRODUCTION

As seen previously, young ones are the major category that uses social networks, where they spend substantial time on the net. Such behaviors are influencing their academic performance. Students are not always have media literacy skills that can help them to effectively analyze, understand, and evaluate new forms of information. This study will explore the influence of social media, and if possible other social media applications, on students` performance and learning processes and how they spend their time.

METHODS

The study used descriptive method in gathering data. This method was used to organize, interpret and report to present status of the group. Likewise data gathering done through the aid of the questionnaire. The respondents of the study were 120 Senior High Students of Aglipay High School. The population aggregates of this study consisted of all students of Senior High Students of Aglipay High School who had experienced using social media.

RESULTS

Based on the result, the study showed that all of the respondents were exposed to social media, and the most popular social media sites are Facebook, YouTube, Instagram, and Google. It can be deduced that majority of students (52.0%) spent over 2 hours and above on daily basis. 70% of the respondents indicated that they mainly used social media for chatting and downloading picture and videos while the remaining 30% used social media mainly for academic purposes. Respondents agree that using materials obtained from social networking sites can complement what have been taught in class. Thus, the study revealed that the main use of social media for academic purpose is mainly to disseminate knowledge to their peers.

DISCUSSIONS

The results demonstrate the need for teacher to create and enlighten awareness to the students to learn attentively or well- focused. Indeed one cannot dispute the fact that social media networks contribute immensely to students' academic life when used judiciously. Results of the study may caught the attention of both educators and practitioners to address the effects of social media.

KEYWORDS: social media, academic performance, addiction, media

SUBMISSION ID: R002-QUIRIN-0042

Social Media Exposure and Written Communication Practices of Grade 11 Students in the Division of Batangas City

Leila Seco, Banaba West Integrated School

Abstract

INTRODUCTION

One big challenge teachers face is producing graduates with high levels of English communication skills. Aside from oral proficiency, writing proficiency is also given much attention as it is important in determining graduation eligibility. To improve writing skills, teachers resort to different approaches, techniques and even trends that may help students enhance their skills. With the advancement of the science of communication, students' written communication practice is also brought to a new level. Hence, it was significant, timely and appropriate to perform this study to assess the social media exposure of selected Grade 11 senior high school students in Batangas City Division and determine how their exposure bear impact on their online communication practices.

METHODS

This study made use of a descriptive research method. A total of 355 hundred Grade 11 senior high school students from 12 public secondary schools in Batangas City division were the respondents in this study. The researcher made use of a three part self-prepared questionnaire with the following parts. First pertains to the profile of the Grade 11 senior high school students; the second part deals with the level of exposure to social media; and lastly, the extent of showcasing the Grade 11 senior high school students' communication practices.

RESULTS

Majority of the students can access social media, especially Facebook, through their mobile phones at an average time of 3 hours daily. The top purposes for connecting to social media include communicating with classmates, teachers, and friends; writing comments, posts, and uploading or downloading materials which are helpful to students. In terms of written communication practices, students use mostly conversational language whenever interacting online. They learn more ideas by themselves because they are exposed to different topics and are able to receive and share information in various forms. Thus, the utilization of social media, with carefully planned exposure, may directly influence written communication proficiency.

DISCUSSIONS

Careful planning on engaging students to modern instructional tools like social media may be considered by teachers. Decision makers may also organize discussions on improving the regulations set for bringing mobile phones to school. Despite the variations in the profile of the respondents, concerted effort should be exerted by all teachers and administration, to improve students' communication proficiency.

KEYWORDS: Social Media Exposure, Written Communication Practices, Grade 11 Students

SUBMISSION ID: R04A-BATANC-0429

Social Network and the Extent of its Effect to Social Interaction

Veronica Luna

Abstract

INTRODUCTION

Social networks had evidently dominated our social lives, which slowly changed the manner of our social interaction. People, especially students, tend to spend more time with their gadgets rather than having personal interaction with people around them. This study aimed to discover the extent of social networks' effect to social interaction.

METHODS

The study utilized descriptive method of research. The researcher formulated a survey questionnaires which consists of ten questions. 151 students from Talisay Senior High School, grade 11 and grade 12 of Humanities and Social Sciences strand have participated in the study. The researcher used Slovin's Formula to come up with the total number of respondents. The answers in the questionnaires were tallied and prepared in the tabular form.

RESULTS

The study has shown that most of the respondents prefer communicating through social networking sites and was proven to be commonly used to meet new people. Social networking sites were also cited as a factor which interferes in most of the respondents personal life and most especially, the study have strengthened the fact that social network really did affect social interaction.

DISCUSSIONS

The results of the study shows the need for parent monitoring and moderated amount of time spent using social network, also the need for further study about the change in the way of communication and preservation of culture.

KEYWORDS: Social network, social interaction, socialization

SUBMISSION ID: R04A-BATANP-0866

Social Network Site's Status Posts: A Speech Act Analysis

Cherry Lyn Norcio

Abstract

INTRODUCTION

Humans as social beings who always want to interact with others certainly would not be a part of something that is called language, either spoken or written, directly or indirectly. Language can cause effects to the speaker or hearer or addressees. The effects could be a feedback such as feeling of pleasure, anger, disappointment, etc. Through that, this study was investigated to analyze the types of illocutionary speech acts used by people in a conversation on Facebook, to find out the meaning of speech act utterance based on speech act classification on the function used by the people on a Facebook conversation.

METHODS

In this study, researchers used a qualitative approach. The researchers used this approach because the data is a verbal language in the form of status posts on Facebook. The data in this study is utterances in conversations of post-millennial in social media Facebook containing illocutionary acts of 5 female and 5 male status posts for 3 consecutive days selected randomly.

RESULTS

Out of 30 Facebook status posts, an analysis of speech acts illustrated that 70% was assertive speech act, 23% was expressive, and 7% was commissive. These findings help us develop a greater understanding not only of the creation and display of messages within the context of SNS, but also begin to shed light on the differences of messages created in comparable media applications.

DISCUSSIONS

Findings revealed that the first function most users are exposed to is constructing their profile, not unlike creating a personal homepage, although with a number of specific existing information fields to begin developing an identity on the site. Millennial provides information about themselves, affording entertainment, giving opinions on the posts of others, and fulfilling the goals of self-expression are common utilities afforded by such expressions. Because of both the technological and social affordances of SNSs, the phenomena of speech acts are especially relevant. Facebook serve exclusively as virtual social network where an individual is able to present and maintain a personal image of themselves for others to observe and interpret.

KEYWORDS: Facebook; Speech Acts, Status Posts, Social Media

SUBMISSION ID: R04A-CAVITP-1251

Social Networking Behavior, Sleep Quality, School Burnout Level, and Well-Being of Students in Dasmariñas National High School

Mary Krystine Olido, Tagaytay City Science National High School

Abstract

INTRODUCTION

This study determined the influence of social networking behavior on sleep quality, school burnout level, and well-being among the students of Dasmariñas National High School during the S.Y. 2015-2016.

METHODS

It employed descriptive-correlational survey design and used stratified random sampling in selecting the 445 participants in the study.

RESULTS

The findings revealed that the participants' most frequently used social networking sites (SNS) per type were Facebook (social connections), Youtube (multimedia sharing), SlideShare (professional), Google Search (informational), The Student Room (educational), and Academia.edu (academic). One in every three participants used SNS for one to two hours daily mainly for the purpose of relationship. The participants were found out to have "good" sleep quality with "low" level of school burnout and "high" level of well-being. Frequent users of Facebook and Google Search have better sleep quality than participants who do not use these. The higher the participants' preference in using Facebook, the lower is their school burnout level. Frequent users of Instagram, SlideShare, and Google Search have significantly higher level of well-being. The same was observed with those who do not frequently use MySpace and WeChat. The participants who used SNS for longer hours daily have significantly higher levels of well-being than participants who used it for fewer hours a day.

DISCUSSIONS

The integration of SNS in instruction, guidance and counseling services, and parenting style was highly recommended in this study.

KEYWORDS: Social networking sites; Sleep Quality; School Burnout; Well-being

SUBMISSION ID: R04A-CAVITP-0765

**Social Networking Sites: its Implication to the Junior High School
Students of Moreno Integrated School**

Maria Theresa Malaborbor, Department of Education

Abstract

INTRODUCTION

Facebook, Instagram, and Twitter--these are examples of SOCIAL NETWORKING SITES (SNS). In the millennial time, even the kids can have access to different social networking sites, some says, if you do not have this, you're not "IN". This paper aimed to determine the SNS that are commonly used, the observable implications of SNS and how these observable implications affect the lives of the public high school (JHS) students of Moreno Integrated School in Daet, Camarines Norte.

METHODS

Qualitative-descriptive research using survey method was applied in an in-depth study of the data. This study used focused group interview with mechanical recording, and constant comparison analysis of documents through "coding" such as academic records of the students. Personal profile and FB account of the students served as the primary sources of data for the study. The researcher had limited their scope of study within the identification and analysis of the positive and negative observable implications of SNS.

RESULTS

Findings revealed that majority of the JHS students have smart phones or tablets. The researcher found out that Facebook and Instagram are the most commonly used social networking sites by the JHS students while other students also use other SNS like Twitter and Kakaotalk. They are interested in Facebook because they are entertained by hitting "like" or "unlike" on the status updates and many more. Lastly, the researcher discovered that negative observable implications are more visible than the positive observable discussion.

DISCUSSIONS

The positive side of SNS is that children become more knowledgeable on the trending issues around them. They become more vocal, open on the expression of their opinions and feelings. They strengthen their emotional aspect by hearing and reading the comments of other users on their posts. They assume positive and negative comments on their posts thus, they become open-minded. Family members also brought together and closer. In contrast, negative effects of SNS were students being exposed to other sites that are not yet applicable to them, beliefs and attitudes were influenced, they neglect the ethics of communications and they tell everything about their lives on line. Health is also affected since they tend to have lack of sleep at night and their allowances are spent on the internet fee instead of basic needs.

KEYWORDS: Social Networking Sites, Positive Observable Behavior, Negative Observable Behavior

SUBMISSION ID: R005-CAMNOR-0024

Social Networking Sites: their Effect on the English Proficiency of Grade VI Pupils

Suanne E. Huerto, Department of Education - Camarines Sur

Abstract

INTRODUCTION

This study determined the effects of Social Networking Sites on the English Proficiency of Grade VI pupils of Buhi Central School for school year 2015 - 2016. It looked into: the profiles of Grade VI pupils and their comparability in terms of the Social Networking Sites; the proficiency levels in English Language of the research subjects before and after their exposure to the different social networking sites; the significant difference on the English Proficiency among the four groups; the significance of improvement brought about by the Social Networking Sites to their English Proficiency skills; and the test of significant difference between the post-test scores of the pupils' English proficiency who were exposed to the Social Networking Sites and those who were not given the same opportunity.

METHODS

The true experimental research involving the Solomon Four- Group Design was employed. The comparability of the four groups in accordance to sex, age, location, internet access, frequency of use, social networking sites visited, and purpose of visit were highly considered. The researcher analyzed and interpreted the results of pre-test /post-test given to the Grade VI pupils before/after the instructional process with regard to the use of social networking sites in effect to their English proficiency.

RESULTS

Most of the pupils go to internet shops to access internet followed by pupils using mobile phones to access the internet. The frequency of use of pupils was usually once a day and Facebook was the main Social Networking Site visited by pupils followed by YouTube. Most of their purpose of visiting Social Networking Sites were gaming, communicating, and watching videos. Among the four groups, statistics shows that the groups who were exposed to the use of Social Networking Sites, the experimental group, gave significant improvement in the English Proficiency in terms of verbal communication, written communication, and comprehension.

DISCUSSIONS

Results show that pupils who were exposed in Social Networking Sites significantly improve their English proficiency. Teachers should not deprive the students from visiting Social Networking Sites but instead these can be used as a tool in improving their English proficiency in a correct manner, like conducting programs, lessons, and activities that will let the pupils visit the social networking sites which are educational and that may lead them into learning new ideas and discoveries.

KEYWORDS: Social Networking Sites, Effect, English Proficiency, and Grade VI Pupils

SUBMISSION ID: R005-CAMSUR-0070

Social Skills and Academic Performance of Grade 8 Learners: Basis for Intervention Program

Arline Anglo

Abstract

INTRODUCTION

In the social cognitive perspective, students' academic performance skills result from continuous, reciprocal interactions among behavior (e.g. social skills), the external environment, cognitive, and other internal events that can affect perceptions and actions. Students' social behavior seems to promote or hinder their learning, and their academic performance may influence their behavior and opportunities to develop social skills and relationships. This study was pursued for the reason of finding out the effect of social skills on the academic performance of students in the context of student diversity in the upland part of the Province of Cavite which is composed of students mostly coming from the different barangays in the Municipality of Amadeo. This motivated the researcher to study the different social skills of these students vis-a-vis their academic performance .

METHODS

This study employed the descriptive research approach. Descriptive research is characterized by ascertaining prevailing conditions of facts in a group or case under study. It gives either a qualitative or quantitative or both, description of the general characteristics of the group or case under study. Moreover, the study of condition at different periods of time may be made and the change or progress that took place between the periods may be noted or evaluated for any value it gives. The respondents in this study were the grade 8 learners of the Junior High in the municipality of Amadeo who were randomly selected and the teachers of Amadeo National High School, Halang Banay Banay National High School , Pangil National High School, and Talon National High School. The respondents were tasked to assess the acceptability of the developed intervention program. To determine the needed data, questionnaires, the Learning Outcome Assessment (LOA)result, and School Form 5 were used in the study.

RESULTS

The results of the study revealed that the learners perform and showed very often the different social skills involved in the study. The academic performance of the respondents for the last three weeks was at the Fairly Satisfactory level. Social skills is significantly related to academic performance of Grade 8 learners with regards to empathy, responsibility, self-control, and assertiveness. There is a significant relationship between social skills and academic performance of the grade 8 learners. The teachers agreed that they encountered 12 social skills problems as evidenced of overall weighted mean. An intervention program was developed to improve the social skills and academic achievement of learners in the English subject.

DISCUSSIONS

Based on the findings, the learners perform the different social skills very often. Wherein self-control was the most practiced skills and assertiveness as the less practiced skills in terms of the ranking considerations. The academic performance of the Grade 8 learners in English was at the Fairly Satisfactory level. The resulting academic performance can still be brought out to the higher level upon providing intervention strategies to improve the least mastered skills in English. Social skills has significant relationship with the English academic performance of Grade 8 learners. Social skills performed positively influence the achievement of the learners. The teachers agreed that different problems on the social skills were encountered by the Grade 8 learners. To improve both the social skills and academic achievement, an intervention program was developed considering the frequency of the performance of positive social skills and also the level of mastery of the learners in the English subject.

KEYWORDS: Social Skills, academic performance, empathy, assertiveness, responsibility, self-control, School Form, Learning Outcome Assessment (LOA).

SUBMISSION ID: R04A-CAVITP-0670

**Socio-Economic Status and Motivational Level of Selected Grade 10
Students in Banyaga National High School**

Jennielyn Mendoza, Kathleen Dinglasan, & Vergie Cabello, Department of
Education

Abstract

INTRODUCTION

The most important task of our educational system is to prepare students to acquire knowledge and to become productive citizens by seeking a good opportunity to have a successful career for themselves and their families. Socio-economic status is one of the hindrances that Banyaga National High School Grade 10 Students encountered. In this study, we found out the different motivational strategies that will help them to cope with the different factors affecting their performance in school.

METHODS

To draw a conclusion about the relationship of socio-economic status, motivational level of the students, and school achievement the correlational method and the descriptive method was used in this study wherein the relationship of socio-economic status and the level of motivational strategies highlighted through the use of questionnaires and interviews.

RESULTS

It was found out that the socio-economic status of the students really affects their performance/progress. And the eagerness and enthusiasm of the students in attending their class abates because they chose to spend most of their time and effort in helping their parents to earn money to support their daily living and basic necessities.

DISCUSSIONS

In this research, in order to help the students uplift their performance, different motivational strategies were suggested that would be of great help for them. First is joining different extra-curricular activities, next is encouraging in different organization, and giving enrichment activities with the help of peers and teachers, and social interaction to others to feel their importance as the part of the group. Implementations of these motivational strategies really improve the students' academic performance despite of their socio-economic status.

KEYWORDS: socio-economic status, motivation, productive, enrichment, achievement

SUBMISSION ID: R04A-BATANP-1550

Socio-Cultural Adjustment of Muslim Students to a Non-Muslim Community

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(Adviser: Icy Princess Trencio)

Abstract

INTRODUCTION

Practicing traditions is an important habit especially to the people having steadfast faith in their customs or religion like the Islamic community. In 2017, a massive exodus of Muslim people, specifically Muslim students, had been witnessed and they ended up migrating to non-Muslim communities to the Northern part of the country as to avoid the conflict of war in Marawi City, Lanao del Sur. Thus, this study aimed at investigating the socio-cultural adjustments of the Muslim students to a non-Muslim community.

METHODS

This study used a quantitative research that raised questions about Muslims' adjustment process, socialization, and adaptation among non-Muslim students to a non-Muslim community. The study administered survey instruments to gather information. A total of 40 Muslim students aged 14 to 16 years completed the self-made questionnaires which examined the level of the Muslims' adjustment to a non-Muslim community in relationship to the following: Tradition and Practices, Foods, Education, Clothing, Language, Time Management, and Habits. The researcher applied frequency, percentage, rank, and T-test statistical treatments in analyzing the data.

RESULTS

The results showed that Muslim students have already adjusted in the non-Muslim community. They can manage their time in performing their obligations in their religious practices before, during, and after the school. Also, they finish their assignments on time and are able to participate in other activities and tasks independently. Based on the results of the study, they do not necessarily have negative comparison to those practices that they are used to with that of the non-Muslims. It is necessary to have a comprehensive understanding with their lived experiences within their social and cultural aspect. Thus, the study entailed that there is a significant difference between the profile of the respondents to the extra-curricular activities in terms of social and cultural aspects.

DISCUSSIONS

This implied that the Muslim students learned to adjust and have themselves acquainted with the Christian traditions and beliefs, leading them to understand the language, clothing, food, etc., These further denotes that the school faculty and staff should consider programs and activities that would develop Muslim students' self-esteem through effective strategies, and conduct regular evaluation to monitor their academic progress, to ensure their success and adjustment process were successfully met.

KEYWORDS: Socio-cultural, Muslims adjustment to a non-Muslim community

SUBMISSION ID: R04A-LAGUNA-0120

Socio-Demographic Predictors of Success in Passing the National Qualifying Examination for School Heads

Rosario Cabrera & Victor Corpuz, Department of Education

Abstract

INTRODUCTION

There is a current increase in the number of public elementary schools and high schools due to the increasing number of students. The demand for more school heads opens the opportunity for aspiring teachers to be principals within the division. Passing the National Qualifying Examination for School Heads (NQESH) is one of the requirements to qualify for a school head position. It is also observable that many teachers from the division are taking the examination but only few were able to pass. Thus, the researchers were motivated to conduct the study to determine the predictors of success in passing the examination.

METHODS

Descriptive research method was used to determine the profile of the respondents. Inferential research method was also employed to determine the significant predictors of success. There were 32 NQESH passers and 36 non-passers who answered a questionnaire where some indicators were constructed by the researchers and some indicators were adopted from the study of Corpuz (2017).

RESULTS

It was found out that majority of the passers were male, with ages from 31-40 years old, married with one child, graduate of education-related courses in private colleges/universities, head teachers with a salary grade of 16, and had been in the service for 11-20 years. The main reasons why they take the NQESH were the following: for professional growth and development, to gain financial increase/ advancement, and they were motivated by colleagues, friends, and families. The significant predictors of success in passing the NQESH were number of children, years in service before taking the NQESH, position before taking the NQESH, salary before taking the NQESH, and number of times taking the NQESH.

DISCUSSIONS

NQESH takers need to gain more experience in the service before taking the examination. Head teachers have a higher chance of passing the examination. Spending time everyday reading management books and possible topics to be given in the examination, enrolling in graduate studies, and attending seminars and trainings related to management/ leadership increases the chance of success. They should also help/assist their principal in doing their works. Lastly, School heads and teachers should encourage and give moral support to their colleagues who will take the examination.

KEYWORDS: NQESH, examination, predictors, school heads

SUBMISSION ID: R001-URDANE-0033

Socio-Economic Status, Nutritional Practices and Academic Performance of Grade Five Pupils in the District of Del Remedio, Division of San Pablo City: Basis for Curriculum Enhancement

Annaliza Cartabio, Sta Maria Magdalena Elementary School

Abstract

INTRODUCTION

This research entitled Socio-Economic Status Nutritional Practices and Academic Performance of Grade Five Pupils in the District of Del Remedio Division of San Pablo City: Basis for Curriculum Enhancement aimed to analyze and determine the relationship of socio-economic status and the perceived nutritional practices to the performance of Grade V pupils. The study is designed as a guide for interventions regarding the aspirations of raising the academic level performance of the pupils. It may also help to establish nutritional support program to ensure the optimum development of young children in elementary public schools.

METHODS

The study used a descriptive research design. It employs a validated questionnaire to determine and to measure the prevailing status of the problem regarding the socio-economic status, nutritional practices, and their relationship to the academic performance. The respondents of the study were the Grade V elementary pupils in the District of Del Remedio, Division of San Pablo City. The elementary pupils were enrolled during the school year 2016-2017. The frequency distribution, percentage, mean, and standard deviation were used to describe information while the Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between variables.

RESULTS

Relationship between socio-economic Sstatus and pupils' academic performance reveal that fathers' educational attainment with computed r values ($r=0.182$, $p=0.006$); mothers' educational attainment ($r=0.329$, $p=0.000$); fathers' occupation ($r=0.164$, $p=0.013$) reveal significant relationship when tested at 0.05 probability level. This imply that parental involvement has a powerful influence on pupils' academic performance than anything. So parents matter showing a major part of the academic advantage of the pupils. Relationship between nutritional practices and pupils' academic performance reveal that dietary behavior reveal significant relationship in all subjects having obtained computed value of $r=0.238$ and $p=0.000$. It implies that enhanced daily nutrient intake and improvements in nutrient intake were associated with significant improvements in pupils' academic performance and psychosocial functioning and decreases in hunger while unawareness of appropriate dietary behavior caused unremarkable pupils performance.

DISCUSSIONS

Since most of the parents or family members used in the study don't have much permanent source of income because of not having the right educational background and skills, the barangay or the school may provide training for skills development to be able to earn their keeps. As such, parents may help provide their children some support (financial, moral, emotional) and send their children to school. Feeling their support and attention will help enhance their children's academic performance.

KEYWORDS: Socio-economic status, Nutritional practices, Academic performance, Curriculum, Pupils, Dietary Behavior, Body Max Index, Obesity, Health Status

SUBMISSION ID: R04A-SANPAB-0052

Sociolinguistics of Commonly Used Gambits in ESL Classroom

Bernadette A. Condes, Department of Education

Abstract

INTRODUCTION

Students and teachers share common traditions and principles that lead them to interpret the utterances or messages of one another. However, conversations and discussions will not be smooth and spontaneous without linguistic formulae like gambits. The main purpose of this research paper is to identify the commonly used gambits in ESL classroom and to determine particular situations that students use gambits in oral communication. This study can be an instrument to introduce the uses of gambits in classroom discussions. Since communication and the use of English as a medium of instruction do not only happen in English class but also in other subjects like Mathematics and Science, this may enlighten teachers of the aforesaid subjects to be cautious and aware in using formulaic expressions like gambits, for them to be able to manage classroom discussions effectively.

METHODS

The study is a qualitative research using discourse analysis and quantitative approach to quantify the commonly used gambits in ESL classroom. The audio-recording was generated from classroom discussion between the students and the teacher. The audio-recording was transcribed using the Jefferson's Transcript Notation. Afterwards, the data was analyzed and interpreted by using the Edmondson and House's Classification System for Gambit Types.

RESULTS

The frequency of occurrences of commonly used gambits in terms of uptaker, clarifier, appealer, starter, and aside are 18, 5, 2, 5, 1 respectively wherein the equivalent percentages are 58.06% for uptaker; 16.13% for clarifier and starter respectively; 6.45% for appealer; and 3.23% for asides. Hence, "uptaker" is the most commonly used gambit type which accumulated the percentage of 58.06%.

DISCUSSIONS

The results entails that teachers and the students use different kinds of gambits depending on their purposes of speaking. Some of the purposes are to show respect to the speaker; to take turns in class discussion; to acknowledge responses; and to give or formulate responses.

KEYWORDS: gambits; uptaker; appealer; aside; starter; clarifier

SUBMISSION ID: R04A-QUEZON-0198

Soft Skills: A Journey Among Secondary Students Towards Academic Excellence

Melanie Borjal, Department of Education, Tipas NHS

Abstract

INTRODUCTION

Education has traditionally focused on the basic of reading, writing, arithmetic, and science. However, as the ever-increasing pace of innovation drives changes in the world, educators must re-evaluate whether the skills they teach truly provide their students with the best opportunities to succeed in school, the workforce, and in life overall. Although a strong background in traditional "hard" skills like reading, writing, mathematics, and science will always have its place in academic and career worlds, an increasing number of employers desire prospective employees with "soft" skills. It is important for students to develop soft skills as they prepare for college and as they graduate and enter the workforce. For this study, I tried to determine the level of Grade 10 secondary students of Tipas National High School in San Juan, Batangas in terms of the six (6) soft skills namely: Classroom Skills, Friendship Making Skills, Personal-Social Skills, Skill in Dealing with Feelings, Financial Management Skills, and Household Management Skills that would be essential in designing intervention programs by the Guidance and Counseling Office.

METHODS

The descriptive approach was used in this study to determine the skills need and academic performance of secondary students. Two hundred twenty-four (224) Grade 10 secondary students answered on the adopted questionnaire. The 4-point Likert Scale used in getting perception of the respondents. The statistical treatment of data used are the percentage, weighted mean, T-test, and Pearson's Product Moment Correlation Coefficient.

RESULTS

The study showed that lowest skill among the variable in this study is the Financial Management Skills. It was revealed that the Grade 10 secondary students of TNHS is moderately skilled in terms of financial management. It is alarming that with a weighted mean of 1.51, the secondary students are never good, thus, never recognize the importance of thriftiness.

DISCUSSIONS

Based on the findings an intervention program is proposed to enrich the skills of students in financial management. One of these is embedding special topics on Financial Education in subjects like Mathematics and T.L.E.. Furthermore, establishing partnership with rural banks is a concrete intervention to develop thriftiness of the Grade 10 students of Tipas NHS.

KEYWORDS: soft skills, skill needs, academic performance

SUBMISSION ID: R04A-BATANP-0265

Software-Based Simulations as An Aid in Teaching Chemistry

Juven Cantiller

Abstract

INTRODUCTION

Computer-Aided Instructional Material (CAIM) is now considered as one of the innovations in teaching. It provides remedy in making the teaching-learning process an entertaining experience for learners. With this, the problem about students' interest towards the subject is, in a way, given an effective solution. One interesting, free-source software that is relevant in teaching concepts in chemistry is the application named "ATOMSCOPE". This CAIM is focused in providing comprehensive understanding in molecular level about certain concepts in chemistry such as chemical bonding, behavior of elements, and other chemical processes.

METHODS

This study is focused on the validity and effectiveness of the ATOMSCOPE. The CAIM was used during the teaching-learning process. Two (2) sections in grade 9 were subjected as respondents and survey method was utilized to gather primary data relevant to the goal of the research. A self-made questionnaire was distributed to each of the respondents. This instrument used in gathering the needed data consisted of three (3) parts: a) about the Software; b) about the simulations of the software; and c) about its relevance/Usefulness in the teaching-learning process.

RESULTS

To interpret the data gathered through normative survey from a total of 60 respondents, weighted mean was utilized as statistical tool. The results were found to be a positive feedback. Students answered "strongly agree" to the following: 45% that the application is easy to access; 47% the software is convenient to operate; the application is useful in the learning process, 70%; the software is relevant to Science is 63%; and, 75% of the respondent learned from the software. 53% the simulations are entertaining; 72%, the simulations are informative; simulations are comprehensive 50%; 56% simulations are relevant to Chemistry; and 72% of the respondents learned from the simulations of the software.

DISCUSSIONS

In general, the results had shown a positive feedback towards the use of the software in the learning process. Specifically, the research outcomes suggest that: 1) relevant CAIMs in teaching concepts can be effective in achieving desired learning concepts; 2) CAIMs entertains and stimulates students' interest that impact to their academic performance; and 3) teachers are more effective in teaching when they integrate relevant CAIMS to aid learning. This research promotes other future related researches pertaining to integration of relevant CAIMs in teaching-learning process.

KEYWORDS: ATOMSCOPE, SOFTWARE-BASED SIMULATIONS, CAIM, CHEMISTRY

SUBMISSION ID: R012-SARANG-0055

Solid Waste Management Practices of the Grade IV-VI Pupils of Pook Elementary School: Input in the Development of a Strategic Communication Plan

Ginalyn Mendoza

Abstract

INTRODUCTION

Pook Elementary School being one of the progressive schools has already noted the irrepressible rates of environmental devastations brought about by the continuous use of plastics in every endeavor of the people. Responding promptly to the alarming issue, Barangay Pook, Municipality of Agoncillo, which endeavors a model barangay devised an ordinance entitled as "E-Code" in compliance to RA 9003 known as Ecological Solid Waste Management Act.

Composing of one hundred (100) Grade IV- VI pupils, aged 9-11 years old, are knowledgeable but fail to practice the non-compliance in the use of plastic, their behavior will be the one in focus in the device output, strategic communication plan. Moreover, since the descriptive research reveals that the most frequent number in the use of plastic is when the pupils buy their food (wet) in and outside the school campus, the first priority would be directly about this.

METHODS

To best acquire the vital information needed to satisfy the objectives for this research, GreEnvironment Advocates conducted a descriptive research through the use of survey questionnaires as data gathering instruments, Grade IV-VI pupils, aged 9 - 11 years old, were figured out as the target audience of this strategic plan. The survey questionnaires were divided into three categories which are: 1) frequency on the use of plastic; 2) dominant reasons on using plastic; and 3) knowledge regarding the effects of plastics to environment.

RESULTS

Pook Elementary School has problems regarding the use of plastic despite the implementation of the Environmental Code and the "Plastic Free this January" Campaign. Most of the plastics found were in the form of food containers, soft drinks, junk food, and candy wrappers. The garbage is mostly found in the drainage and corners of the school campus. Despite the fact that the school is near the town proper, the implementation and monitoring of the E-Code seem to be at a low level.

DISCUSSIONS

After gathering the result of the survey, designing the strategic communication plan follows. The whole student population of Pook Elementary School as represented by the Grade IV-VI pupils were the respondents and target stakeholders of the plan. Their behavior will be the one in focus in this strategic communication plan. Devising objectives adherent to their behavior is what this strategic communication plan will seek. Project Title: Let's GO, PlastiChange! "Para Healthy ka at Environment-friendly pa, Dapat may BF (Buslong Friendly) ka!"

KEYWORDS: greenvironment advocates, strategic communication plan

SUBMISSION ID: R04A-BATANP-1462

Some Occupational Stress Encountered by Teachers and their Coping Strategies in Dealing with Workloads

Madel Saulnier, San Felipe ES, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

This study aims to identify some occupational stress encountered by the teachers of San Felipe Elementary School and their coping strategies in dealing with workloads. Such compilation of stressor and coping strategies could help teachers and would-be teachers to brace up for factors that could cause stress in their workplace, and could give administrators ideas as to what to focus on so as to lessen stress of teachers in schools and on how to help teachers cope with stress.

METHODS

This study is descriptive in nature.

RESULTS

The findings from the teachers' assessment of the following stressors in terms of problems with students, problems with administration/school policy, work-related problems and professional problems, and work-related problem is their top source that cause them high stress particularly too much paperwork, time and work load pressures, urgent reports, work during weekends and holidays, and preparation of instructional material. Another top stressor from their assessment was the student misbehavior, which still fall under the high stress category.

DISCUSSIONS

Teachers use different coping strategies to help them get with stress. Findings on this study showed that having adequate sleep, seeking support from colleagues and friends, practice relaxation techniques, meditate or pray , and work on time management are strategies that are found very helpful in coping with stress. Though some strategies were negative coping strategies and not helpful for them at all, participants felt that in certain situations, the only way to cope was to get their minds away from school.

KEYWORDS: TEACHER STRESS AND COPING STRATEGIES

SUBMISSION ID: R04A-BATANP-0106

**Sorting Quarterly Targets: Restructuring Pupils' Skills in MATHematics
VI Learning at Saimsim Elementary Skills**

Amparo Salazar, Emmallyne Malabanan, Jacquelyn Belo, & Joel Dimaculangan

Abstract

INTRODUCTION

Scores reflect how much the students learned from the teacher in a specific quarter. This is the reasons why the researchers conduct this action research about sorting quarterly targets, restructuring pupils' skills in Mathematics Grade Six pupils of Saimsim Elementary School with the aid of quantitative analysis on test results in first periodic test and descriptive method. Teachers easily identify what skills students have learned and not learned, to identify pupils' strengths and weaknesses, common difficulties encountered by pupils and to provide a way to enhance pupils' performance on quarterly test.

METHODS

We used quantitative analysis on test results in first periodic test and descriptive method because we believed that learners' participation in Mathematics is one of the problem that needs to be developed. This research targeted to develop DLL for identified least mastered skills using appropriate teaching learning strategies that will help to improve the students learning.

RESULTS

The researchers aim to conduct quarterly restructuring pupils' skills in Mathematics for grade six in order to determine whether the pupils have achieved the learning outcomes and to determine several actions to undertake about the lessons in case of failures on test results. Through research writing, authentic data was gathered among the thirty-eight Grade Six pupils of Saimsim Elementary School. In addition, this research aimed to enhance the mathematics thinking skills of Grade Six pupils using activity sheet on identified least mastered skills to be used for remediation.

DISCUSSIONS

The pupils gave a unifying perception on their level of attitude in Mathematics. The item "I try to learn Mathematics but it's hard for me and does not helps me think more clearly in general" ranked first with an average weighted mean of 4.29. The item "Mathematics makes me feel uneasy and confused" got the lowest rating with an average weighted mean of 3.18. The overall weighted mean of attitude in Mathematics is 3.73. This means pupils "agree" that math subject is hard to understand.

KEYWORDS: problem, learning competencies, strategies, motivation and instructions

SUBMISSION ID: R04A-BATANP-1596

**Multiple Intelligence of Lesbian and Gay (LG) Students of the Bernardo
F. San Juan National High School, Cardona, Rizal School Year 2018-
2019**

Roderic Urgelles, Head Teacher

Abstract

INTRODUCTION

The study ascertained the multiple intelligences of lesbian and gay students of Bernardo F. San Juan National High School (BFSJNHS), Cardona, Rizal, and SY 2018-2019. The data that was gathered, served as bases for a Personal Development Program for them. BFSJNHS functioned as a venue of the research. It is the biggest Secondary school in the district of Cardona, with a total population of 2, 800. 00. It caters to both Junior and Senior high school students. One hundred twenty student-participants purposely chosen agreed to be a part of the study.

METHODS

Descriptive-Quantitative Research

RESULTS

In terms of grade level, majority of the respondents are from Grade 7 of the Junior High School Department. It landed on the 1st rank with 25 participants or 21% of accomplices. And speaking of gender preference, the 1st in rank are gays with 100 partakers or 83% of the total population of the respondents. LG students have varied multi-intelligences. The respondents' chief strength is the musical intelligence and the weakness is intrapersonal intelligence. Personal Development Program aimed to strengthen the intrapersonal intelligence of the respondents was realized last September 19-20, 2018.

DISCUSSIONS

Considering researchers the findings, the concluded that Personal Development Program for LG students was an important endeavor. As such, shall be held continuously throughout the school year. Furthermore, the researchers recommended the following: other activities for the focused group shall be done to empower them to maximize their potentials; establishment of LG Student Center; creation of an organization in the school with LG as members; and other future research will be conducted center on other aspects of LG individuality.

KEYWORDS: abc123

SUBMISSION ID: R04A-RIZALP-0473

Multiple Intelligence-Based Worktext for Grade 10 MATH

Jacinta Abulencia, Department of Education

Abstract

INTRODUCTION

This study was conducted to validate the multiple intelligence-based differentiated instruction called Math Path for improving the Mathematics performance of forty-eight Grade 10 students in Luis Palad Integrated High School for the School Year 2017-2018.

METHODS

The descriptive design was used to identify the respondents' level of Multiple Intelligences. Data were gathered through the administration of the adopted Multiple Intelligences Inventory by Gardner (1987) and the self-constructed pre-test / post-test. In the utilization of the math path, students were grouped according to their MI learning styles.

RESULTS

Findings showed that there was a significant difference in the level of mathematics performance of Grade 10 students after the execution of the math path.

DISCUSSIONS

The mean score of the post-test progressed remarkably high when compared to the mean score in the pre-test. Also, the study revealed that the activities presented through the differentiation and integration of multiple intelligences is an effective tool to convey mathematical concepts and ideas. Incidentally, conclusions cannot be drawn from this study as there was no solid result on statistically significant differences in the performance in math when learners were grouped according to their multiple intelligences. It is therefore recommended that future researchers employ a bigger sample to further validate this claim.

KEYWORDS: Differentiated Instructions, multiple intelligences

SUBMISSION ID: NCR1-MALABO-0002

Multiple Intelligences and Learning Styles of STEM and ABM Students

Rey John R. Bagasina, Bula National High School

Abstract

INTRODUCTION

People in the past believed that human intelligence is a single faculty, meaning people may only be clever or stupid, but in the present time, it is already widely accepted that people vary in terms of their intelligence. On the other hand, learning style is directly related to how well a student process information- how well he learns and retains knowledge. In this study, the researcher pointed out the importance of determining the intelligence and learning styles of students because in addressing students' individual differences, a better teaching and learning process will occur.

METHODS

Descriptive method was utilized in determining the profile and in describing the dominant multiple intelligences of the 57 respondents and their learning styles, while descriptive correctional in identifying the significant relationship among the STEM and ABM through a three-part individualized questionnaire.

RESULTS

Majority of the respondents were young and female. Most of them have a low number of siblings and were a 1st child in their family. There were a greater percentage of Roman Catholic with low family income and were from public schools during their Junior High School and Elementary Schools. Most of the respondents were existentialist and mastery learner in terms of their intelligence and learning styles respectively. The multiple intelligences and learning styles of the STEM students have a significant relationship in terms of their Multiple Intelligences and Learning Styles as well as the ABM students and were also seen between the STEM students and ABM students in Multiple Intelligences and Learning Styles.

DISCUSSIONS

The results showed that self-esteem and free will were important in making choices and decisions through repetition and mastery of learning until such time that they were satisfied and making them engaged on what was easy for their desire thus, learning styles had relation to academic achievement or preferences making them inclined on their field of specialty or interest. The result had proved that constant monitoring was necessary as well as exposure to different activities inclined with their intelligence and learning styles.

KEYWORDS: Multiple Intelligences, Learning Styles, STEM, ABM Students

SUBMISSION ID: R005-CAMSUR-0077

**Multiple Intelligences in Relation to the Academic Performance of
Humanities and Social Sciences 12 Students of the Balayan Senior High
School**

Justine Iver de Jose

Abstract

INTRODUCTION

The different types of Multiple Intelligences are not recognized by some of the students in Balayan Senior High School. They are not even aware of what really it is all about and what those specific intelligence that go under it are. Every student possesses different kinds of multiple intelligences but only a small portion of those students was able to recognize the kind of multiple intelligence they have. This is the reason why the researchers came up with determining the dominant multiple intelligences existent in students, the multiple intelligences that contribute to their academic performance and the relationship between the multiple intelligences and the academic performance of Humanities and Social Sciences 12 Students.

METHODS

This study is a quantitative research which is a descriptive correlational study. Twenty (20) selected Grade 12 Students of Humanities and Social Sciences Strand served as the respondents of this study. The data gathering instrument used is the survey questionnaire focused on assessing the multiple intelligences of the participants.

RESULTS

When it comes to data obtained, the dominant multiple intelligences are the Intrapersonal Intelligence having the highest average weighted mean which is 3.97, the Musical Intelligence which is 3.84 and the Verbal-Linguistic Intelligence which is 3.78. The multiple intelligences that contribute to the academic performance of students are the Interpersonal Intelligence with the highest average weighted mean which is 3.88, the Verbal-linguistic Intelligence with 3.60 and the Intrapersonal Intelligence with 3.51.

DISCUSSIONS

The results explained that interpersonal, verbal-linguistics and intrapersonal intelligence are the highest contributing factor to the academic performance of a student. It can be drawn that teachers should assess the intelligence one possesses in order to implore various strategies towards improvement in their academic performance.

KEYWORDS: multiple intelligences, interpersonal, intrapersonal, verbal, musical

SUBMISSION ID: R04A-BATANP-0777

Multiples in Words: Unlocking Words with Multiple Meaning Among Intermediate Pupils at the Luya Elementary School

Daryl Lacdao, Department of Education San Luis

Abstract

INTRODUCTION

Vocabulary knowledge plays a critical role in the people's lives and future possibilities. In fact, it is clear that a large and rich vocabulary is the hallmark of an educated individual. This study assessed the effect of contextually-based multiple meaning (i.e., word with multiple meanings) vocabulary instruction on the vocabulary knowledge and reading comprehension of learners.

METHODS

The researcher used the type of vocabulary instruction to which learners were exposed and was characterized by two levels: 1) teacher-mediated vocabulary discussion during whole class read-aloud and 2) incidental vocabulary acquisition. Three sources of data were collected for this study: a multiple-choice vocabulary test, an open-ended vocabulary assessment, and a researcher log in which the researcher recorded observation and reflection for the duration of the intervention.

RESULTS

The total number of respondents used in this study was seventy-seven (77) learners of Luya Elementary School, the school year 2016-2017. They were composed of 35 males and 42 females. Learners who received the contextually-based multiple meaning instructions show statistically and educationally significant gains in their vocabulary knowledge and reading comprehension relative to learners who did not. Learners in the intervention experienced teacher-mediated vocabulary discussion within the whole group when the teacher reads aloud. It was determined that learners can be grouped according to their comprehension level in unblocking words with multiple meanings such as frustration, instructional and independent. A reading-based vocabulary activity was evaluated and investigated for its effect on vocabulary learning and use. The hindrances that affect learners in unblocking words with multiple meaning were found. The results and limitations were discussed.

DISCUSSIONS

The results demonstrate the need to experimentally test the written productive vocabulary of learners to see what needs to occur to quickly enrich learners. Preparing pupils to understand a text by removing the barriers to comprehension is necessary. Also, there is a need to promote a long term acquisition and development for both language and content subject. Regardless of one's mastery of any discipline, learners must be able to effectively communicate that knowledge.

KEYWORDS: intervention, comprehension, vocabulary assessment, instructional

SUBMISSION ID: R04A-BATANP-1302

Multiplication Facts Recall to Improve Proficiency in MAtematics

Edna Abao, Department of Education

Abstract

INTRODUCTION

Multiplication is one of the basic operations that was difficult on the part of learners. If not well-mastered, teachers would find it a crucial problem. It would be more difficult if not given special and immediate action. Teachers need to recognize this gap and understand that all pupils must achieve proficiency with fact recall particularly on multiplication. Hence, initiating an intervention would be of tremendous help.

METHODS

The researcher used purposive sampling. Twenty pupils Grade 5 Apple of Sta. Juana Central Elementary School were the recipients. The duration took twenty-one days to cover the objectives of this action research. The researcher decided to integrate three different modes of practice namely; flashcards, paper and pencil, and pairing practice with the fast learners.

RESULTS

After implementing the twenty-one-day intervention, two main discoveries were discovered. Pupils were delighted and improved their proficiency with multiplication facts. In addition, pupils' score in multiplication facts had increased. Thus, it showed positive results to pupils' mastery level on multiplication facts.

DISCUSSIONS

The alteration in the test assessment results throughout the effective intervention led to improve pupils' motivation in multiplication fact recall. This intervention could be a subject for replication for future researchers since its effectiveness had been proven and tested.

KEYWORDS: multiplication fact recall, proficiency, multiplication

SUBMISSION ID: R013-SURSUR-0150

Spark: Improving the Performance Level of Pupils in Their Reading Ability with Comprehension From First to Third Quarter

Veberly Torres & Prescida D. Collado, Baliwag Elementary School

Abstract

INTRODUCTION

This study was conducted because the Phil-IRI pretest shows that out of 24 pupils in grade 1V 13 are slow readers with poor comprehension. The aim of this study is to improve the performance level of pupils who are slow readers with poor comprehension.

The basic goal of reading is comprehension. Reading ability of learners is an essential skill. It is important skills to improve the comprehension, to ensure success in learning and provide globally competitive and millennial's learner.

Comprehension was assessed by requiring pupils to identify the main idea of a passage. Enable all students to achieve their full potential as they develop skills, knowledge, and ability to grow successful and responsible in changing global economy.

METHODS

The pupils were tested through the use of current Phil IRI passages for grade 1V. After the test, results were obtained. Analyzing the results, pupils with poor comprehension were selected. The pupils were given the intervention SPARK (SUSTAINABLE PRACTICAL APPROACH for READING for KIDS) indifferent ways:

- 1.) 12:00-12:30- reading habit with their classmate who serves as their tutor during breaktime (BIG SISTER, BIG BROTHER)
- 2.) 3:00-4:00- teachers guided the pupils in reading with the used of different materials such as DOLCH, RHYME, FLASHCARDS and reading power.
- 3) partnering pupils with other pupils who can comprehend
- 4) seeking parent's dedication to pupils improvement
- 5) utilization of flash cards, reading power reading books, journals with questions and also the previous passages of Phil-IRI

After each session of remedial teaching, sets of question were answered. At the end of the third quarter Phil IRI posttest were conducted.

RESULTS

After given the post test of the Phil-IRI, the study shows that the pupils have better results. The slow learners decreases the number from 12 down to 3, as compared to pretest of Phil-IRI. The pupils show their improvement for getting and lowering the score and by answering the questions, pupils proved that they can passed the passages by means of reading.

DISCUSSIONS

The findings shows that by means of reading, SPARK has a big role in the development of every pupil that they want to be better in reading. Reading can give you a better future, you can be a better writer. SPARK help more because it is the way on how you can develop your reading habit and you can answer the question based on what you read.

KEYWORDS: SPARK, PHIL IRI, reading

SUBMISSION ID: R04A-CAVTP-1635

Speak Up or Shut Up: Factors Why Majority of Filipino Students Opt Not to Use English Language as a Conversational Medium

Darwin Mancilla & Joshua Hisona, Department of Education, ETTMNHS

Abstract

INTRODUCTION

The ability to communicate in English is an essential skill. It is important to understand the English language to be able to interact with more people. It is the medium that most subjects use. Filipino students have difficulties encountered in communication using the English language. Many studies have identified the difficulties that students experience in the English language but no studies have explored the reasons why the majority of Filipino students opt not to use English as a conversational medium.

METHODS

The sampling frame such as the respondents were taken from Senior High School students at ETTMNHS-ISHS School Year 2018- 2019. The sampling technique that researchers used was Cluster Sampling whereas the respondents were grouped according to their academic strand and to their sections. A total of 23 students were included as respondents of the study. The data for the study were collected by the researchers using the -Foreign Language Classroom Anxiety Scale- (FLCAS) developed by Horwitz et al. (1986) to conduct data through quantitative analysis.

RESULTS

The feeling represented in findings revealed that most of the students are agree that they are having negatives feeling when speaking or talking using the English Language. Most of the students have not enough confidence so that they feel anxious every time they are needed to answer. They feel embarrassed when they make grammatical mistakes in front of the class. They are not competent in any way when it comes to the English language. Also, in finding reasons revealed that most of it shows that many of the students are agree that they have a negative attitude towards the English Language. The findings represent that being shy is the main reason for not using the English language.

DISCUSSIONS

The researchers found out that the main feelings of students every time they are talking or speaking using the English language are an embarrassment, afraid, and nervousness. Also, the factors why the majority of Filipino students opt not to use English as their conversational medium are having a lack of confidence, shyness, anxiety, and not enough opportunity to speak during their English class. The researchers will endorse the findings of the study to the school itself and to the Department of Education (DepEd) in order for them to create a policy or new strategy wherein Filipino students will able to understand the importance of English and for the improvement of the educational system of every school.

KEYWORDS: English language, Filipino students, communication

SUBMISSION ID: R04A-CAVITP-1161

Speaking Difficulties of ESL Learners

Marife Cidro & Florita Ronario, Department of Education Cavite, TNCHS-SHS

Abstract

INTRODUCTION

Language learners study English to improve speaking skills. However, no matter how much L2 learners know about the English language, they still encounter related difficulties. It is believed that speaking is often considered one of the most difficult aspects of language learning and teaching process. However, it has been undervalued in the classroom resulting in a very low oral performance of learners. This study is conducted to identify the speaking-related difficulties that students encountered in English class and how they deal with these difficulties.

METHODS

Generic qualitative research method is employed to explain the data obtained from the interviews conducted.

RESULTS

The researchers found out that among nine students of Tanza National Trade School, each had the same difficulties encountered. Having low vocabulary skills is a hindrance for students to participate in oral activities. This resulted in passive students who are afraid to criticize when called during recitation. Moreover, unfamiliar English words often lead to mispronunciation. However, the students were also eager to overcome these difficulties in some ways. Most of the students practice speaking English at home or even during a conversation with friends. Some watch English movies while others read dictionaries for improvement.

DISCUSSIONS

This study was conducted to serve as a wake-up call to students and teachers specifically those who are encountering the same situation. Henceforth, it is suggested to provide an opportunity for open communication between the students and the teachers about the speaking-related difficulties to come up with immediate resolutions.

KEYWORDS: speaking difficulties, low vocabulary skills

SUBMISSION ID: R04A-CAVITP-1349

Specialism to Improve Performance in Science

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Abstract

INTRODUCTION

Education Development Decree of 1972 authorizes the undertaking of educational development projects in every school. Through its implementation, Castor Alviar National High School came up with the Specialism to Improve Performance in Science (SIPS) under the Continues Improvement Project (CIP). It was evident in the past three years, the MPS in science was only 59.94% and fall behind other learning areas. This study sought to improve by 5% the mastery level of students who find science difficult to understand.

METHODS

The clients in the study were 40 Grade 8 students consisting of 20 boys and 20 girls. The samples belong to Section 4 with the lowest MPS scores in science periodical tests. The specialism approach was adopted. The school has 8 science teachers. All of them were interviewed regarding non-specialized teaching in science. Four (4) of them projected owners who teach in their specialization. For the respondents, a survey tool was used. The results of the periodical test were analyzed using mean statistical tools. Primary data such as the results of the first and second periodical tests before the specialism approach were obtained. These were used as the basis for the improvement in the performance of the student for the third quarter. The specialism approach was implemented in the third quarter.

RESULTS

Based on the results of the third periodical exam, Section 4 obtained an MPS of 70.49% as compared to the first and second quarter exams with an MPS of 56.75% and 42.83%, respectively. The mastery level of the group increased by 13.74% and 27.66% in the first and the second periodical tests, respectively. It shows that the mastery level of the group by 19.49% in the former and 64.58% on the latter. The MPS of Section 4 increased by 27.66% exceeded the target of a 5% increase in the MPS.

DISCUSSIONS

Dramatic increases were evident and showed that the specialism approach is effective in increasing the performance level in science. The change could be attributed to the confidence and mastery of the project owners on the lessons taught since it is their specialization. It was supported by the results of the survey that was conducted on the clients. Although 70.49% mastery level is below the average passing rate of 75%, the change from 42.83% MPS only proves that the project owner's teaching in his/her specialization was a significant factor in the result of the students' performance. Therefore, it can be inferred that the specialism approach is a significant teaching style with which the learners were able to understand the lessons taught. The specialism Approach is therefore highly recommended to be used as another teaching strategy to improve the performance of students in science. It is also recommended that a study be conducted to other learning areas where it is found applicable.

KEYWORDS: specialism, increase performance, mastery level, clinet, project owner

SUBMISSION ID: R04A-CALAMB-0220

Specialization Mismatch in Teaching Senior High School Courses

Jel Fellize Datingaling, Tingloy Senior High School

Abstract

INTRODUCTION

Teaching is but a never easy job. It requires hard work and persistence, especially when dealing with paperwork and students. With the trend of the curriculum, Senior High School has been introduced in the Philippines. Another 2 years have increased the demand for the number of teachers' needs. Hence, a number of teachers were hired and teachers in HEI and other industries to teach are allowed to teach in SHS. This leads to a specialization mismatch, in which a teacher teaches a course which is not aligned to her expertise. In turn, it has an effect on the curriculum and learning of the students.

METHODS

This study is a qualitative descriptive case study, which deals with the teachers who are teaching the courses not aligned with their specialization.

RESULTS

This study sought the challenged encountered by the teachers in teaching courses which are a mismatch with their specialization. Furthermore, it sought to find ways on how they cope with these challenges. It was found out that the teachers are spending more time in setting the proper pedagogy since they have not been fully trained to teach the subjects. Likewise, they spend more time studying the concepts which are new to them before teaching it to the students.

DISCUSSIONS

This study has 10 respondents. Specifically, 2 of which are unit earners, or teachers who are a non-education graduate but took 18 units of education courses to qualify in the licensure examination for teachers; while 8 are non-major teachers of the courses they are currently teaching. The main reasons why specialization mismatch occurs are: 1) because of the lack of teachers, and 2) lack of training. The results of this study may prompt a replication in another context.

KEYWORDS: education, senior high school, curriculum, teaching, teachers

SUBMISSION ID: R04A-BATANP-0074

Spell It To Me: A Word Learning Strategy for Grade VI Pupils of Dalipit Elementary School

Maricris Asi, Dalipit Elementary School & Yolanda Catapang, Alitagtag Central School

Abstract

INTRODUCTION

Researches in the field of education often focus on the needs of the learners, to develop new knowledge and improve teaching practices. Spelling as an inseparable part of the written communication program is one of the very important factors to increase the ability of anyone to develop quality written reports. It is necessary for pupils to enhance their spelling abilities for it also aids in reading. In this study, we weighed the common difficulties encountered in spelling with the possible remedies in it and ended in an innovative spelling activity guide.

METHODS

Different methods design was used. We had a test on the Basic Dolch's word list. A set of questionnaire and the pupils' outputs were also used in gathering the data. Observations, focal group discussions, and interviews were conducted.

RESULTS

Pupil respondents ranked the common difficulties they encountered in spelling as follows: 1) poor pronunciation with a weighted mean of 4.08, 2) not paying attention to the lesson with 3.91 weighted means, 3) poor comprehension at 3.84, 4) insufficient learning in the English grammar with 3.81, 5) poor penmanship at 3.70, 6) lack of understanding of the word at 3.68, 7) no motivation to recite a word with 3.65, 8) poor habits in studying the lessons at 3.59, and 9) did not memorize the word with 3.24 weighted mean. After evaluating the problems they encountered, possible remedies to overcome the difficulties immediately followed. These are: 1) motivate the pupils to have good study habits at 4.24 weighted mean, 2) encourage the pupil to read at 3.78, 3) more practice on writing with 3.76, 4) motivate pupils to bring English dictionary at 3.73, 5) remind to pay attention to the classes with a weighted mean of 3.70, 6) memorize the lesson at 3.49, and 7) have a 10 minute oral recitation with a weighted mean of 3.43. After the identification of the various difficulties as well as their possible remedies, an action plan was made. This focused on some activities which could be employed to help the pupils learn to spell words. Included in the plan of action is the making of spelling worksheets through the activity guide.

DISCUSSIONS

The results showed that after identifying the difficulties, there is a need to work out for possible remedies. A proposed action plan was also developed to help teachers, future researchers and even parents in preparing spelling programs and activities suited to the pupils. Innovation through a Spelling Activity Guide for Grade VI was also created. It was used by the Grade VI English teachers not only in Dalipit Elementary School but also in the whole district of Alitagtag, Province of Batangas.

KEYWORDS: inseparable, remedies, innovation

SUBMISSION ID: R04A-BATANP-1248

Spelling Ability of Grade Four Pupils in Reading and Writing

Daisy Cortuna, Department of Education, City Schools Division of Tanauan

Abstract

INTRODUCTION

The foundation of one's pupil in his/her education is reading and writing. Parents, as our saying is the first teacher of their children who taught how to read and write their names before they send to school. The teachers in primary grade follow-up on how to read and write their pupils accurately and properly. But, the problem that comes up in their transition grade which is grade four is the spelling ability of pupils in reading and writing. For these reasons, the researcher found it interesting to conduct a study in the Grade Four pupils to test their spelling skills. The result of the said performance test desire a helpful answer, to knowledge, or recommendation to the existing problem in the said area, if there is any, to the beneficiaries of this study.

METHODS

A set of exercises on theme writing was conducted and commonly misspelled were noted. Results were tabulated and analyzed using simple mean and average.

Pre-Test on spelling ability of pupils consisting of a 6-10 items was administered. Pupils were grouped with two members helped each other in answering the test questions. The test was administered for five consecutive days. Their responses was checked and recorded. Percent of correct responses per item was computed for the five days test with a total of 30 correct answers. Mastery level was determined for each word as follows:

75 % and above with mastery 74 % and below not mastered

Intervention was given for word tools which were not mastered by pupils.

The following were the intervention done: Spelling drills

Spelling Bee

Writing paragraphs using the misspelled words A game

Use a stick to scratch spelling words to the dirt

Use rocks, twigs and leaves to form spelling words on the ground outside Bounce a ball and spell the words to the rhythm

RESULTS

Pre-test revealed that 25% of the pupils attained mastery level while 75% did not meet the standard. After the intervention, there was a remarkable increase of 88% in the mastery level and only 12% belonged to those who did not meet the standard.

DISCUSSIONS

The important components of reading and writing is spelling. The pupils without the knowledge on how to spell a word cannot read and write a single word as well as writing simple sentence and paragraph. These strategies proved to be more effective for grade four pupils. The teachers as well as the pupils enjoyed the different strategies used in developing the spelling ability of grade four pupils.

KEYWORDS: Spelling Ability, measure, reading ability, perform

SUBMISSION ID: R04A-TANAUA-0146

Spelling Difficulties Among Intermediate Pupils at San Pedro Elementary School

Eulalia Panaligan, Department of Education

Abstract

INTRODUCTION

This action research study was conducted to analyze the spelling skills of intermediate pupils in San Pedro Elementary School this school year 2016-2017. The researcher identified the spelling skills of intermediate pupils using the Pre Test administered during the opening of classes in June 2016 and the Post Test conducted in February 2017. How frequent teachers give a spelling test to the grade four pupils and lastly, what intervention plan can be designed to improve the spelling skills of grade five pupils.

METHODS

The researcher used the descriptive form of research.

RESULTS

Based from the findings of the study she found out that majority of the pupils are poor in spelling. The teacher seldom give spelling test to the intermediate pupils. The common difficulties in spelling among intermediate pupils are the words with silent letters, long e and I and four syllable with cluster.

From the conclusion drawn, the researcher recommended the following:

Pupils' and teachers' activities in spelling lesson could be enhanced to improve the spelling skills of pupils. Teachers, administrators could design programs and projects to reduce the spelling difficulties of intermediate pupils.

Teaching methods, strategies and techniques could be improved and used by the teacher teaching English subject.

DISCUSSIONS

She analyzed the Pre Test and Post Test of the spelling among intermediate pupils. She used the 62 pupils, 37 grade five, 35 grade six and 6 teachers as the subjects of the study.

KEYWORDS: spelling, intermediate, skills

SUBMISSION ID: R04A-BATANC-0073

Spelling Difficulties Encountered by Grade Six Pupils in Cubamba-Gahol Elementary School

Hector Ojales

Abstract

INTRODUCTION

There has been severe criticism of schools that are turning out graduates who do not know how to spell even simple words. With this severe criticism, teachers should stress spelling from the first day of school. As an English teacher for many years, I have been noticed that the majority of the students have encountered problems in spelling, as a mentor who has great concern with my learners. I keep on thinking various ways on how to solve if not completely eradicate this problem. One best solution to address this problem is by conducting action research. Through this, I am optimistic that I would be attaining my goal in the near future.

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 46 pupils composed of 29 males and 17 females were requested to answer the spelling test given through dictation. The results were tabulated and tallied for data analysis and interpretation. Data collected were encoded and tabulated using statistical package for social sciences (SPSS) for windows version 17.0 for qualitative analyses of the data collected.

RESULTS

Results of the spelling test revealed that the grade six pupils exhibited poor spelling ability. It revealed that almost half (47.8%) of the s are average readers while 14 of them (30.4%) are described below average readers. On the other hand, ten (10) of the students are considered advanced readers. Results also attested that the students struggled mostly in diphthongs/double consonant words. Based on papers submitted by the students, they were confused with the position of e and i or o and u. Some students spelled the words based on pronunciation. The scores of the students manifest a very low competency of students in spelling.

DISCUSSIONS

The results demonstrate the need for strengthening the daily vocabulary activities and routine should be given to them. I should assess the improvement of the students by giving a spelling test of the words that were introduced to them. Equal opportunities should be given to both girls and boys in participating in lesson activities. Enhance the reading program that will focus on reading campaign. Through this activity, I am sure spelling problems would be soon diminished if not completely eradicate.

KEYWORDS: Spelling Difficulty, Reading Program, Reading Comprehension, Simple words

SUBMISSION ID: R04A-BATANP-2041

**Spelling Difficulties Encountered By the Intermediate Pupils of
Venancio Trinidad Sr. Memorial School**

Aisa Canlubo, Nansie Robles, & Rezalyn Caraos, Department of Education,
Batangas Province

Abstract

INTRODUCTION

Language is the mirror that reveals what is going on in the human mind. It is audible behavior, which distinguishes man from other living things (Yule 2006:9). On the other hand, language is an acquired habit of systematic vocal and non-vocal activities representing meanings coming from human experience. This study investigated English spelling errors made by intermediate pupils of Venancio Trinidad Sr. Memorial School, including both vowel and consonant errors. This study was based on the assumption that the intermediate students have a weakness in English spelling. The researcher carried out this study to discover the factors behind these problems. Unawareness of spelling rules and sound problems might be the cause.

METHODS

To deal with English spelling errors, two spelling tests (pre-and post-intervention) were administrated to one hundred fifty students from intermediate at Venancio Trinidad Sr. Memorial School. The student's native language is Tagalog, they have been studying English as part of the K-12 Curriculum. The sampling procedure was taken from three different settings. Fifty students from Grade Four, fifty students from Grade Five and fifty students from Grade Six. In the beginning, the pre-intervention test was given to the students without any explanations of spelling rules or English sounds. After the pre-test, the students were taught a model spelling syllabus which was designed by the researcher for this purpose. After a week the students were given the post-intervention spelling test.

RESULTS

Based on the test results, the main findings of the study were that spelling errors were noticeable in particularly poor vowels. Students face difficulties with English sounds that do not exist. Also, the study indicates that the overgeneralization of spelling rules is a causative factor for the spelling errors committed. Based on an analysis of the results, it is recommended that a possible solution for the spelling problem involves teaching correct pronunciation, basic spelling rules and reminding the students of the exceptions to English spelling rules.

DISCUSSIONS

Students should have a good grasp of these skills before reaching the secondary educational level. Thus, it is necessary to focus on spelling rules and English sounds in primary education.

KEYWORDS: spelling difficulties

SUBMISSION ID: R04A-BATANP-1829

**Spelling Mo Tabangan Ko: Intervention to Improve the Spelling Ability
of Grade 12 Xeriscape Students of the Gata Integrated School**

Alfredo Trimidal, SHS Teacher II

Abstract

INTRODUCTION

Reading ability helps predict spelling success. Good readers tend to be good spellers; poor readers tend to be poor spellers. Therefore, one could assume that a good reading program will produce not only good readers but also better spellers, (AVKO Educational Research Foundation, 2000). In the context, Gata Integrated School has run across the problem of poor spelling ability specifically the Grade 12- Xeriscape students of S.Y. 2018-2019. Addressing the issue, an intervention was designed to improve their spelling ability. As we are all aware that the problem of poor spelling is serious. The above reason inspired the researcher to implement an intervention to improve the spelling ability of Grade 12- Xeriscape students through "Spelling Mo Tabangan Ko" to address the said problem.

METHODS

In this intervention, the teacher assigned the students to have a "partner" during reading, writing and answering questions to improve their spelling ability. (Buddy- System). The questionnaires being used were validated from commonly misspelled words (Nordquist Richard, 2018). Data were analyzed after conducting the post-test. The causes of the problems were confirmed after data triangulation where the researcher interviewed the respondents based on the results from pre-test to post-test. All data were collected and analyzed using statistical treatments like mean, percentage, and T-test.

RESULTS

The teacher found out that 50 percent of the Grade 12 students of Gata Integrated School are poor in spelling. With the help of the "Spelling Mo Tabangan Ko" intervention, the performance level of the students increased by 8.83 from 74.5 to 83.83 MPS (Mean Percentage Score). It means that with this intervention, the spelling ability of the Grade 12 students improved. And in assessing the level of significant relationship of the performance level of the Grade 12 students between pre-test and post-test, the T-test was used where the p-value of 0.0103 is less than the p-value of 0.05 level of significance. Therefore, we can say that the "Spelling Mo Tabangan Ko" intervention helped improve the spelling ability of the students.

DISCUSSIONS

The results showed the need for an intervention that aids in addressing the poor spelling ability of the Grade 12 students. When poor spelling is uncorrected for many students, they carry it with them into the work world or college classroom, where employers and professors must face it. "Spelling Mo Tabangan Ko" was a helping activity in improving the students' spelling ability.

KEYWORDS: Spelling Mo Tabangan Ko, Ability, Intervention

SUBMISSION ID: R013-SURSUR-0006

**Spelling Skills for Grade Two Pupils of Mabini Central School Basis for
an Intervention Materials**

Marlyn Matibag & Cleofe Ilagan, Department of Education Mabini

Abstract

INTRODUCTION

Spelling is one of the steps of an individual to learn when he is already in school. In Mabini Central School, few pupils have difficulty to spell the words because they are not so familiar with the words. Given the focus to this volume, we restrict our discussion to the Grade II pupils.

METHODS

The research design is quantitative. data collected through certain methods. The teacher assessed spelling skills by giving 20 words for them to spell. The actual interview was also conducted for documentation. The weighted mean was used to enhance grade II pupils spelling skills as well as the difficulties encountered.

RESULTS

Respondents who participated in our focus problem determined how poor in the spelling the Grade II pupils are. The solution with this problem can be determined if we find and use the proper and appropriate interventions that may lead to higher spelling interventions that may lead to higher spelling performance of the pupils.

DISCUSSIONS

Educators and administrators should consider the following problems encountered by the Grade II pupils in spelling such as the pupils are not familiar to the words, they can't utter some difficult words and they are not interested to read and spell the words. Based on this problem the teacher conducted an interview with the parents and other concerned people. Through the efforts and perseverance of the teacher here are the lists of how spelling skills can be beneficial to pupil learning; widens the vocabulary development, active participation of the pupils because of incentives and rewards, parents become more cooperative. Pupils are eager to have spelling every day, they improve their writing skills and boost the self-esteem of the pupils.

KEYWORDS: spelling skills, intervention materials

SUBMISSION ID: R04A-BATANP-1427

Spent Coffee Barako Grounds: An Alternative Treatment for Flea and Tick Infestations for Aspins and Puspins in Banjo Laurel Elementary School S.Y. 2018-2019

Ilyn Carandang

Abstract

INTRODUCTION

Banjo Laurel, formerly Banjo West, is a barangay in the city of Tanauan, in the province of Batangas. Its population as determined by the 2015 Census was 2,624. This represented 1.51% of the total population of Tanauan City. According to the recent census, it has 205 number of households and this is continuously growing as the place progresses and develops. People in the area have deeply concerned and love for their pets, especially for dogs and cats. It can be observed that every household has "asongpinoy" (aspins) and "pusangpinoy" (puspins) which typical Filipinos living in the barrios are keeping in their homes. There are reasons that households are suffering from flea infestations which cause irritations and the lowering of their pets' immune system. Treatments for such infestations are very expensive which makes it difficult for the households to provide treatment and cure for their pets. It is in this context that the proponents of this project tried to find a remedy for this problem which will give benefit to the entire community.

METHODS

The two key ingredients used are coconut oil, marigold plant and spent Barako coffee grounds. The oil from the coconuts and marigold were extracted using the cold pressed method while the spent coffee grounds were obtained from the households in the locality. They were mixed in a 1:1 ratio and were put on glass jars. The product was applied to three (3) dogs (aspins) and three cats with ticks and fleas whose ages range from 12-24 months, for two weeks. Samples of ticks and fleas were put on a Petri dish and were given drops of the product in order to test its effectiveness.

RESULTS

The developed product which came from the three main ingredients: spent coffee ground, coconut oil, and marigold were found effective against tick and as shown by its reduction on dogs' and cats' skin and coat. The development of this product will surely help the households of Banjo Laurel to eliminate infestations and maintain healthy conditions among their pets.

DISCUSSIONS

This Science Investigatory Project entitled "Spent Coffee Barako Ground: An Alternative Treatment for Flea and Tick Infestations for Aspins and Puspins" . The main ingredient which was the spent coffee grounds (*Coffea liberica*) was combined with Coconut (*Cocos nucifera*) Oil and Marigold Plant (*Calendula officinalis*). The output of the combined components of the key ingredients were tested against flea and tick infestations on dogs and cats.

KEYWORDS: spent coffee ground, marigold plant, coconut oil, flea and tick infestations, aspins, and puspins

SUBMISSION ID: R04A-TANAUA-0091

SPIDERS: Special Project In Developing and Enhancing Reading Skills

Jerry Agustin, Mary Rose Miranda, & Irene Theresa Reyes, Integrated School
of Lawa

Abstract

INTRODUCTION

Reading is one of the basic skills that a student must learn to help improve their academic performance. Developing the mind is one of the main targets of reading. Without good reading skills, a person is limited in terms of what they can achieve and accomplish. Low scores of students in tests are commonly directed to poor reading comprehension. SPIDERS: Special Project in Developing and Enhancing Reading Skills, as a School Level Continuous Improvement Project, was created to address poor reading comprehension.

METHODS

The SPIDER was piloted among 12 Grade 7 learners who were identified as frustrated readers based on the PHIL-IRI report. A SIM in English was distributed to the learners as a tool to develop and enhance their reading skills. The CI group collected, checked and analyzed each result for three months. A PHIL-IRI post-test was conducted to check the developments of the project.

RESULTS

After the implementation of SPIDERS to selected G7 - Courteous learners from November 2017 - February 2018 and roll out the implementation for all frustrated learners of G7 February 2018 - March 2018, the number of frustrated readers decreased and attained more than 50% target decrease.

DISCUSSIONS

The CI team developed and enhanced the learners' reading skills by providing them a SIM in English to increase reading skills. It is also recommended that the implementation of the project should be applied to all grade levels to increase the number of independent readers and to achieve a higher Mean Percentage Score (MPS) in all English-based subjects.

KEYWORDS: Reading Skills, Techniques, Enhance, Develop, SPIDERS

SUBMISSION ID: R04A-CALAMB-0365

Spiral Progression Approach in Science Teaching, Teacher's Capability and Academic Achievement of Selected Private and Public Junior High School at Tagaytay City: Basis for Curriculum Enrichment

Vilma Mendoza, Tagaytay City Science National High School

Abstract

INTRODUCTION

The purpose of this study was to investigate the relationship of teacher's assessment of the spiral progression approach in teaching science, learners assessment of the science teaching-learning process and learners academic achievement in science from selected private and public schools at Tagaytay City. The results or findings of this study served as the basis for curriculum enrichment.

METHODS

This study used the descriptive correlational design, with all the 40 teacher-respondents and the randomly selected junior high school from the selected public and private schools of Tagaytay City consisting of 225 learner-respondents.

Respondents were given a questionnaire to obtain actual information. To determine the representative sample of the population, the Slovin's Formula was utilized.

RESULTS

Along with teacher's assessment out of the 40 teachers, 17 or 17.5 percent assessed the spiral progression approach in science teaching as average. The teachers adapt on their own with enough knowledge to boost the cognitive development of the learners. In addition, along with the learner's assessment of out of 225 learners, 195 or 87 percent assessed the science teaching-learning process as good.

As to academic achievement in science, the majority of the learners are satisfactory. The learners at this level have developed the fundamental knowledge and skills and core understanding and with little guidance from the teacher and/or with some assistance from peers, can transfer these understanding through authentic performance tasks.

There is a significantly high positive degree of correlation between the teacher's assessment of the spiral progression approach in science teaching and learner's assessment of the science teaching-learning process. As the teacher's assessment of the spiral progression approach in science teaching lowers, the learner's assessment of science teaching-learning process becomes lower.

DISCUSSIONS

There is a need to strengthen teacher's readiness to adopt the approach through extensive training. The school has to arrange the class schedule wherein the teachers will be able to teach his/her field of specialization every quarter. Differentiated instruction and providing multiple ways assessment allows more flexibility for students to meet the standards and requirements of the class.

KEYWORDS: Spiral Progression Approach, Teachers Capability, Science Teaching, Academic Achievement, Curriculum Enrichment

SUBMISSION ID: R04A-CAVTP-0818

Spiral Progression Approach in Teaching Mathematics in Junior High School and the Academic Performance of the Students

Reynald Joseph Fonte, Maria Victoria R., & Mary Joy B. Fonte, Department of Education, Bigaa INHS

Abstract

INTRODUCTION

In 2011, there has been a major change in the educational system of the Philippines when the Department of Education introduced the K to 12 programs. One of the features of the new curriculum is the Spiral Progression Approach. In this approach, the scope and the sequence of the content are developed such that concepts and skills are revisited at each grade level with increasing depth and difficulty. In relation to Mathematics, the new curriculum changes dramatically how Mathematics subject is taught. In this regard, the researchers explored the need to assess the spiral progression approach in K to 12 to know the assessment of the students in the curriculum to determine what aspects should be improved.

METHODS

The research design used in this study is a survey-descriptive method since it aimed to describe the use of the Spiral Progression Approach in teaching Mathematics in junior high school in terms of instructional materials, facilities, teaching styles and evaluation used. An adopted-research questionnaire was used to gather the information needed for the study. The researchers utilized descriptive statistics in analyzing and interpreting the gathered data.

RESULTS

The student-respondents have an average mean performance which means satisfactory under the K to 12 assessment of rating and learning outcome. The mean level assessment of the students to the Spiral Progression Approach in terms of learning materials and evaluation was at a high level. In terms of teaching approach, the students gave an assessment level at an average level which revealed that the students were satisfied with the teaching strategies used by their teachers. Furthermore, the study revealed that there is a significant relationship between the academic performance of students in Mathematics and their mean level assessment on the use of the Spiral Progression Approach.

DISCUSSIONS

The results of the respondents' mean level of assessment on the use of the Spiral Progression approach that the teachers were competent in teaching mathematics under the Spiral Progression Approach. It also suggests that the teachers are able to meet the goals of the curriculum in term of assessing the students learning and the students were satisfied with the learning materials but disagreed with the facilities. Lastly, it was concluded that the more satisfied the students with the teaching approach, learning materials, and evaluation used by their teacher, the higher their academic performance.

KEYWORDS: Spiral Progression Approach, Mathematics Achievement, Curriculum

SUBMISSION ID: R04A-CABUYA-0005

Spiral Progression Approach in Teaching MAtematics in the Public Secondary Schools in the San Antonio District

Haydee Jon, San Antonio National High School

Abstract

INTRODUCTION

Our country has undergone different transitions to create a functional basic education system that will improve the individual in the future. The implementation of K-12 heightened the concern of teachers with their knowledge and preparedness to develop a citizen equipped with competencies, skills, and values in response to the curriculum alignment of the basic education to national standards. This concern burdens the researcher who has been teaching Mathematics before the implementation of the new curriculum. Thus, an attempt to assess the preparedness of Public Secondary Teachers in teaching Mathematics using the spiral progression approach through the implementation of the K-12 curriculum was presented in this paper.

METHODS

The study used the descriptive method of research to know the present situation regarding the preparedness of teachers in teaching Mathematics using the spiral progression approach in the K-12 curriculum. The method was designed using a questionnaire to gather data from the teachers for analysis and interpretation. The subjects of the study were 25 mathematics teachers from public secondary schools in San Antonio District, Division of Quezon.

RESULTS

As a result of the study, the majority of the teachers moderately attained the description of the spiral progression approach in terms of its goals or objective, underlying principles or theories, features and benefits, and advantages. They also used evaluation as a highly effective form of assessing the work of the students. In addition to this, the description of Mathematics and the extent of preparedness of teachers in teaching using the approach have no relationship with regards to their assessment.

DISCUSSIONS

The output of the study will present an action plan that will help the teachers to adjust to an innovative practice integrated into teaching Mathematics. To further support the study, the internet connection should be given priority of all the schools doing the same plan of action. Being aware of the limitations of the study, conducting a similar study with the same variables using experimental method may be done to find out the effects of the new curriculum in the students' academic achievement.

KEYWORDS: Spiral Progression Approach, Teaching Mathematics, Public Secondary School

SUBMISSION ID: R04A-QUEZON-0122

Spiral Progression Approach in Teaching Mathematics V: A Basis for Instructional Learning Modules

Melvin Potian, Department of Education

Abstract

INTRODUCTION

The study aimed to determine the spiral progression approach in teaching Mathematics V as a basis for instructional learning modules at public elementary schools, Bato District, Division of Camarines Sur, SY 2016-2017. The present study, however, concerns mathematics education under the spiral progression approach. Hence, the performance of Grade 5 pupils in Mathematics was determined to find out how learners have developed their mathematics skills under the Spiral Progression Approach.

METHODS

The descriptive method and documentary analysis were employed to determine and dissect the facts on the profile of the Grade V pupils in terms age, gender, socio-economic status, and grades in Mathematics IV; and on the performance level of the Grade V pupils in the first grading period. The collected and tabulated data were analyzed and interpreted with the application of the statistical tools.

RESULTS

Based on the findings, the following conclusions were made: 1. Out of 319 pupils 148 obtained grades in Mathematics IV of 75-79 or fairly satisfactory; 2. In 319 Grade V pupils in the first grading period, 150 pupils obtained grades ranging from 80-84 described as satisfactory; 3. There is a significant relationship existed between the profile and the performance level of the Grade V pupils in the first grading period in terms of age, gender, socio-economic status, and grades in Math IV; 4. The level of effectiveness of the spiral progression approach in teaching mathematics was rated very much evident; 5. The Instructional Learning Modules in Mathematics were developed to enhance the learning of the pupils in mathematics comprehensively.

DISCUSSIONS

The study yielded the following salient findings: 1. On the grades in Mathematics IV of the grade V pupils, 3 obtained a grade from 90-100; 51 with 85-89; 117 with 80-84; and 148 with 75-79; 2. On the performance level of the Grade V pupils in the first grading period, 6 obtained grades ranging from 90-100; 65 had 85-89; 150 with grades from 80-84; while 98 with 75-79; 3. On the significant relationship between the profile and the performance level of the Grade V pupils in the first grading period, at .05 level of significance, the null hypothesis was rejected, indicating that significant relationship existed; 4. On the level of effectiveness of the spiral progression approach in teaching mathematics, all indicators were rated very much evident; 5. Based on the findings of the study, the Instructional Learning Modules in Mathematics was developed.

KEYWORDS: Spiral Progression Approach, Instructional Learning Modules

SUBMISSION ID: R005-CAMSUR-0122

Spiral Progression Approach in Teaching Physical Education in Determining Pupils Performance

Juliet Capuz, Ellen Castaneda, & Robert Factor, Buenavista-Cigaras ES

Abstract

INTRODUCTION

The K-12 program aims to decongest and enhancing the basic education curriculum for learners to master basic competencies, lengthening the cycle of basic education to cover kindergarten through the year 12 (SEAMEO INNOTECH, 2012).

The purpose of this action research was to examine the effectiveness of the spiral progression approach in teaching Physical Education in determining the performance of 41 Grade Five pupils in Buenavista-Cigaras Elementary School.

METHODS

The study used questionnaires to measure the effectiveness of spiral progression in teaching Physical education in determining pupils' performance. The collected data obtained were tabulated in tables and interpreted using the Frequency, Percentage and Weighted Mean.

RESULTS

The result of the study showed the effectiveness of the Spiral Progression Approach in Teaching Physical Education in determining performance, 37(90 %) out of 41 Grade Five pupils. The teaching strategies utilized by the teacher in teaching Physical education and a set of activities being done in and out of the classroom and pupils performance. The effectiveness of the curriculum relies on the teacher's knowledge about the curriculum, his/her teaching strategies and mastery of the subject matter (Duze, 2012).

The K -12 curriculum follows the spiral approach. Jerome Bruner is the proponent of this approach with principles derived from John Dewey. In short words, students continuously build upon what they already know. From a cognitive constructivist's point of view, learners construct new ideas based upon their previously learned knowledge. Gradual mastery of the desired competencies is achieved through revisiting core ideas in several passes and relating new knowledge or skills with the previous. Therefore, unlike the old curriculum where so much knowledge was expected to be learned within a limited period, the K to 12, on the other hand, is decongested and seamless. It has its focus on understanding for mastery and it ensures a smooth transition between grade levels and continuum of competencies through spiral progression in the old curriculum. Learning tended to be more focused on content, which was fragmented and disintegrated.

DISCUSSIONS

The research was limited to 41 Grade 5 pupils in Buenavista-Cigaras Elementary School who have been reported with low performance in Physical Education. This research was designed for 5 months implementation from July 15, 2018, to November 15, 2018.

KEYWORDS: Spiral Progression, Pupils performance, Physical Education

SUBMISSION ID: R04A-LAGUNA-0310

Spiral Progression Approach in Teaching Science: The Challenges Faced by Science Teachers

Jennifer de Leon, Department of Education, Siniloan Integrated National High School (Senior High School)

Abstract

INTRODUCTION

Among the different subjects or disciplines, Science is one of the subjects that undergo major revisions. One of which is the decongestion of the competencies and arrangement in the spiral progression manner. In the old curriculum, a specific discipline is being offered at each grade level. However, in the spiral progression approach, the different disciplines in science have been incorporated at every level. This study aimed to identify the challenges that hinder the full implementation of the Spiral Progression Approach on teachers.

METHODS

This study employed the descriptive-qualitative research which involved observations and interviews and utilized phenomenological research technique to form descriptive themes. The author interviewed 5 Science teachers of different schools who were teaching the subject for about 5-10 years. The in-depth face-to-face interview with teachers provided rich data that can help in meeting the research objectives. The data were coded and analyzed according to the research questions.

RESULTS

The research resulted in five major themes that emerged out of the experiences shared by the respondents which indicated that teachers implement the Spiral Progression Approach in teaching Science as directed in the K to 12 Curriculum yet difficulties arise which affects the teaching-learning process. Teachers have tried the best of their ability to teach the subject using only the available resources to implement the Spiral Progression Approach which was observed to be successful to some level through good cooperation among peers. The study identified challenges that include scarcity in teaching and learning materials, inadequate infrastructure, time restrictions, lack of training among teachers, large number of students, lack of support from the government, and lack of mastery on the subject matter, furthermore the negative attitude of teachers toward the Spiral Progression Approach was observed and recorded.

DISCUSSIONS

From the preceding findings, the researcher concluded that shifting might help with teacher burn out as well as boredom. The teacher also serves as the facilitator of the learning process and the student will be more participative from the different activities provided in their manual. However, some science teachers are still adapting to Spiral Progression Approach, they needed more time and training to master all the fields and to learn new Teaching strategies because it is difficult to teach something, in which one does not have the necessary mastery.

KEYWORDS: Spiral Progression Approach, Science Teacher, Challenges

SUBMISSION ID: R04A-LAGUNA-0124

**Spiral Scheme in Teaching MAPEH and Scholastic Performance of
Grade 8 Students of Tanza National Trade School**

Ada Abagon, Tanza National Trade School

Abstract

INTRODUCTION

The inspirational scheme, subjects are taught from the simplest concepts to more complicated concepts. Though the challenges of the Department of Education are great but are not insurmountable, this is the reason why the K-12 Basic Education Curriculum uses the spiral scheme to ensure mastery of knowledge and skills after each level. In MAPEH subject having many components that also compose of variety of activities is very challenging and tiring to both students and teachers these will serve as the indication as to if they achieve the goals by using the spiral scheme as a learning process implemented by the new curriculum. Thus, the study focused on the effects of the spiral scheme of education in teaching MAPEH in the scholastic performance of the GRADE 8 students among Trades school in the Province of Cavite.

METHODS

Experimental-qualitative method was used to interpret the data gathered. Results of Pretest and posttest were maximized for the comparison between the BEC and K-12 curriculum among the Grade Eight learners.

RESULTS

The controlled group of the K-12 curriculum obtained a lower mean score of their pre-test and posttest result as compared to those of BEC curriculum.

DISCUSSIONS

The result showed that both teaching approaches lead to better learning of students to gain knowledge. However, the use BEC curriculum resulted to better learning of students than the use of spiral approach on this particular study.

KEYWORDS: traditional scheme approach, spiral scheme, scholastic performance

SUBMISSION ID: R04A-CAVITP-0072

Spiraling Progression Approach in Teaching K to 12 Science Curriculum: An Exploratory Inquiry

Madeleine D. Uy, Department of Education

Abstract

INTRODUCTION

In the year 2012, K-12 Education Curriculum was implemented. This is the shift from the BEC to the new K to 12 Curriculum. It has been made legal by the Republic Act 10533 or the Enhanced Basic Education. This was implemented because of the low achievement of Filipino students and as what was reflected in the inadequate preparation of high school graduates for the world of work, entrepreneurship or higher education. However, there are conflicts brought about by the implementation in terms of attaining its promise. One of these is the spiral progression approach. This study is intended to find the evaluation of Science Teachers of Sorsogon National High School of the Spiraling Progression Approach in teaching K to 12 Science Curriculum.

METHODS

This study made use of the descriptive method. This method described the meaning and value of the findings and data of the research. It used documentary analysis and evaluation. The method was also used in planning, designing, and proposing intervention program to improve science teaching-learning process under Spiral Progression Approach. The data gathered from the survey questionnaire were tabulated and analyzed with the use of frequency count, rank form and statistical percentage.

RESULTS

Findings revealed that the majority of science teachers have been teaching science subjects for more than 5 years. 68% of the respondents are specialized science teachers and 32% are generalist teachers. 92% have a college degree while 8% graduated in the master's degree. 84% of teachers attended training related to Spiral Progression Approach and 16% still needed training.

For evaluation of Science teachers in terms of the Spiral Progression Approach along with learning module, teacher's guide, laboratory rooms, and equipment, curriculum guide, development of 21st-century skills, all indicators were rated as evident and are integrated with the curriculum. Teachers revealed that problems like students forget the lesson taken last school year, teachers are not teaching their major discipline, congested topics leading for non-completion of required topics to be discussed were hindering the intentions of the curriculum.

DISCUSSIONS

The teachers have enough teaching experience and are specialized to teach the subject under the present curriculum. Spiraling as shown is evident in various elements of teaching experience of the teachers. However problems were encountered that hinder the connection of learning and is needed to be addressed by the institution through interventions.

KEYWORDS: spiral progression, teachers, K - 12 Curriculum

SUBMISSION ID: R005-SORSOC-0002

Spoken and Written Discourse: An Assessment of English Language Efficacy and Anxiety of Padre Garcia National High School Students

Marie Paz Capuchino, Padre Garcia National High School Batangas Province

Abstract

INTRODUCTION

Speaking and writing are two of the communication skills that are deemed important in today's fast-paced world. Senior High school students face different opportunities to express themselves in either speaking or writing. These opportunities can best be seen in regular performance tasks that they are expected to accomplish.

METHODS

The total sample consisted of 283 Senior High school students from a private school in Cavite and a public school in Batangas. The participants were selected through convenience sampling. All of them gave their consent to participate in the study. Since most respondents are below 18 years of age, their parents' consent was also secured for the research. Speaking and writing self-efficacy were operationally defined from the relevant components mentioned in the Instruments section.

RESULTS

Univariate or Multivariate Outliers. To check for outliers in the data, a multiple regression analysis was performed with all the dependent variables for the MANOVA as independent variables of the multiple linear regression. Outliers were identified based on a critical Chi-square at a significance level of .001 with degrees of freedom equal to the number of dependent variables (in this case, degrees of freedom is 2). Multivariate Normality. This was performed by testing for the normality of each dependent variable for all combinations of groups of the two independent variables (anxiety and efficacy for both writing and speaking).

DISCUSSIONS

The findings of the study highlight the strong possibility that speaking and writing anxiety levels of the students have an effect on communicative performance. This is consistent with available literature pointing out that an anxious student may not perform well in language tasks. Efficacy on the said tasks may not be that evident as seen in the results of the study. This can be explained by other variables such as the age and personality of the respondents.

KEYWORDS: speaking, writing, communication

SUBMISSION ID: R04A-BATANP-0249

Spreading the Culture of Research Through the Modified School-To-School Partnership Method of Navotas National High School

Maria Cristina Robles, Navotas National High School

Abstract

INTRODUCTION

The challenge of spreading the culture of research at the school level is a task that needs an innovative approach. A policy that supports the sharing of best practices from one school to another is DepEd Order 44 s. 2016 or the School-to-School Partnership. In this mechanism, high-performing schools become a valuable resources as coaches, mentors or role models for those schools that have not yet reached their full potential.

The modified school-to-school partnership for action research initiated by Navotas National High School is a form of interschool collaboration that seeks to spread the culture of research by sharing the best evidence-based practice of NNHS in terms of conducting school-based action research programs.

METHODS

The participants will be the school heads and teachers of the participating schools. Data triangulation techniques include interviewing, document collecting and surveys.

RESULTS

Modified school to school partnerships proved that action research can be fun and engaging. Challenges are always present but through the implementation of different strategies, those challenges can be succeeded. To date, the school was able to provide action research training to nine schools with a total of 594 teachers wherein the participating schools produced a number of BERF funded action researches after the conduct of the modified school to school partnership.

DISCUSSIONS

Modified School to school partnership on action research has been helpful and productive in building a culture of research to both schools involved. Partner schools were able to capacitate their teachers in conducting action research in a fun and engaging way. Principals were able to realize their crucial roles in ensuring that teachers see the value of doing AR as this translates to good teaching and evidence-based instructional decision-making.

Furthermore, the project was able to stimulate a sharing community of basic education researchers all united to the common goal of helping the Filipino children achieve their utmost potential.

The mechanism developed in this project can be also used by other research managers who wish to promote the culture of research in their localities. To further identify the impact of the project, an impact study can be carried out to ascertain the influence of the project to over-all school effectiveness and teacher quality of partner schools.

KEYWORDS: school-to-school partnership, research culture, action research

SUBMISSION ID: NCR1-NAVOTA-0002

Squash Hotcake

Rosemarie Curva, SHS Student
(Adviser: Roldan C. Cabiles)

Abstract

INTRODUCTION

Most of the students today tend to eat meat rather than vegetables in which we know that it is not healthy. A number of them would rather eat junk foods and other unhealthy foods rather than vegetables like squash. Therefore, the researcher found the need for developing a new twist of hotcake that is flavored with squash as the main ingredient. Squash is not very expensive here in the Philippines. In fact, this is one of the inexpensive vegetables that have benefits in our health.

METHODS

The main objective of this study was to utilize Squash in different sample products that vary in the ingredients used. It used quasi-experimental, descriptive and evaluate methods of research. Answers to this study were derived from the responses to the survey questionnaire. The respondents were selected randomly. The researcher developed 3 sample products using squash.

RESULTS

All samples have a moderately yellow color. In terms of aroma, all samples have a moderate aroma; however, the aroma for sample 2 was the highest among them all. Hence, the preferred sample of Squash Hotcake was Sample 3 containing a large amount of squash and a lesser amount of baking powder. It means that the proportion of the squash and baking powder used in the formulation of the product enhanced the taste of it. Among the variables that were considered in evaluating the product, Sample 3 resulted in the most preferred sample of Squash Hotcake. The consumers' acceptability results were acceptable having a minimal difference in the mean score in terms of its characteristics, which means all of the samples were almost the same most especially the sample 1 and sample 3. Thus, sample 3 was the most acceptable.

DISCUSSIONS

Results indicated that the sensory characteristics of the Squash Hotcake provided good results in terms of its attributes. It means that the formulation of Squash Hotcake with the added ingredients was properly done for the taste in the third sample. The more amount of squash and a lesser amount of baking powder provided the expected taste for the formulation of the product and that produced an acceptable product for the respondents. The ingredients that were used in the formulation of the product provided the expected taste for the formulation of the product and that produced an acceptable product for the respondent preference specifically in terms of taste and appearance. The consumers' acceptability results were considered as good. Therefore, the product was acceptable as evaluated by the respondents.

KEYWORDS: Sensory Characteristics, Acceptability, Innovation

SUBMISSION ID: R005-ALBAYP-0015

SSG Promise Program to Lessen Bullying Case of Nurcia Integrated School

Aiza Arreza, Teacher

Abstract

INTRODUCTION

It is a fact that bullying cases in the school cannot be avoided. It is really a big problem if not treated because it might affect the behavior and performance of both bullies and bullied students which possibly leads to dropping out of school, as well as the overall performance of the school, will be affected. One of the mandated projects and programs of SSG is to conduct activities to prevent students from dropping - out of school. The PROMISE program (Provide Related Meaningful Activities as an Intervention to Sustain Safe Classroom Environment) of SSG was conducted to lessen bullying case of Nurcia Integrated School.

METHODS

Before it was conducted, anecdotal records of Grade7-12 advisers were collected and found out that verbal type of bullying prevailed mostly in Grade 7. Out of 32 grade 7 students, 8 were identified as bullies and 6 also were identified as victims. Activities were conducted after it was found out, the anti-bullying oath was conducted every morning before the class started and anti-bullying pledges were collected every Friday afternoon and letter of promise signed by a parent if needed. Behaviors were observed, differentiated and analyzed before and after the intervention through the data recorded on the anecdotal record.

RESULTS

After conducting 3 months of intervention, both the number of bullies and bullied students dropped significantly. Out of 8 students under bullies group, 2 were still needing to give another form of discipline. Out of 6 bullied students only 2 left remain victims for bullying. It was also found out that these 2 students left victim for bullying are easy to bully because of its eye impairment and both are slow learners.

DISCUSSIONS

The result conveyed a positive effect on both bullies and bullied students. It was also recommended for more activities to be designed to avoid bullying cases inside the classroom. Moreover, students' sense of security in the school and the teachers' awareness and problem-solving ability were also improved.

KEYWORDS: intervention, bullying, oath, Promise program

SUBMISSION ID: R013-SURSUR-0289

**SSP-SBM and the Performance of the Leader and Partner School: Basis
for SSP-SBM**

Lucia Berber, Caluangan Elementary School

Abstract

INTRODUCTION

This Department of Education (DepEd) believed that high-performing school can be instruments for reform. Through school-to-school partnerships, high-performing schools can share their best practices and help other schools improve their school performance using Learning Action Cells (LAC), the Continuous Improvement Plan (CIP) School-Based Management (SBM) and Action Research (AR). This requires that high-performing schools become Leader Schools with active leadership roles, initiating partnerships with other schools and taking on broader responsibilities to help elevate the performance of other schools within their District or Division.

To cultivate a partnership between Leader Schools and nearby schools, DepEd has appropriated P5,500.00 to enable school-to-school partnerships. Leader Schools shall receive funds to provide technical support and assistance to nearby schools that have not yet reached their full potential in school performance. These school funds shall be used by Leader Schools for sharing their best practices and for partnership activities with their nearby Partner Schools.

This policy also aims to generate short-term positive outcomes among schools involved in partnerships which are enabling mechanisms of effective schools.

METHODS

The researcher used descriptive method to gather information about the present existing condition and in assessing the performance of the partner schools. A questionnaire was also designed for the participants.

RESULTS

The study revealed that partner schools were engaged in collaborative professional activities such as Learning Action Cells (LAC), Continuous Improvement Plan (CIP) School-Based Management and Action Research. Partner schools jointly undertake planning, problem-solving and resource mobilization activities to address community-wide educational problems. Partner schools improved social trust, awareness, and undertaking with other schools.

DISCUSSIONS

It helped the partner schools to perform their roles and responsibilities with each other to elevate their performances.

KEYWORDS: Enhancement, Monitoring, Partnership, SSP-SBM, Technical Assistance

SUBMISSION ID: R04A-CAVITP-0576

Stage and Improved Performance of Grade 11 Students of the Aglipay High School in Public Communication Skills

Jaydee G. Plaida, Teacher

Abstract

INTRODUCTION

K to 12 Basic Education Curriculum incorporates communicative competencies to holistically prepare students in the professional field. However, behind these motives, educational institutions in the country find poor public speaking skills that greatly affects the academic performance of students. Aglipay High School recorded a very low Mean Percentage Score on Public Speaking Performances. It is in this context that STAGE, Structuring Techniques on Active Public Speaking with Proper Gestures and Enunciation was employed.

METHODS

This research used Quasi-Experimental Method as the study used two groups to be compared. A pre-assessment was made to determine the control and experimental group. After the intervention, wherein the experimental group used the STAGE Intervention material, both of the groups underwent a post-assessment. Data from the pre and post assessment were treated with varied statistical tools. It employed Mean and standard deviation, Independent-Paired T-Test and Focused- Group Discussion.

RESULTS

Results of the intervention showed that the experimental group raised a mean percentage score by 13.58% from 81% to 91% and the control group raised its mean percentage score by 8.24% from 85 to 92%. This data showed that the experimental group, who received the intervention posted a greater increase in terms of performance than the control group. It also inferred that the pre and post assessment of the experimental group has a significant difference which attests that the intervention is effective. Focused-Group Discussion also took place to validate the results gathered. One of the students stated, " ... I became more confident to share and deliver my ideas in public because of the techniques being taught...". This statement encapsulates the idea of all the respondents who joined the Focused-Group Discussion.

DISCUSSIONS

The results proved that the intervention STAGE is an alternative tool for better Oral communication learning. Validation of the material is being recommended and shall be used to oral communication classes for comparison of results.

KEYWORDS: Communication, Public Speaking, Intervention

SUBMISSION ID: R002-QUIRIN-0089

Stakeholder's Engagement and Collaborative Governance: Its Effect on School Development Program

Angelita Vallarta, Department of Education

Abstract

INTRODUCTION

This study focused mainly on the stakeholders' engagement and collaborative governance and its impact on the school development program of selected elementary schools in Cavite for the school year 2017-2018. This study involves a significant impact on student's performance and to the success of school projects more specifically to the Brigada Eskwela and the income generating project of the school through the engagement of stakeholders and collaborative governance to the school development program. This study gives understanding and awareness of the boundless benefits they can give on student's achievement and school improvement. Descriptive and predictive research was employed in this investigation, utilizing the correlation technique in determining the impact of stakeholder's level engagement and collaborative governance to the school development program.

METHODS

The methods and procedures adopted in conducting the study. It presents the research design, population and sampling, instrumentation, data-gathering procedure, and statistical treatments of the data. The descriptive and predictive research was employed in this investigation, utilizing the correlation technique in determining the impact of stakeholders' level of engagement and collaborative governance to the school development program. Survey questionnaires were the chief data-gathering instruments. The data gathered were subjected to statistical treatments ranging from descriptive to inferential.

The investigation firstly described the school profile in enrolment status, school teaching staff, and non-teaching staff. Second, the study determined the level of engagement exhibited by school stakeholders. Third, the study described the perception of stakeholders in collaborative school governance. Fourth, the study measured the school development program as indicated by student performance, teacher performance, and school projects and programs. Lastly, it tested the hypothesis, stating that there is a significant impact of stakeholders' level of engagement and collaborative governance to the school development program.

RESULTS

The overall weighted mean of 4.44 with the standard deviation of .698 indicates that the teacher's engagement as an internal stakeholder of the school is highly evident.

The overall weighted mean of 4.68 with the standard deviation of .525 indicates very highly engaged parents to school projects and programs. On the 5-point Likert scale this marked an almost perfect involvement and enthusiasm. Hence, the high level of parents' engagement to school is very highly evident in their responses to the twelve indicators.

The overall weighted mean of 4.51 with the standard deviation of .620 shows that the level of civic group engagement in the school is very highly evident.

The alumni respondents exhibited a highly evident level of engagement in the school. The overall weighted mean of 4.48 (SD = .687) points frequently to always scale of 5.0 and interpreted as highly evident engagement.

The local government unit level of engagement obtained the grand mean rating of 4.53 (SD = .601) and interpreted as "very highly evident". The standard deviation (SD=.42564) denotes homogeneity among responses.

The overall weighted mean of 4.04 with the standard deviation of .963 marked the highly evident level of engagement of business sectors in the school.

DISCUSSIONS

Based on the empirical findings of the investigation, the following conclusions are derived:

Parents, Local Government Units (LGUs), and Civic Groups are very highly engaged in the school development programs and projects. While lesser engagement is shown by the Alumni, Business Sectors and Teachers.

Parents, Local Government Units (LGUs), Civic Groups, Teachers, Alumni and Business Sectors are highly aware on the collaborative school governance.

Higher engagement of civic groups and non-political organizations e.g. Red Cross, Rotary Club, Kiwanis Club, Church Organizations, etc. will results to a more successful school in implementing the school development plan more specifically in improving students' achievement.

The more civic groups are engaged in the school and work together to support learning more students tend to earn higher grades.

KEYWORDS: Communication, Public Speaking, Intervention

SUBMISSION ID: R04A-CAVTP-1594

**Stakeholder's Participation in Gulayan sa Paaralan (GPP) Cum SBFP at
San Jose Elementary School**

Louie Medrano, Education

Abstract

INTRODUCTION

The school and community are the mainsprings of effective and powerful forces that can create a wholesome climate for mutual gains and betterment. They can build a kind of partnership where both are willing to share information as well as responsibilities to the best interest of children. They are inseparable and need each other to create a better impact on the lives of students and in improving students' achievement.

METHODS

This is descriptive qualitative research which aims to identify how the stakeholders cooperate to develop and maintain the GPP and how this project benefits the malnourished children through the SBFP. The researcher used a research-made questionnaire and interview to gather data. The design of the research compendium followed three phases namely the pre-design stage, the design stage, and the post-design stage. The pre-design stage includes gathered data as well as identifying the respondents of the study. The design stage includes the drafting of the research worksheets and the preparation of the research. Finally, the modification of worksheets and intervention.

RESULTS

The respondents of the study are 10 parents, 4 teachers, 5 LGU and 5 children who undergo in school feeding. Analysis and the findings highlighted factors that affect the participation of stakeholders in GPP. It includes lack of information about the importance of GPP in the SBFP, conflict schedule of activities and communication gap. Based on the findings, recommendations were made on how to support the stakeholders in GPP connected with SBFP to solve the problem.

DISCUSSIONS

This study covers the provisions and principles initiated by the school to promote the participation of stakeholders in the improvement of GPP. Some parents, teachers, LGUs and learners served as respondents. Furthermore, the findings of this research will mainly base on respondents. These responses were gathered through research-made questionnaires and interviews. The study was limited to the items given in the research instrument and the data provided by the respondents.

KEYWORDS: Stakeholder's participation, Gulayan sa Paaralan Project, school-based, feeding

SUBMISSION ID: R04A-BATANP-0983

**Stakeholders Participation on School Program in Saimsim Elementary
School: Basis for Developing an Action Plan**

Suzette de Castro, Aimmee R. Capucion, & Nina I. Salazar

Abstract

INTRODUCTION

School is a community of learning that needs a community of people who supports and participate in the school endeavors. It cannot stand alone without the sustenance that comes from the outside forces, the stakeholders. The stakeholders here refers to the parents, pupils, teachers and the community in which the school is situated. In other words, the two are perpetual partners.

METHODS

The researchers utilized the descriptive - evaluative method of research, attendance sheet of different school activities and teacher- made questionnaire were used as the primary data gathering instrument. The questionnaire was composed of two (2) components and was distributed to the respondents, the seven (7) teachers of Saimsim Elementary School. The data was analyzed using the percentage and ranking. The data obtained from the questionnaire were analyzed and presented in the following sections.

RESULTS

In this study parent's involvement in school, as measured by the attendance at a general meeting, a meeting with a teacher or school event like nutrition month, showed in baseline data in Data 1 reveals that a smaller number of parents participated in any school activities at Saimsim Elementary School. In this matter, the researcher studies the difficulties encountered by the teachers in the said school. The major problems encountered were the refusal of parents to attend and the parent assumed that all programs are money involved, the researchers find ways on how to intensify the stakeholder's participation through this action research. Based on this study, the best intervention strategies can be applied is Home Visit.

DISCUSSIONS

The result demonstrates the need for the teacher to conduct Home visits to all Parents. The teacher should give Information Dissemination through a letter in every meeting, programs, and activity in school. In every meeting, programs, and activities the school should have a Reward System like Raffle Draw and Incentive to the Early Birds.

KEYWORDS: stakeholders, community, sustenance, partners, support, participation, rewards, perpetual, activities

SUBMISSION ID: R04A-BATANP-1566

Stakeholders' Perception on the Implementation of Child Protection Policy in the San Jose Elementary School, Tuy District

Erica Barangas, Dr. Francisco L. Calingasan Memorial Colleges Foundation,
Inc. School of Graduate Studies

Abstract

INTRODUCTION

Child protection is the protection of children from violence, exploitation, abuse, and neglect. It is a system of government designed to protect children and young people who are underage and encourage family stability. Among the concerns and problems about protecting the children in the abuse and discrimination with their environment not only with their peers but also sometimes, the abuse came from the family members. It is the main concern that children can be protected from discrimination and abuse in society. In this study, the awareness of the stakeholders in the implementing of Child Protection Policy at the School as the day to day contact with the individual during school terms are particularly well placed to observe that supports the needs of each individual.

METHODS

A Descriptive-evaluative research method was used. The main data-gathering instrument used was the survey questionnaire. The total number of respondents was fifty (50) comprised of SPG officers, PTA officers, parents, classroom officers and teachers of San Jose Elementary School. To analyze the data collected, the researcher used weighted mean and ranking to determine the stakeholders' awareness of child protection policy. One-way analysis of variance (ANOVA) was used to determine the significant difference between the perceptions of the respondents on child protection policy.

RESULTS

Based on the findings of the study the child protection policy is implemented in the school that guides the entire organization towards child-friendly school to promote a conducive environment. through this policy, the teaching and learning process becomes interactive and shows positive discipline that makes the learner motivated. The perception of the teachers, SPG officers, PTA, parents and classroom officers shows an indication of significant difference among the perception of the different stakeholders This implies that the perception of the stakeholders is not the same. This may be attributed to the different perceptions of the stakeholders based on their demographic profile and knowledge on CPP.

DISCUSSIONS

The results show that the school must implement capacity building action plan to strengthen and increase the awareness of the stakeholders' regarding the Implementation of Child Protection Policy in the school and conduct seminars and symposiums for the pupils, parents, and teachers to increase the awareness and knowledge about the CPP.

KEYWORDS: stakeholders, perception, implementation, child protection policy

SUBMISSION ID: R04A-BATANP-0362

Stakeholders' Perceptions in the Implementation of K to 12 Program: A Basis for Sustainability and Partnership Plan

Joane Javier, Department of Education, South Cotabato

Abstract

INTRODUCTION

The Philippines is the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle and the other two are Angola and Djibouti. A 12-year program is found to be the best period for learning under basic education. It is also the recognized standard for students and professionals globally. The K to 12 program covers kindergarten and 12 years of basic education which is six years of primary education, four years of junior high, and two years of senior high. With its full implementation this school year there are still lots of resisting reactions in the implementation of the K to 12 program and apprehensions from stakeholders.

METHODS

A descriptive survey was used in this research to determine and describe the perceptions of stakeholders of LR Morandante Elementary School in the implementation of the K to 12 Program. This research design aimed to develop sustainability and partnership plans. A quantitative approach was used in data collection. In a quantitative approach, the survey questionnaire was utilized in the collection of information. The respondents of the study were the whole teacher population of LR Morandante Elementary School, Federated PTA officers and the members of the Barangay Council. All of the respondents were chosen through whole population sampling. Moreover, to gather data of the study all respondents were asked to answer the questionnaires given to them.

RESULTS

Technology is the primary source of information of the stakeholders in the implementation of the K to 12. On the other hand, the data revealed that printed materials are the stakeholders least sources of information in the implementation of the K to 12 programs.

Stakeholders perceived that the implementation of the K to 12 programs will help their son/daughter learn skills that are relevant to have a sustainable and decent life in the future. In contrast, the stakeholders perceived that the implementation of the K to 12 programs would add a financial burden to the family. For pupils' welfare, it was found out that the government is in hurry to implement and yet the students are not yet ready although the stakeholders also perceived that it enhances the knowledge and skills of the students.

DISCUSSIONS

Based on the result of the study, a sustainability and partnership plan will be formulated to enrich and enhance the existing sources, reactions and perceptions of the stakeholders in the implementation of the K to 12 program.

KEYWORDS: stakeholders, perceptions, sustainability plan

SUBMISSION ID: R012-SOUCOT-0020

Stakeholders' Professional Strengths and Needs in Enrique Zobel Elementary School: A Basis for a Proposed School-Based Training Program

Lorena Languitan, Department of Education

Abstract

INTRODUCTION

This study was conducted to help provide a summary of the School Plan for Professional Development (SPPD). It also helps to identify the areas of improvement and future training to address the learning gap of teachers. This can help in identifying the training needs of a teacher for future professional development that must be given priority.

For the stakeholders, school administrators and teachers, the findings of the study can be useful in the planning and in implementation of the school-based learning partnership program and other forms of teachers' capability building.

METHODS

This study used the descriptive survey research design to determine the competencies of the seven teachers in Enrique Zobel Elementary School based on the National Competency-Based Teacher Standards (NCBTS) with its integrated seven (7) domains. It involved gathering data that described events and then organized, tabulated, depicted and described the data.

RESULTS

The strengths and weaknesses of the EZES teachers based on the National Competency-Based Teacher Standards (NCBTS). Four domains assessed the teachers to be strong or expert. In domain 1, the teacher's actions demonstrate value for learning and that learning is of a different kind and comes from different sources. In the second domain, it creates a healthy psychological climate for learning. In the last domain, there is one indicator reflects on the extent of the attainment of professional development goals.

There were three domains that identify EZES teachers to be weak or developing. These domains were Domain 3, Domain 4 and Domain 5. For domain 3 understand and accept the learners, domain 4 and 5, there were two indicators assessed the EZES teachers communicate clear learning goals for the lessons as well as unique processes of individual learners.

DISCUSSIONS

The District of Calatagan through the support of DepEd Division Office of Batangas should assess regularly the teachers to plan and design a program to address the weaknesses of the teachers based on National Competency-Based Teacher Standards (NCBTS). The school will implement the proposed school-based training program addresses teachers' weaknesses which is based on the NCBTS-TSNA and the teachers should continuously upgrade their personal qualifications through continuing education like attending seminars and graduate school.

KEYWORDS: training needs, learning gap, planning, implementation, partnership program

SUBMISSION ID: R04A-BATANP-1788

Standardization of Academic Film Outputs Among Rosario Senior High School Students

Andy Barbosa, Rosario National High School

Abstract

INTRODUCTION

The power of film to become a potent tool of academic expression among the students is enhanced through this research. Since making films is learned informally or by DIY (do-it-yourself) manner, the need to teach the students the standards or basics of filmmaking is seen indispensable to be able for them to produce with standardized and more acceptable films as their academic outputs. Their knowledge of the elements of video and film production would improve their video making techniques not just for their expressions but by maximizing it as a tool for effective art forms as well as their expressions as socially aware individuals. This would also enable them to prepare for the many film making contests and events annually held at different levels. The output of the research is a festival of film adaptations of literary short story classics in collaboration with their 21st Century Literature classes.

METHODS

The research used the descriptive-quantitative method, applying the Slovin's technique, 127 respondents out of 186 total population of Grade 11 Senior High students (SHS) were made to answer prepared survey questionnaire. Simple statistical tools of finding the mean, median and composite mean plus ranking and percentage were also used. Focus group discussion and intervention were also conducted.

RESULTS

In spite of having film aspects content in their junior education MAPEH curriculum, the level of knowledge of SHS students about film elements particularly in editing and directing is found very low. Their knowledge of other elements of the film is generally low. However, in terms of their perceptions in using film as an academic output based on the select competencies particularly in being a good communicator and critical thinking, their responses are highly positive though.

DISCUSSIONS

The research is limited only to the respondents' level of knowledge about the elements of the film and their perceptions of using film as academic outputs and their application to the output. The film academic outputs of SHS students after the implementation of the intervention program has somewhat become standardized and improved. It is encouraged by the researcher the proper training and teaching of the basics of film and video making production since it is the medium which the students are currently using as their academic outputs in school.

KEYWORDS: film , film making techniques, standardization, academic output

SUBMISSION ID: R04A-BATANP-0409

Standardized Procedures in Implementing School Assemblies

Constancia Arcega, Gilanie Baradas, Suzette Lumbres, Beverley Mendoza, &
Angela Postrado, City Schools Division of Tanauan

Abstract

INTRODUCTION

Educational Assemblies is one of the means to achieve educational goals. Luyos National High School has yielded challenges in terms of getting all stakeholders on board to deal with the tasks and responsibilities associated with the conduct of General Assemblies. The CI project desired to achieve the following: a systematic approach to the implementation process of School Activities, appropriate delegation of tasks, accountability of focal persons, proper communication flow, and active participation of stakeholders. In this project, a number of barriers have been identified and addressed for the successful execution of General Assemblies.

METHODS

The CI Team conducted a Customer Satisfaction Survey and Focused Group Discussion to determine the students' views on how the school handled General Assemblies. Pareto Chart was used to rank the critical issues identified by customers. Data were ranked in terms of importance and frequency. A SIPOC (Supplier, Input, Process, Output, Customer) analysis was also made. It was divided into four process steps that included Receiving; Planning; Implementing; and Giving Feedbacks. A Why-why diagram was utilized to trace the root causes of disorganized conduct of assemblies. The same causes were identified in the IPO stages which rooted from the Focused Problem Statement. The Current Deployment Flow Chart was also used to identify the valuable and non-valuable steps leading to the creation of improvement targets

RESULTS

With the consistent implementation of the project SPISA, School Assemblies were held systematically and productively. From 29 steps the CI team narrowed down the process steps to 19. Accordingly, the results of the customer's satisfaction rating of the School Assembly increased from four to 38 out of 40 students, which is from 23% to 95% of the customers. Teachers, learners, and other stakeholders participated and learned with satisfaction. Thus, an enjoyable, organized and time-confined event was attained.

DISCUSSIONS

The results showed that proper process simplification with established procedures, communication through clear and catchy displays, increased teachers' involvement and commitment through proper task delegation, strengthened feedback results were the areas to be focused on in executing School Assemblies. The CI Team is aiming for continuous coordination with stakeholders in terms of strengthening linkages, maintaining the increasing number of the stakeholders, and capacitating the implementers of different school activities.

KEYWORDS: Standardized Procedures, School Assemblies, Continuous Improvement Process

SUBMISSION ID: R04A-TANAUA-0171

Star and the Improved Attendance and Academic Performance of Senior High School Students of Sangbay Integrated School

Bernadith M. Babalo, Sangbay Integrated School

Abstract

INTRODUCTION

Student absenteeism and its effect on academic performance concern all stakeholders in education. Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. In this study, the researcher generally aimed to improve students' attendance, participation, and performance through the utilization of STAR (Students Thrive through Awards and Rewards).

METHODS

This study utilized the quantitative-descriptive design wherein statistical tools used in the analysis of data are mean, count and frequency. Mean and Standard deviation was used in describing the initial and final average rate of attendance and academic performance of the students while Paired Sample t-Test was utilized to determine the significant difference of the student's average attendance and their academic performance before and after the implementation of STAR. Also, Eta-squared was computed to measure the effect of STAR in the attendance, participation and academic performance of the respondents.

RESULTS

Generally, this study revealed that rewarding each student's achievement no matter how small those achievements might encourage better learning and better academic performance as manifested in the improvement of average monthly attendance of senior high school students from 65.67% (prior to the conduct of STAR) to 85.36% (after the conduct of the STAR). Moreover, the study showed that there is a significant improvement in the academic performance of the Senior High School Students of Sangbay Integrated School after the conduct of the STAR. Finally, it showed that the respondents who were subjected to the study STAR perform better and attend in their class regularly as manifested in the Daily Attendance Record and Electronic Computed Grade of the. Respondents, therefore, are likely builds in them a culture of being competitive, hardworking and passionate since awards and rewards in STAR act as a catalyst to unleash the respondent's potential.

DISCUSSIONS

The results demonstrate the need to give rewards and awards to each student's achievement no matter how small those achievements might be. Students gain impulse to use their abilities and talents to reap big from their studies so that they land those reward packages. It supports further what Sinamenye states that "the initiative of rewarding the best-performing students enhances creativity and innovation among students".

KEYWORDS: STAR, Attendance, Academic Performance, Participation, Awards, Rewards

SUBMISSION ID: R002-QUIRIN-0088

STAR: Redirecting Pupils' Attention to Increase Class Participation

Deanna Mae Serrano, Department of Education Member

Abstract

INTRODUCTION

STAR or Superb, Talented and Attentive Rating is an intervention program where the pupils were given time to improve their class participation in Filipino subject. This study is focused on the causes of non - participation and the number of times participated by the Grade 6 pupils of Section Jacinto before and after the intervention. The respondents of the study were the Grade 6 pupils of Section Jacinto of Cantilan Pilot School in the school year 2018 - 2019.

METHODS

Out of 32 pupils of Grade 6 Section Jacinto, Cantilan Pilot School, Cantilan, Surigao del Sur, 18 pupils who got low in their classroom participation in Filipino subjects were selected as the respondents of the study in the school year 2018 - 2019.

The researcher utilized the simple descriptive approach. This study was designed to increase the class participation in Filipino subject among the Grade 6 pupils of Section Jacinto through STAR or Superb, Talented and Attentive Rating.

RESULTS

Based on the gathered data, seven (7) pupils got three (3) scores in their class participation, five (5) pupils got two (2) scores while six (6) pupils got one (1) point in their class participation. As to the causes of non - participation, six (6) pupils said that they lack attention from the teacher. Five (5) pupils respond that they lack self - confidence; four (4) pupils said that they lack parental support; two (2) pupils claimed that they could not control themselves in using their gadgets with one (1) pupil who had poor communication skills.

DISCUSSIONS

Table I revealed the number of times participated in Filipino subjects among the pupils of Grade 6 Section Jacinto. Based on the results gathered, seven (7) pupils got three (3) scores in their class participation, five (5) pupils got two (2) scores while six (6) pupils got one (1) the point in their class participation; a total of 18 pupils who did not participate in class activities. Table 2 revealed the reasons why the Grade 6 pupils of Section Jacinto did not participate in Filipino subject. Table 3 showed the number of times of participation among the Grade 6 pupils of Section Jacinto after the STAR intervention.

KEYWORDS: keyword1

SUBMISSION ID: R013-TANDAG-0005

STARS (Say, Tap, Accept and Reach): Improving the Academic Performance and Behaviors of the Fourteen Students of the Villarose Integrated School

Jesusa D. Martin, Villarose Integrated School

Abstract

INTRODUCTION

Many researchers find ways to improve the performance level of the school. This action research focused on the behavior of students in order to improve their academic performance. The proponent believed that attitudes first before knowledge. Commonly, steps were followed by the school in improving the behavior of the students. This was done in a formal communication among students, parents and the Guidance Counselor. After the dialogue, nothing had changed. But this time, a different intervention was conceptualized by the researcher to address these problems through the implementation of STARS (Say, Tap, Accept and Reach). This was conducted to improve Academic Performance and Behaviors.

METHODS

Descriptive -Comparative Design was used by the researcher to test the effectiveness of STARS to the Academic Performance and Behaviours of the fourteen students from Grade 7 to Grade 10 of Villarose Integrated School. This was conducted from January to March 2017. As per the record from the advisers, there were students who were frequently misbehaved in the school and resultant to poor Academic Performance. Vandalism, cutting of classes, uttering bad words and absenteeism without valid reasons were identified as acts of misbehaving. The teachers were asked to submit the anecdotal records and academic performance of the fourteen students with acts of misbehaviour. Based on the records, the learners received the intervention with many undesirable records. STARS was applied in the dialogue among the principal, the teacher and the student.

RESULTS

After the implementation of STARS, results showed that there was an increase in their general average numerical rating from 76.65 to 78.41. Besides, the number of misbehaved acts of the fourteen students from grades 7 to 10 of Villarose Integrated School decreased by eleven from twenty-two to eleven.

DISCUSSIONS

Based on the results, both academic performance and behavior of students were improved. Consequently, this action research is disseminated to all similar problems encountered in the school for adoption. It should present to parents during the meeting and conferences for information. Improvement and modification of the research must be accepted based on the school setting.

KEYWORDS: Academic Performance, Behavior, STARS

SUBMISSION ID: R002-QUIRIN-0114

**State of Electrical Workshop Facilities in the Bauan National
Agricultural and Vocational High School**

Juan Paulo N. Dipalac, Jerwin R. Bohol, John Justin M. Caringal, & Lord
Joshua B. Villanueva, Department of Education
(Adviser: Juan Paulo Dipalac)

Abstract

INTRODUCTION

Teaching is a mutual connection that entails interaction between a teacher and students. Technical educators teach with the aid of functional equipment, required tools, machines, and laboratories. The environment where teaching and learning would take place must be conducive to assure quality education. For these reasons, every educational institution has the responsibility of continuously monitoring the availability, functionality and effective utilization of facilities in order to deliver quality teaching and learning. This study was conducted to assess the state of workshop facilities available on students' acquisition of electrical installation skills in Bauan National Agricultural and Vocational High School. Furthermore, it aimed to determine how the availability of facilities affects the academic performance of the students in electricity subjects.

METHODS

A descriptive research design was adopted in this study. A structured questionnaire with 4- point Likert-scale was the main research instrument in gathering data for the study. The gathered data were analyzed using the appropriate statistical tools such as mean, percentages, frequency and Pearson- r correlation. Furthermore, the researchers gathered related literature to support the findings of the study. The results of the study served as the bases for the proposed course of action.

RESULTS

Students who participated in the research study by answering the questionnaires have agreed that there are inadequacies in functional electrical workshop facilities. Their level of academic performance in electricity subjects is not satisfactory. It is imperative that the school must secure the availability of functional facilities for the student to acquire the necessary electrical installation. Academic progress in electricity subjects may be possible given adequate resources.

DISCUSSIONS

Based on the findings of the study, electrical workshop facilities in Bauan National Agricultural and Vocational High School are not adequately available. Quality education is attained if functional and adequately available equipment and facilities are utilized fully for teaching and learning. Low academic performance in electricity of the students could be attributed to the scarcity of electrical workshop facilities.

KEYWORDS: Availability, electrical installation, functionality, workshop facilities, state

SUBMISSION ID: R04A-BATANP-1887

The Status of Annual Enrollment at the Guinhawa Elementary School: A Basis for a School-Based Enrolment Enhancement Scheme

Shiela Marie Ramirez, Annabelle Escobilla, & Maria Humirang, Guinhawa Elementary School

Abstract

INTRODUCTION

Enrollment has been an issue for educators since the establishment of the school. Admission standards and academic programs have been evaluated for decades by the school with the quest to enroll the desired student population. Along with this quest to enroll an optimal student population, the environment of education is continuing to change. Demographics of student's academic preparedness of students and how students communicate have presented new challenges for a school seeking to recruit and enroll students.

In 2018, it was reported that enrollment decreased from 2016 - 2018 from 106 to 80. Enrollment at some schools is declining at a rapid rate, others are maintaining enrollment, whereas enrollment at still others are decreasing. These differences within the Guinhawa Elementary School have several unanswered questions regarding the reasons for their shift.

METHODS

The purpose of their study was to analyze the changes in enrollment between SY 2016 - up to the present. The respondents of the study are the pupils who are interviewed by the teachers.

The researchers used data gathering tools such as survey method and interview. Also, the data gathering tool like questionnaires, interview guides were used to attain the objectives of this study.

A survey questionnaire was interpreted to identify the common causes or reasons for the rapid decrease of enrollment and determining the extent of the enrollment rate in Guinhawa Elementary School.

The interview to the students follows after the questionnaire in order to determine and confirm the responses given to the pupils.

RESULTS

According to the 36 pupils respondents with a percentage of 8.663%, there was 25 (5.995%)pupils transfer to other schools because of the distance from their house to school. 8 pupils or 1.918 % of the respondent transfer to other schools because of migration. 2 pupils or 0.480% stop from school because they refuse to go to school. And 1 pupil or 0.240% of the respondent stop from school because of sickness.

DISCUSSIONS

The researchers heaved the following conclusions:

There was a rapid decrease of enrolment at Guinhawa Elementary School.

Results show that majority of the respondents transferred or stop from school because of the far distance of the school from their houses.

There still a need to have a home visitation to before the enrollment of the class.

It is recommended to have teacher - pupils conference every year.

KEYWORDS: enrollment, distance, home visitation, conference, transfer, sickness, pupils, rapid decrease, recruit, migration

SUBMISSION ID: R04A-BATANP-1222

**The Status of the Elementary School Feeding Program as Perceived by
the School Heads, the Teachers and the School Homeroom PTA
Officers in Cluster II, South District, Division Of Tanauan City**

Rizza Manzanero

Abstract

INTRODUCTION

Parents are responsible for their children. Their responsibility starts from the moment of a child's conception until such a time that they become responsible adults. They are also responsible for the overall development of their children. They play a very important role in every child's physical, mental, emotional, social and spiritual growth. An example of this is when parents provide nutritious foods for the family so that the children will grow healthy and strong. Man's sustenance depends largely on the food he eats, whether that food comes from plants or from animals. Whichever the source, the food we eat must supply the body with energy to support our activities and the growth of the body tissues and must furnish the nutrients needed for the regulation of vital body processes.

METHODS

The study used the descriptive method of research to know the status of the school feeding program as perceived by the school heads, teachers and parents in Cluster III of South District in the Division of Tanauan City. Castillo (2016) defines this method as a research design wherein events are recorded, describes, interpreted, analyzed and compared. This is designed for the investigator to gather information about the present existing condition.

RESULTS

School feeding program which is the concern of this study represents one means of enhancing the demand for education since the food provided through the school feeding program offers families a sure for free nutrition and at the same time increase primary school enrollment. This increase in enrollment indicates the success of the government in stimulating parents to send their children to school.

DISCUSSIONS

A very recent DepEd Memorandum No.101,s.2012 with the theme: "Pagkain ng gulay ugaliin,araw-araw itong ihain" enjoined all schools whether public or private in all levels to observe the month-long celebration with fitting activities that would heighten awareness of malnutrition and its effects on national development, among others. All these were nutrition intervention measures to promote the health of children. These reasons prompted the researcher to conduct a study regarding the status of feeding programs in Cluster II, South District Division of Tanauan City.

KEYWORDS: Nutrition, Nutritional status, Performance, Recipients, School Feeding

SUBMISSION ID: R04A-TANAUA-0137

The Status of Facilities of Elective Subjects of the Senior High School in the Secondary Schools of Aroroy

Norberto Batino, Jr., Department of Education

Abstract

INTRODUCTION

The transition of the Philippine Educational System from Basic Education Curriculum (BEC) to K to 12 Curriculum was a controversy if the Philippines is ready for it such as the learning materials, additional and well-equipped teachers and school facilities. School facilities have a bearing on teaching and learning in profound ways (Pennsylvania State University, 2015). It was supported by Earthman (2002) who also believes that the condition of school facilities has an important impact on students' performance and teacher effectiveness.

METHODS

Descriptive quantitative was the research design used in this study. Convenience sampling was utilized in choosing the participants. This sampling method involves getting participants wherever the researchers can find them and whoever is available during the data gathering. The respondents are the Senior High School teachers in the municipality of Aroroy handling elective subjects. Data were analyzed through frequency and percentage.

RESULTS

Based on the result, it was revealed that Bread and Pastry was the elective subject commonly offered in the Senior High Schools of Aroroy. As to the status of their facility in their elective subject, the majority of them rated 2 out of 5 in which the indicators are not appropriate, not organized, lack of equipment, tools, materials and even ingredients used for laboratories. Most of them also revealed that the purchased items by teachers and students during laboratory activities were not reimbursed from the school Monthly Operational and Other Expenses (MOOE). The teacher-respondents believed that the present status of their facility affects the performance of students in the subject for students who cannot meet the competencies of the curriculum, thus the performance standards are not met.

DISCUSSIONS

They perceived the status of their facilities as poor, of which they revealed that the items the teachers and students purchased were not reimbursed from school MOOE. The findings present that these lack of facilities in the elective subjects of SHS affect the academic performance of the students in the subject. This result was strongly proven by Sumunod (2013), who states that the lack of facilities of schools may lead to a lack of focus of students on their studies and may not manage to learn at all. The future researchers may expound the scope of the study to division level so DepEd Masbate may give interventions on such problems faced by SHS teachers handling elective subjects.

KEYWORDS: Status of facilities, elective subjects

SUBMISSION ID: R005-MASBAP-0009

The Status of Grade Four Pupils' Skills in Solving Mathematics Word Problems in the Bigain Elementary School

Elen Bathan & Aida B. Carandang, Public School Teachers

Abstract

INTRODUCTION

Problem-solving has been and will be a necessary skill not only in Mathematics but in everyday living. Understanding students' difficulties in mathematics skills needed in problem-solving are one of the ways to assist the group of students. And today, with the No Child Left Behind Act, teachers are required to implement effective research based-practices. This study aims to determine the status of Grade Four pupils' skills in solving word problems in Mathematics. Outputs of this study are proposed activities that will enhance pupils' skills in solving a word problem.

METHODS

The study was done using a combination of qualitative and quantitative approaches to gain a clearer understanding of students' difficulties in mathematics problem-solving. Qualitative data were collected through a questionnaire, while quantitative data were collected through a test (exercises). The first stage of data analysis involved analyzing and coding interview transcripts and recordings. The second stage of data analysis involved analyzing and coding all incorrect or no responses to word problems. Transcripts and children's jottings or workings were used to code as to which difficulty prevented a correct answer being given.

RESULTS

The study revealed that most students were specifically poor in solving word problems. Children were not able to decode the words used in a word problem, not comprehending a sentence, not understanding specific vocabulary and not having the confidence or the ability to concentrate when reading. These difficulties arise when children cannot imagine the context in which a word problem is set or their approach is altered by the context in which the word problem is given. Children appear to find it harder to form a number sentence for some word problems structures than others. Difficulties can occur with children's selection of, and aptitude with calculation strategies. The context in which a word problem is given and the size of numbers involved can impact on children's choice of a calculation strategy.

DISCUSSIONS

Teachers shall find a better way on how to increase the level of Grade Four Pupils at Bigain Elementary School in solving word problems in Mathematics. The researcher recommended that the teacher shall provide exercises that will enhance the ability of the learners to comprehend in solving word problems.

KEYWORDS: word problem, analyze, mathematical skills, enhance, calculation strategy

SUBMISSION ID: R04A-BATANP-1651

The Status of Implementation of the School-Based Feeding Program in all Public Elementary School Recipients in SDO Laguna with the Crafted Localized Policy: A Basis for the SGOD Monitoring and Evaluation System

Darwin Talambayan, Department of Education Laguna

Abstract

INTRODUCTION

The School-Based Feeding Program (SBFP) accompanied by the localized policy has been implemented in Schools Division Office of Laguna since August 2018. It is a system that aims to provide guidance to all public schools in the proper utilization and liquidation of funds; ensure the optimal use of fund sources by preparing and submitting the required documents as stated in DO No. 39, s. 2017; support the SBFP through the 35% canteen share allocated for the feeding program through milk feeding, purchase of fruits and additional meal to help improve the nutritional status of pupils who are identified as wasted and severely wasted; and institutionalize mechanisms in the observance of Transparent, Ethical, Accountable (TEA) governance; an advocacy of Region IV-A CALABARZON.

METHODS

This research was conducted using a mixed method. Quantitative research was applied where purposive sampling was employed; 253 public elementary schools were selected as 2018 SBFP implemented schools. To authenticate the data, qualitative research was also employed. Direct interview from stakeholders in the field and the use of SBFP monitoring tool gave value to this study to authenticate the data being collected.

RESULTS

The data collected by the school nurses, consolidated by the Division SBFP Coordinator and interpreted by the PSDS/Division SBM Coordinator showed that out of 24,725 SBFP target beneficiaries in the elementary, there was a significant improvement of 9,354 (37.83%) pupils under Normal Nutritional Status (NS) during the midline weighing in September 2018 and an improvement of 16,974 (68.65%) pupils under Normal Nutritional Status (NS) during the end line weighing in December 2018.

DISCUSSIONS

The SBFP localized policy is a division initiated-project of SDO Laguna. The SGOD OIC Chief is the proponent of this program. It consisted of tools such as attestations; with SBFP-related documents like Monthly Accomplishment Reports and Program Completion Report required for ISO integration of the SDO Laguna.

The 68.65% improvement is still below the 70% target of the SBFP. This may be attributed to SBFP focal person work assignments, compliance to cycle menu, weighing error, and stakeholder support. thus, it is recommended that pupils who are not gaining weight or be at the normal status shall be referred to the health personnel for further assessment, a reiteration of the program for the concerned parents, and close monitoring of the program using the SBFP monitoring and evaluation system.

KEYWORDS: Attestation, School-Based Feeding Program, Feeding Time, Monthly Accomplishment Report, wasted pupils, severely- wasted pupils

SUBMISSION ID: R04A-LAGUNA-0010

**The Status of Individual Performance Commitment Review (IPCR)
Implementation for Teachers in Public Secondary Schools in the
District of Trece Martires City: A Basis for an Intervention Scheme**

Nenita V. del Rosario, Francisco Osorio National High School

Abstract

INTRODUCTION

This study aimed to assess the status, issues, and concerns in the implementation of Individual Performance Commitment Review (IPCR) in the secondary schools as a basis for an intervention scheme.

METHODS

The study employed a descriptive comparative research method design. Purposive sampling technique was used in the selection of respondents who are the actual users of the IPCR to gather data. A total of nine (9) school heads and eighty (80) teachers out of the two hundred fifty-seven (257) population were the participants of the study.

This study utilized the researcher-made questionnaire as the main data-gathering instrument based on the existing IPCR focusing on the given Key Result Areas (KRA) used in public schools.

RESULTS

The salient findings of the study are the following: 1. teaching-learning process (CM=4.19); 2. student outcomes (CM=4.23); 3. community involvement (CM=4.15) 4. professional growth and development (CM=4.18) and 5. professional ethics (CM=4.27) were found to be a great extent. This indicates that both the school heads and their teachers are fully aware of the existing status of the IPCR Implementation. With regard to the issues and concerns in the implementation of IPCR, the responses of school heads and their teachers contradict each other. The school heads disagree with the existing issues and concerns in the following variables: 1. teaching-learning process; 2. student outcomes; 3. community involvement; and 4. professional ethics while teachers slightly agree. However, both the school heads and the teachers slightly agree with the existing issues and concerns encountered in the implementation of IPCR for teachers as to professional growth and development.

DISCUSSIONS

There is a significant difference in the status of IPCR as assessed by the school heads and teachers except in the community development and professional growth and development. Likewise, there is a significant difference in the issues and concerns in the IPCR implementation as assessed by the school heads and teachers except in professional growth and development.

KEYWORDS: IPCR, Teaching-learning Process, Students' Outcomes, Community Involvement, Professional Growth and Development, Professional Ethics

SUBMISSION ID: R04A-CAVITP-0420

The Status of K to 12 Science Curriculum in the Public Secondary Schools in the San Juan District, Division of Batangas: A Basis for an Enrichment Program

Janice Cuya, Teacher

Abstract

INTRODUCTION

This study was undertaken to ascertain the status of Science Curriculum in the public secondary schools of the District of San Juan as evaluated by Science Teachers during the school year 2016-2017. Specifically, this study sought to identify the profile of the respondents; the status of Science curriculum implementation; the teachers' perceived problems in teaching science; and the significant difference in the evaluation of science teachers on the problems in teaching science.

METHODS

The descriptive research with the use of the quantitative method helped the researcher in getting the results of the study. The respondents involved in this study were 33 science teachers from the six national high schools in the San Juan District. The questionnaire was the main instrument utilized in gathering the data needed in this study. The statistical tools applied in treating data are a percentage, weighted mean and ranking.

RESULTS

Findings revealed that the data reflect that the majority of the respondent's age 11-20 years. The average weighted mean of 4.10 revealed that the general objectives of the new curriculum were implemented to a great extent. The result revealed that the teacher-respondents employed to a great extent constructivism approach as a method of teaching. The average weighted mean of 4.15 revealed that the instructional materials were utilized to a great extent. This infers that the teacher-respondents used a variety of supplementary materials and adapted instruction to meet learning needs. The respondents rated the evaluation of instrument employed to a great extent. The result revealed that the teacher-respondents employed traditional assessment to a great extent compared to authentic assessment to a moderate extent. The respondents perceived the problems in teaching science in terms of instruction to a moderate extent. The result revealed that the teacher-respondents had moderate problems with instruction. The result revealed that the teacher-respondents had moderate problems on the laboratory.

DISCUSSIONS

Based on the highlights of the findings, the following conclusions were drawn: The majority of the respondents have a sufficient number of years in teaching science. The components of science curriculum implementation were able to deliver by the teachers to a great extent. The general objectives, approaches and strategies, learning resources and evaluation instruments used were implemented by the teachers to a great extent.

KEYWORDS: Curriculum, Enrichment

SUBMISSION ID: R04A-BATANP-1867

**The Status of Leadership and Management Skills of School Heads
Relative to Teaching Effectiveness in Tanauan City South and West
Districts: A Basis for a Training Design**

Rhowena Jimenez, Department of Education Tanauan City

Abstract

INTRODUCTION

Excellence starts with leaders of good and strong characters who are engaged in the entire leadership and management of every institution when it comes to nurturing the children. The first process is being a person of honorable character. In this study, we identify the status of leadership and management skills of school heads relative to teaching effectiveness in Tanauan City South and West District: basis for a training design.

METHODS

The descriptive method of research was used in this study in an attempt to describe the data with the correctional analysis of the different factors considered. The respondents of the study were fourteen (14) school heads and two hundred nine (209) teachers of public elementary schools in Tanauan City South and West District. The results of the two tests were compared using the t-test statistical tool, since, a significant difference is found to exist between the two tests, and then reliability status of the prepared materials had been established.

RESULTS

According to the result of the conducted study, the status of leadership skills of the school heads in Tanauan City South and West District as perceived by themselves and the teachers in terms of motivating, communicating, coordinating, evaluating and receiving feedback and in terms of planning, implementing, organizing, directing and controlling was very highly observed, It as well showed that there is a non-significant differences between the perceptions of two sets of respondents on the assessment of leadership and management skills shown by the school heads and the level of effectiveness of teachers as perceived by the school heads and by the teachers themselves in terms of teaching principles and methods, knowledge of the subject, classroom management, motivational teacher behavior and personal and social characteristics was rated very highly effective.

DISCUSSIONS

The principals and teachers are encouraged to maintain the standards that they have in school programs and projects to be educationally equipped and to have the appropriate knowledge in leadership and management skills; be motivated to maintain a well-developed evaluation procedures on the teachers development in terms of teaching effectiveness; school must provide suggestions and offering more constructive activities and teachers programs of development for the internal efficiencies.; Research studies are recommended along the areas of leadership and management skills and teacher's effectiveness in teaching using other variables which are not included in the present study.

KEYWORDS: Leadership, management, effectiveness, motivation

SUBMISSION ID: R04A-TANAUA-0057

The Status of the Performance of Grade VI Pupils in Solving Mathematical Fractions Utilizing the Multimedia Classroom

Emely Aala Sumague, Department of Education

Abstract

INTRODUCTION

Teachers as members of a profession, extend the whole series of their professional endeavor by the way of expressing tutorial leadership, and good teaching behavior. In this modern age, teaching pupils become so complex and painstaking on the part of the teachers such that they should demonstrate versatility in using appropriate strategy applied in instruction with the aim in view of encouraging learners to learn and understand better.

The researcher became interested in assessing the performance of pupils in solving fractions in Mathematics instruction, hence the number of years of her experience as a Math teacher she had continuously encountered the same level of difficulty of in teaching said activity specifically in its addition, subtraction, multiplication and division and so with fractions. It is at this juncture that she manifested interest in assessing the status of pupils' performance in Mathematics utilizing a multi-media classroom. Likewise, identify the advantages and disadvantages earned in utilizing the process.

METHODS

This study utilized an experimental method of research with a researcher-made test utilized in the pre-test and post-test. Only one section of the grade six pupil was used in the conduct of this research work. This set of pupils was composed of 37 individuals who were used as the subject of the study. This group of pupils was given pre-test and post-test activities. The statistical treatment was t-test of the difference between two independent means.

RESULTS

It was revealed by the results of the computation made, that a highly significant difference was obtained between the scores found in the pre-test as against the scores obtained in the post-test. The results disclosed a computed t of 11.19, meaning that probability value which was 1.96 at .01 level of confidence, was very much less than the computed t , thus yielding an interpretation of Highly Significant.

DISCUSSIONS

Results revealed that there is a noticeable improvement in the performance level of pupils was seen in the post-test and this could be brought about by the utilization of a multi-media classroom in teaching. It highly motivates the pupils' interest in learning which contributes to the attainment of better performance in Math.

KEYWORDS: multimedia-classroom, pupils' performance, assessment

SUBMISSION ID: R04A-TANAUA-0070

The Status of Performance-based Assessment in Intermediate English Classes

Jily Roces, Department of Education

Abstract

INTRODUCTION

DepEd Order No. 8 s. 2015 states that classroom assessment aims to help students perform well in relation to learning standards -- content standards, performance standards, and learning competencies outlined in the curriculum. In English subjects, performance task which allows students to demonstrate learning and to create or innovate products has a weight of 50% of the grade of learners per quarter. This is to put a premium to the development of HOTS and 21st-century skills of learners specified in the K to 12 Basic Education Curriculum.

METHODS

This study made use of the descriptive research method. A validated Survey Questionnaire was used by the 29 intermediate English teachers in Tabaco South District which generated the status of the conduct of performance-based assessment along the nine Domains of Literacy specified in the Curriculum Guide and determined the factors affecting the conduct of the performance-based assessment.

RESULTS

The data showed the percentage of teachers who conducted performance tasks as a form of summative test for the first quarter of SY 2018 - 2019. Out of 29 respondents, 21 or 72.41% conducted a performance-based assessment to measure the Oral Language and Fluency competencies of pupils. Moreover, 18 out of 29 teachers or 62.07% gave performance-based assessments in Reading Comprehension. The data also revealed that only 20.69%, of teachers, conducted a performance-based assessment for Vocabulary and Viewing while 13.97% for Study Skills. The teacher respondents considered Many activities that disrupt classes, Insufficient references to guide teachers in giving performance-based assessment and Many add-on duties in schools as Evident Factors affecting the conduct of the assessment.

DISCUSSIONS

The respondents did not fully assess the learners' development of content and performance standards set in the English curriculum. Also, the performance standards for all of the Domains of Literacy were not met and teachers did not have sound and credible basis for the 50% of the quarterly grades of learners. Moreover, learners were not given opportunities to demonstrate and integrate their knowledge, understanding, and skills in lessons learned in specific real-life situations. Therefore, the goal of producing 21st-century learners was not realized.

KEYWORDS: Performance-based Assessment

SUBMISSION ID: R005-TABACO-0077

The Status of Special Education Programs of the Secondary Schools in the Division of Rizal

Jimmy Pajarillo, Department of Education

Abstract

INTRODUCTION

The study aimed to determine the Status of Special Education Programs of the Secondary Schools in the Division of Rizal as perceived by the three (3) groups of respondents namely SPED coordinators, SPED/Receiving teachers and Parents during the school year 2015-2016.

METHODS

The study made use of a descriptive research method utilizing survey design with the aid of a questionnaire checklist as an instrument to gather the needed data. The target respondents were the SPED coordinators, SPED Receiving teachers and Parents chosen through stratified sampling. They were asked to accomplish the survey instrument with four components such as Objectives; Curriculum; Administrative Support and Family Involvement. Moreover, other components such as Assessment Program; Intervention Program; Teachers and Staff Competence; Instructional Materials; Physical Facilities; Special Programs; Learner's Performance; and Community Support and Linkages were answered using the hard data.

RESULTS

Based on the findings, Objectives were found to be Very Much Attained per evaluation of the respondents; while Curriculum per obtained grand means was verbally interpreted as Highly Evident, and Family Involvement and Administrative Support were interpreted as Highly Observed per obtained grand mean.

In general, the SPED Programs of the secondary schools were found to be a very important factor that contributed greatly to the learning of children with disabilities.

DISCUSSIONS

The best practices in Special Education, are as follows, Providing specially designed Instruction; Technology transformation; Creating a positive and safe learning environment; Learning multiple techniques to reward positive behavior; The best practices in Special Education as revealed by the Parent-respondents are as follows, Involvement in agencies; NGO that help CWSN; Enriching the school community relationships; Support their children in the attainment of goals; Cooperates in the preparation of anecdotal records; Provides data for easy benchmarking; this implies that the Parent, SPED teacher and SPED Coordinator has a high regard for Special Education.

It concluded that the SPED programs required strong Administrative Support and Family Involvement for the implementation of the SPED Curriculum to attain quality, relevant and responsive special education.

KEYWORDS: status of special education of Division of Rizal

SUBMISSION ID: R04A-RIZALP-0275

**The Status of the Teachers' Development Program of Tech-Voc Schools
in the Province of Cavite: An Input to Work Efficacy and Performance**

Alfred Gallardo, Tanza National Trade School

Abstract

INTRODUCTION

As presently observed, there are many problems confronting educational institutions today, these include poor performance of students in national achievement test, inferior skills of students to land a job after graduation, and unsatisfactory work ethics of mediocre graduates that cannot compete in the global market. Congressional Commission on Education reported that the quality of Philippine Education has been declining continuously. Another issue that emerged in the Philippine education is poor teaching performance as shown in research undertaken for the purpose of assessing the level of excellence in Philippine education.

METHODS

The investigation employed descriptive presentation of variables; the frequency and percentage were used for nominal or categorical data while the mean and standard deviation were utilized for the variables that generated interval data. Data collected were treated statistically using standard statistical tools. Qualitative data were translated numerically using the five-point scale. To test the hypothesis the stepwise multiple regression analysis using the Statistical Package for Social Sciences (SPSS) computer software was applied.

RESULTS

Industrial Arts teachers in Tech-Voc schools mostly are pursuing master's program; Technology skills upgrading is generally the highly practiced and the most engaging professional development program provided by the Tech-Voc schools; Teachers exhibited high level of efficacy in student engagement, instructional strategies, and classroom management; Seminars and workshop, technology skills upgrading, peer mentoring, classroom visitation and continuing professional education show no effect on the teacher's performance nonetheless the teachers still demonstrated a very satisfactory performance; Teachers with more technology skills upgrading have higher work efficacy in terms of student engagement than those with lesser number of technology training; Teachers with higher level of work efficacy in instructional strategies are noticeable among teachers who have received technology skills upgrading and those who pursue higher level of education; Teachers who received coaching and mentoring from their colleagues obtained low level of work efficacy in classroom management. Teacher's work efficacy in classroom management is enhanced by pursuing master and/or doctorate degree programs. And inasmuch as technology skills upgrading, peer mentoring/coaching, and continuing professional education cast significant effects on the work efficacy of teachers.

DISCUSSIONS

Technology skills upgrading should be regularly provided to teachers as part of the development program of the school to enrich and keep the teacher's skills and knowledge updated. A strong need for industry partnership and linkages must also be established by the school head of the Tech-Voc schools, it may be a good avenue for "teacher's immersion program" for them to get internships during summer vacation. Teachers should also be recognized formally in recognition day or teacher's day celebration when they earned a higher level of National Certificate, this will motivate others to do the same.

KEYWORDS: Teachers Development

SUBMISSION ID: R04A-CAVITP-0130

The Status of Teachers' Instructional Practices in Literature on the Performance of Public Junior High School Students in Area III, Division of Batangas: A Basis for a Proposed Action Plan

Reapril Santos, Department of Education

Abstract

INTRODUCTION

Literature classes are perceived as boring and useless for many students. The endless meetings of reading chapters and units put the students into a state of boredom. Teachers seem to be helpless in making the students read the pages covering the lessons in literature. The scenario is worse in the discussion part wherein the students cannot answer even noting detail-questions.

To make the study of Literature more meaningful and enjoyable, the teacher should implement instructional practices that will strengthen and establish a harmonious and positive learning climate, engage the students in activities and apply classroom assessment procedures.

METHODS

The study focused on finding out the assessment of Literature teachers on their instructional practices in teaching literature and their students' performance in the subject. It used the descriptive method of research which involves the collection and analysis of data in order to test the hypothesis and answer the questions concerning the study.

RESULTS

1. The respondents confirm the very satisfactory instructional practices of the teachers in teaching Literature in terms of learning climate and student engagement, while normally average in the area of classroom assessment. 2. Instructional practices of the teachers in terms of learning climate, student engagement and classroom assessment vary significantly since greater manifestation is observable on the first two variables than on that of the third. 3. The students' performance in Literature is satisfactory. 4. Instructional practices of the teachers in terms of learning climate, student engagement and classroom assessment collaboratively enhance the students' performance in Literature. 5. The proposed action plan aimed to improve further the teachers' instructional practices, along with the students' academic performance.

DISCUSSIONS

The teacher should design a classroom apt, hold literary contests and make every encounter more meaningful and enjoyable to establish a positive learning climate; the teacher should promote open lines of communication, design classroom activities, and set up classroom policy to strengthen the process of student engagement; the teacher should be adept in selecting test items, inform the students the criteria for passing and failing a test or activity, and have transparency of the grading system to maintain classroom assessment procedures, while the proposed action plan should be implemented the soonest time possible.

KEYWORDS: positive learning climate, student engagement, classroom assessment

SUBMISSION ID: R04A-BATANP-1592

**The Status of Teaching Technology and Livelihood Education for
Grade 9 in the Fourth Congressional District of Quezon**

Kadeem Kert Enriquez, Magallanes NHS, Sta. Catalina Extension

Abstract

INTRODUCTION

The research sought to determine the status of teaching TLE in terms of (1) the profile of the teacher regarding the instructional materials they used; (2) inventory of the facilities and equipment in bread and pastry; (3) the level of effectiveness on the instructional materials used in teaching bread and pastry; and (4) adequacy of the instructional materials in bread and pastry.

METHODS

A descriptive survey method was used by the researcher to determine the status of instructional materials used by the teacher in selected public high school in the Fourth Congressional District of Quezon. From the results of the study, an Action Plan was developed for all public secondary schools with Grade 9 TLE teachers handling Bread and Pastry in the Fourth Congressional District of Quezon.

RESULTS

Generally, the typical Grade 9 TLE teacher-respondents teaching Bread and Pastry in selected public secondary schools in the Fourth Congressional District of Quezon were female, mostly married and ages between 20-35 years old. When it comes to profession-related variables, the majority were Teacher I position which is Salary Grade 11 and with 0-10 years teaching experience wherein mostly attained BS with MA units. Aside from that, the majority in their field of specialization was Home Economics and when it comes to competency, 100% of the teachers took National Competency II or NCII in Bread and Pastry and they passed and qualified to teach Bread and Pastry. The majority of the Grade 9 TLE teacher-respondents teaching Bread and Pastry in public secondary schools in the Fourth Congressional District of Quezon perceived themselves as "Sufficient (S)" when it comes to the inventory of facilities and equipment.

DISCUSSIONS

Based on the overall result, the majority of the Grade 9 TLE teacher-respondents were "Proficient (P)" in terms of the level of effectiveness on the instructional materials used in teaching bread and pastry. The average mean is 3.88 and interpreted as "Proficient (P)". Furthermore, the respondent manifested in their responses with the adequacy of instructional materials in bread and pastry. It was shown on the scale of their responses which is 3.30 and interpreted as "Developing (D)". In-service training to TLE teachers for TESDA qualification is highly recommended for the teachers' readiness and be more competent in senior high school Philippine Qualifications Framework (PQF).

KEYWORDS: TLE teachers, bread and pastry, instructional materials, effectiveness, equipment

SUBMISSION ID: R04A-QUEZON-0200

**The Status of Grade Six Pupils in Creating Word Problems: A Basis for
the Proposed "Create M.A.T.H. Learning Package"**

Emmylou Arcilla

Abstract

INTRODUCTION

Solving word problems, more so, creating their own problem story is a tough job for a Filipino learner, especially because Math problems should be stated in English and some other factors that may hinder mastery of such learning competency.

Strategic approaches and interventions need to be applied to make learning possible.

The researcher would like to propose the utilization of "Create M. A. T. H. Word Problems" which means Making a mental picture a situation, Applying the basic mathematical operations, Thinking of the characters, data needed and keywords and finally Having a try and create their own word problems.

METHODS

The survey method is used to collect descriptive data. The researcher utilized a self-made questionnaire which will be the basis for the study. The survey consisted of a Likert-type rating scale to provide evidence to present the pupils' views on the subject matter.

Also, the questionnaire consisted of a checklist about the strategies used by the teacher and the difficulties encountered by the pupils in creating word problems. Data gathered were tabulated and analyzed using the weighted mean and frequency distribution.

RESULTS

The researcher found out that the Grade Six-Diamond pupils have a low performance can be attributed in their difficulties in constructing English sentence and inability to perform best in the basic skills in Math. Added to this, their low interest, little motivation and lack of confidence in doing the tasks were also factors affecting their ability to write their own word problems.

However, it is significant to note that they can create word problems using guided story problems. With this finding, teachers should scaffold the process or provide guide word problems to help create problem story.

Venturing into using the strategic instructional materials that captures the interests and heightens the pupils' motivation is a big challenge to teachers.

DISCUSSIONS

The research proposed the utilization of learning designed to gauge the pupil's own level of performance, then follow a step-by-step procedure to achieve better performance in creating word problems with reasonable solutions. "Create M. A. T. H. word problems" means Making a mental picture a situation, Applying the basic mathematical operations, Thinking of the characters, data needed and keywords and finally Having a try and create their own word problems.

KEYWORDS: create, scaffold

SUBMISSION ID: R04A-BATANP-0941

**The Status of the Reading Comprehension and Reasoning Skill in
MATHematics of Grade II Pupils of the Lalaan Central School**

Rosalie Dilidili, Naneth B. Fernandez, & Ancel B. Riego de Dios, Department
of Education

Abstract

INTRODUCTION

Reading is a fundamental academic and life skill; however, there are some elementary students who struggle with reading comprehension. Unfortunately, this fundamental skill is not being mastered by all students, and the lack of achievement is predominant among grade II students of Lalaan Central School. In Lalaan Central School, which consists of 160 grade II students, the elementary teachers are using a reading basal program that focuses on improving comprehension by implementing the following: predicting, visualizing, monitoring and clarifying, monitoring and adjusting reading speed, summarizing, and making connections.

METHODS

The descriptive method of research was utilized. The reason for using this method was the fact that the study dealt with the evaluation of students' level of reading comprehension and reasoning skills. The study evaluated the level of reading comprehension and reasoning skills of grade V elementary students of Lalaan Central School. It involved gathering of information using validated and standardized tests to find out the extent of reading comprehension and reasoning skills demonstrated by the teachers. The researcher decided to conduct this study to be able to share knowledge and skills that she believes will help the teachers in their teaching.

RESULTS

As an output of this study, a proposed instructional material for grade II elementary students of Lalaan Central School in the Municipality of Silang is hereby presented by the researcher.

Based from the findings of the study, the proposed instructional materials will focus on the topics of the different areas of reading comprehension and reasoning skills that were evaluated from the students by the researchers as the respondents with Normal, Dull and Border results in reasoning skills while Good, Fair and Poor results in reading comprehension.

DISCUSSIONS

160 grade II students of Lalaan Central School, 85 students are Good in reading comprehension with a percentage value of 53.13. The result shows that 30 students are Fair and 15 students who are Poor with a percentage value of 18.75 and 9.38 respectively. This shows that there are still students who need assistance to enhance their reading comprehension in Mathematics.

From the results of the reasoning skills of the students, it was found out that there is a need to improve the reasoning skills of grade II students in Lalaan Central School because of the number of students who are in Normal, Dull and Border level of reasoning skills.

KEYWORDS: reading comprehension and reasoning skill in mathematics

SUBMISSION ID: R04A-CAVITP-1159

**The Status of the School Disaster Risk Reduction and Management
Program of the Pag-asa National High School**

Paulo Baluis, Faculty
(Adviser: Nelly Bien)

Abstract

INTRODUCTION

Republic Act 10121 known as the "Disaster Risk Reduction and Management Act of 2010, institutionalized the disaster risk reduction and management programs. In compliance with this act, the Department of Education promptly issued DepEd Order No. 50 s.2011 which called for the creation of a Disaster Risk Reduction and Management Office (DRRMO). This study assessed the School's DRRM program along with information dissemination and education campaign; skills development and capability building; and, resource generation and mobilization.

METHODS

This descriptive research involved the 351 students and 98 teachers of Pag-asa National High School. Stratified random sampling was used for the students; while, random sampling was utilized for the teachers. A structured questionnaire composed of four parts: activities involving information dissemination, second is the skills development, third is the views of the respondents on what activities they propose to strengthen the DRRM capability of PNHS and the last are other suggestions that can improve the DRRM implementation.

RESULTS

DRRM Organization of Pag-asa National High School was officially formed in 2011 headed by Mr. Paul Baluis. It was composed of a coordinator, an assistant coordinator, and eight operating teams. Among the cited activities only songwriting contest was not attended by the majority of the teachers and students. The majority attended the fire and earthquake drill and basic first aid training. Teachers rated the activities under information dissemination and education campaigns outstanding. However, only the orientation seminar was rated outstanding by the students. Activities under skills development and capacity building were rated outstanding by the respondents. To strengthen the DRRM, teachers proposed to utilize e-media and launch more orientation seminars involving teachers, non-teaching personnel and stakeholders. Students suggested the distribution of pamphlets and brochures DRRM. The bigger venue must be utilized to accommodate the big number of students and teachers and fund-raising activities to buy equipment for School's DRRMO were suggested.

DISCUSSIONS

The results indicated a need for more intensified information dissemination involving students, teachers, non-teaching personnel and other stakeholders. DRRM activities need fund-raising activities to sustain the activities involving training, seminars and information dissemination.

KEYWORDS: risk reduction, disaster management, capability building

SUBMISSION ID: R005-LEGAZP-0005

**The Status of Work Immersion Partnerships in the Fernando Air Base
Integrated National High School: A Basis for an Enhancement Program**

Elma Ilagan, Department of Education

Abstract

INTRODUCTION

As stated in the Deped Order No 30, s. 2017, 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.

With the reasons mentioned above, the researchers were motivated to pursue an action research to determine the status of Work Immersion of Fernando Air Base Integrated National High School for an Enhancement Program.

METHODS

This study utilized a descriptive method of research through stratified random sampling. Relevant data are collected with the use of the researcher-made checklist, interview and focus group discussion. Frequency count, ranking and percentage are the statistical tools used.

RESULTS

The study revealed that few companies/institutions approved the request of partnership and agreed to sign the Memorandum of Agreement. However, even there were companies/institutions disapproved of the partnerships; there were companies still on the process of evaluation which the work immersion focal person needs to think of strategies to approve the request.

DISCUSSIONS

Meanwhile, one of the biggest challenges faced by the school is to convince the institutions/companies in signing the Memorandum of Agreement but as a whole, the number of institutions/companies could cater to the 217 students for the 2nd semester in their Work Immersion.

An enhancement program is beneficial both in school and immersion partners in the realization of its ultimate goal in improving learners' performance and exposing them to the career world.

KEYWORDS: work immersion, memorandum of agreement, partnerships, enhancement program

SUBMISSION ID: R04A-LIPAC1-0255

**Grade IV Pupils in the Santiago Elementary School that are Staying
Inside the Classroom During the Lunch Hour: Its Impact to Pupils'
Absences and Tardiness**

Marizel Formeloza, Gemma Lucena, & Gladis Mendoza

Abstract

INTRODUCTION

It is an assumption that all public schools strive for a common goal, provided that they are in the same country and they are catered for in a similar manner by the national government. That common goal is to produce students of a high caliber and to have outstanding academic results. Educational institutions are therefore supposed to mold the students, to cultivate in them a sense of ownership of their learning in order to yield better results.

METHODS

A survey questionnaire was prepared, validated, distributed, tallied and interpreted to identify the common reasons why Grade IV pupils of Santiago Elementary School commit absences and tardiness as basis for choosing the research topic, research title "Staying Inside The Classroom During Lunch Hour of Grade IV Pupils At Santiago Elementary School", writing the research title, formulating the research problem, drafting the review of related literature and studies, determining the research design and methodology, preparing research tools, conducting data gathering procedure, presenting and interpreting results, drawing conclusions, writing the recommendation and preparing the proposed improvement plans to lessen pupils' absenteeism.

RESULTS

The most common reason why Grade IV pupils at Santiago Elementary School commit absences and tardiness after lunch is doing household chores. It is also clearly stated in the result that their house is too far from school is the second highest. It is also evident that their teacher scolded them that quite affects the attendance and performance of pupils.

DISCUSSIONS

The result of the study to all the stakeholders/including the parents, GPTA officers, and LGU's so that an action plan will be crafted and be prepared for its implementation. General and Classroom Orientations must be done so that common reason reasons why pupils/students commit absences and tardiness.

KEYWORDS: absenteeism, tardiness, GPTA, LGU

SUBMISSION ID: R04A-BATANP-1232

A STEM-Based Laboratory Manual: A Basis in Improving the Academic Performance of Students Using the Robotics Program in Public Schools

Dexter Palanas, Department of Education Calamba City

Abstract

INTRODUCTION

Robotics is seen by many as offering major new benefits in education at all levels (Johnson, 2003). Using this mindset of interest, robotics can be used to uplift the current quality of Science and Mathematics education in the Philippines. This study aimed to integrate robotics program in Science, Technology, Engineering and Mathematics (STEM) through the construction of laboratory manual.

METHODS

The study used pre and post evaluation control group design. The design involved two groups of heterogeneous students. Both groups were given an evaluation survey. The experimental group used a teacher-made STEM-based laboratory manual in conducting science activity while the control group used a conventional manual in laboratory activities.

There were two sets of data collected in this study. The responses of the students on the evaluation survey and the quarterly test results of the students from second quarter to fourth quarter for the S.Y. 2016 - 2017.

RESULTS

The computed two-tailed P value is equals 0.0016 at 0.05 level of significance. Compare with the t value equal to 3.4293. This difference is considered to be very statistically significant.

The results shows that there is a significant difference between the Conventional Laboratory Manual and STEM-based Laboratory Manual in terms of Scientific, Technological, Engineering and Mathematical standards. The study also revealed that utilizing STEM-Based Laboratory Manual can improved the students' academic performance.

DISCUSSIONS

It was recommended that STEM-based laboratory manual should be implemented in all the schools in Calamba City. The manual can be improved by using an advanced version of robots and by integrating robotics program to other subjects.

KEYWORDS: Robotics, STEM, Laboratory Manual

SUBMISSION ID: R04A-CALAMB-0318

Stimulating Active Learning in MAtematics Three Through a Collaborative Approach

Gina Vael, San Roque ES

Abstract

INTRODUCTION

This action research discusses how Collaborative Teaching Strategy stimulated active learning in Mathematics among the Grade Three learners of San Roque Elementary School. The teacher-researcher has noticed that many of the learners were hesitant to participate in the learning activities in Mathematics especially during guided practice and individual exercises in the application of skills. This study includes 72 pupils from the two sections of Grade Three each has an equal number of learners in the current school year.

METHODS

The research used the experimental method. The first section of pupils was directed to experience learning through a collaborative approach while the other section was exposed to doing exercises in an individual manner most of the time. Both classes were under the supervision of the teacher researcher. Systematic observation and interviews were applied to gather data. The study was carried out from June 11 to July 31 incorporating different teaching and learning strategies under Collaborative Approach, with data collected through qualitative and quantitative analysis.

RESULTS

Collaborative Approach has created more constructive effects in engaging the Grade Three learners in active learning in Mathematics than subjecting them to competitive and individualistic learning. The researcher hopes that this study will greatly benefit the pupils and teachers who are subjected to the utilization of a collaborative approach in the teaching and learning situation.

DISCUSSIONS

The results manifest that there is a need to stimulate the learners in learning Mathematics skills through a Collaborative Approach in order to achieve the desired learning outcome among them. Learner-driven activities prepared and applied by the teacher during instruction will make learning enjoyable among school children.

KEYWORDS: collaborative, stimulating, teaching and learning

SUBMISSION ID: R04A-BATANP-1605

**Stimulating Parent Engagement in the School-Based Feeding Program
of the San Carlos Elementary School**

Miriam Matira, Department of Education

Abstract

INTRODUCTION

Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and the effectiveness of schools. Because each helping hand is synchronously related to each other, the decline in number of participation caused a dilemma to the sustainability of the SBFP which is now a major concern for the school administration, prompted the proponent to conduct a study to find out the causes of the diminution in parent engagement and from the findings formulate recommendations that became the basis for the construction of the action plan in stimulating parent engagement in the SBFP of San Carlos Elementary School.

METHODS

Descriptive qualitative research was used. It aimed at assessing the involvement of parents in the SBFP who served as the respondents of the study consisted of 73 parents from the local community of Barangay San Carlos, Rosario, Batangas who have children studying in the aforementioned school.

RESULTS

Based on the results, the findings revealed that most of the parents had different perceptions of the SBFP in San Carlos Elementary School. Most of the respondents perceived that this program was an extra load for them and only a few of them had a positive outlook about the program like it is a program that provides benefits to school children in terms of improving nutritional status and a program that addresses child malnutrition.

The study also shows the different reasons of decreasing level of participation of parents in the implementation of the program.

As a result, majority of the parents agreed that improving teacher-relationship and proper information dissemination to parents about their schedule in the lunch feeding program will be a great help in improving their level of engagement in the SBFP.

DISCUSSIONS

The results demonstrate the need for different strategies to stimulate parents engagement in the school-based feeding program. Proper information dissemination like conducting meetings, home visitations, making phone calls or sending messages through text, sending letters to parents assigned and giving awards and recognition will be a great help in increasing parents level of participation in the School-Based Feeding Program. These activities will contribute a lot in changing parents negative perceptions about the program and help in building a strong teacher-parent relationship for the welfare of the learners.

KEYWORDS: san carlos ES stimulating parents engagement in SBFP

SUBMISSION ID: R04A-BATANP-1135

The Stipulated Policies of Parental Involvement in School Programs and Activities in the Balibago Elementary School

Julieta Rena, Department of Education

Abstract

INTRODUCTION

As the largest bureaucracy in the Philippines, the Department of Education also considers the Parents-Teacher Association as a potential partner in different programs and activities of the school that are necessary for seeking additional manual assistance and funding for school needs. Statistics of parents' participation in Brigada Eskwela, Guayan sa Paaralan, meetings and conferences in Balibago Elementary School has gone down drastically. In fact, most of the attendees are other stakeholders like alumna, Sangguniang Barangay, cooperative directors and other influential people in the community who have no children schooling in Balibago Elementary School at all. Despite the efforts of teachers in reaching out to parents so that they can be part of the school activities and programs, still, the declining number of parents participating in school programs and activities can be observed, aside from the fact that the participants are the same.

METHODS

The Descriptive Survey Research method was utilized by the researchers in this study. Descriptive survey research is used to describe the existing phenomena and their association or relationships with other variables. The respondents of the study were one hundred forty (140) parents of the students in Balibago Elementary School. The weighted mean was used to determine the level of parental involvement. The validation process of research questionnaires involved face validation and reliability test.

RESULTS

There are still parents that are actively participating in the Brigada Eskwela but their percentage is lower than those who are in actively participating. Their level of involvement during the Brigada week is observed most in performing their duties and responsibilities. The parents are experiencing challenges that influence their level of participation in school programs and activities. Parents are attending school programs in moderation and the number of attendees decreases when the respondents encounter challenges to a great extent. Similarly, a significant relationship exists between the level of parental involvement and challenges encountered by parents in joining/participating in the school activities and program.

DISCUSSIONS

Results of this study can lead to new discovery on the current status of parental involvement and their short and long term effect on students' behavior and success. Reasons of declining parental involvement are due to lack of understanding of nontraditional families on the part of the school system, shortage of time, parents do not feel welcome at school, and the parent does not have a great deal of interest in the school or his child's education, either on school programs or activities. Becoming involved at school has important effects, not just for pupils, but for the school community. Parents develop more positive attitudes towards the school, become active in community affairs, increased self - confidence, and enroll in other educational programs.

KEYWORDS: stakeholders, declining, involvement, challenges, educational programs, assistance, participation

SUBMISSION ID: R04A-BATANP-0479

The Stipulation of Management Policies Based on the Identified Challenges of Principal Hopefuls in the Division of Batangas

Luisito de Castro, Department of Education Padre Garcia

Abstract

INTRODUCTION

The Teacher-in-Charge or Principal Hopeful is challenged by the displacement function due to the open ranking system for principalship and the high expectations set in the National Qualifying Examination for School Heads. Effort and performance in other aspects of the running of the school are usually given the least priority. Unlike in the past, the promotion of school headship was done in a ladderized way.

METHODS

In order to realize the purpose of this research, the descriptive method with the use of a questionnaire designed to determine the respondent's profile and challenges of the teachers-in-charge. Observation, interview and focus group discussions were also conducted to support the responses of the respondents in the questionnaire. The participants involved in this study included one hundred fifty elementary grade teachers and twenty teachers-in-charge assigned in Area IV Division of Batangas during the school year 2016-2017. To analyze and interpret the data gathered, the researcher made use of percentage, ranking, weighted mean, t-test of difference between two independent groups, correlation, coefficient, and correlated t-test.

RESULTS

After the gathering, computation, and analysis of data, the following findings came out. It has been revealed that the principal hopefuls are dominantly female, married, attended training, aged 38 years, master's degree holders and eligible for the position. Generally, it was revealed that they are perceived to have been performing their management functions with some identified challenges needing reinforcement training. No significant relationship was noted between management challenges and sex, age, civil service eligibility, length of teaching service and attendance to management pieces of training. Quality school management depends on the presence of good school managers possess the managerial potentials and capabilities in performing their roles and functions which are the same with full-fledged head teachers and principals.

DISCUSSIONS

It is generally recommended that principal hopefuls: (1) need to pursue their study and finish at least the Master's Degree to enhance their capabilities for them to meet their challenges, should be exposed to more trainings and opportunities in controlling and organizing, should be unloaded with instructional management functions like straight teaching such that they can be more empowered to perform instructional leadership functions like supervising, planning, organizing programs and activities.

KEYWORDS: teacher-in-charge, principal hopefuls, ladderized

SUBMISSION ID: R04A-BATANP-0164

Stories: Short Story Reading for Comprehension Skills Improvement and Elevating the Reading Comprehension Gaps of Grade III Pupils

Venus Lumapac

Abstract

INTRODUCTION

The ability to read and comprehend efficiently is essential for meeting the needs of everyday life, as well as for success in the academic arena in school (Anderson, et al, 1985). However, educators need to find strategies to enable them to better understand the printed materials they need. Studies have indicated that reading comprehension skills can be honed by using "think-aloud" strategies while reading (Baumann, et al; 1993). Another research has indicated that these difficulties can be alleviated by extensive teacher modeling of more fruitful reading strategies (Presley and Wharton-McDonald, 1997). In the context, after the Phil-IRI pre-test last July 2018, poor results were noticeable. The huge number comes from Grade III-A pupils of Dughan Elementary School. With a population of 8 pupils showed issues of poor comprehension skills. Resulting in absenteeism, misbehavior, low academic performance in class and dropping out in school.

METHODS

The participants were purposively chosen after identifying the pupils who are in frustration level during the conduct of Phil-IRI pre-test last July 2018. The research instruments that were used were the Phil-IRI graded passage in Filipino Grade III and the teacher made a compilation of short stories with comprehension check-up after reading. The teacher-researcher made daily reading monitoring charts noting in what comprehension level do pupils committed most mistakes.

RESULTS

After the 8 weeks, the intervention program majority of the Grade III pupils had improved their correct responses on comprehension check-up upon the conduct of the graded passage for the group screening test. It can be further gleaned on the table that pupils found difficulty in critical questions since it shows lesser improvement on their mean scores as compared with the improvement on the inferential level of comprehension questions.

As observed by teacher-researcher, pupil's most type of miscues falls on mispronunciation miscue.

DISCUSSIONS

Their reading comprehension skills had improved through the increased figures in the correct responses in the level of questions during the implementing of Phil-IRI post-test. Most of the grade III pupils show difficulty in answering critical levels of questions as shown on the tallied result on the daily reading task monitoring chart. The teacher-researcher likewise concluded that difficulty in comprehending reading passages is due to a lack of vocabulary of the pupils.

KEYWORDS: short story, reading, comprehension, skills improvement

SUBMISSION ID: R013-SURSUR-0312

Storybook Reading and the Reading Performance of Grade Four Pupils

Dr. Susan Montanez

Abstract

INTRODUCTION

The researcher would like to express her sincere thanks to SDO Camarines Sur who gave her the opportunity to join the RACE. A good reading skill will improve students' ability in gathering ideas to communicate. This study focused on the effect of storybook reading on the reading and performance level of grade four pupils of Haluban Elementary School, the school year 2012. The main reason is that English is not the mother tongue of the pupils and the teachers, therefore, many problems arise from the learners, teachers, and facilities. To solve the problem, many teaching techniques are developed. One of these is teaching English by using a story.

METHODS

The descriptive and analytical method of research was employed in the study. The researcher assessed the level of reading performance in oral reading and written examination of grade 4 pupils in the researcher-made test and passages used in Phil-IRI. The result of the assessment served as the bases for reading activities on word recognition, vocabulary development and reading comprehension which were proposed to improve the level of reading performance of pupils.

RESULTS

The passage as used in the reading comprehension the five questions is well mastered by the majority of the pupils. Passage numbers two and five questions are mastered by the majority of the students. While passages 3 and 4 are the overall results are in the nearing mastery level. The overall result shows that of 50 pupils tested 46% are in the independent level less than of 27% in the instructional level this due to the fact that there are reading interventions made by the researcher in reading while for the mid-year assessment most of the students are in the independent level of reading. The overall results the two periodic examinations show that the pupils mastered by the majority of pupils tested under the project storybook reading.

DISCUSSIONS

Provide the students with a variety of materials to read, teachers should provide multiple opportunities for the student to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. The student thus gains a more complete picture of the ways in which the elements of the language work together to convey meaning. Teachers should select strategies that are appropriate to the reading task and use them flexibly and interactively. Teachers should encourage the students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used.

KEYWORDS: Storybook reading, Reading performance, Phil-IRI

SUBMISSION ID: R005-CAMSUR-0093

Storytelling Graphic Organizer: An Aid to Enhance Sixth Graders' Comprehension Ability

Jamaica Anne Formento, Department of Education Santa Rosa City

Abstract

INTRODUCTION

Almost all of the grade six pupils can read a story but not all can comprehend even if their teacher retells the story especially when the story is in a second language. Having excellent comprehension ability is very important not only for academic success but also for pupils' later professional life. Thus, teachers should identify an effective strategy or tool to help pupils enhance their comprehension ability.

METHODS

This action research analyzed whether grade six pupils of Southville IV Elementary School enhanced their ability to answer comprehension questions about the story through the teacher's use of graphic organizers as an aid in storytelling. The procedure of the research consists of identifying the problem, planning the action, implementing the action, gathering the results of the action, and reflecting the result of the research. The quantitative data collected through survey checklist and test was analyzed through a descriptive statistic.

RESULTS

Findings revealed that the use of storytelling graphic organizers enhanced English story comprehension. Struggling pupils in comprehending English stories passed the test. The comprehension ability percentage increase is high. It implies that the use of graphic organizers as an aid in storytelling affects pupils' comprehension positively.

DISCUSSIONS

This study offers significant knowledge for teachers of language to use graphic organizers as an aid in storytelling and as an effective way to further enhance pupils' comprehension skills.

KEYWORDS: comprehension, graphic organizer, storytelling

SUBMISSION ID: R04A-STAROS-0050

Strategic Actions to Nourish the Academic Performance of Wasted and Severely Wasted Pupils of the Paaralang Elementarya ng Maalas-as During S.Y. 2017-2018

Raiza Bermundo, Vivian Asaula, & Edward Plana, Paaralang Elementarya ng Maalas-as

Abstract

INTRODUCTION

Good health is much valuable than any other thing in this world. Without health, there is no happiness, no peace, and no success. Malnutrition has significant and enduring effects on the neurological development and behavioral capacity of children. The relationship between children's diet and academic performance is often stated but only a few studies have examined the effects of diet quality against their academic performance. This study aims to analyze the relationship between the nutritional status and school performance of the Elementary pupils in Paaralang Elementarya ng Maalas-as and its effect on the academic performance of the pupils.

METHODS

Documentary analysis as part of qualitative research was used to get the data needed for this study. The researchers gathered the baseline and endline of the nutritional status of the undernourished pupils and Form 5 to get the academic performance of the pupils.

RESULTS

The following findings emerged based on the data gathered: 1) The majority of the learners are normal from baseline to endline, still there were severely and wasted. As the researchers implemented the SBFP, an increase in the number of normal pupils was observed. 2) The majority of the pupils in the first grading period are satisfactory. An average of 80-84 percent followed by an average of 75-79. In the implementation of SBFP, progress in the academic result was evident. The majority of the learners got an average of 80-84 percent and is followed by an average of 85 - 89. 3) The researchers found out that with the help of SBFP and the utilization of Gulayan sa Paaralan program, the academic performance of the pupils was improved together with their nutritional status.

DISCUSSIONS

The results show the impact of nutrition in academic performance. Poor nutrition can leave students' prone to diseases. Resulting in absences among students. Through the help of SBFP and the utilization of Gulayan sa Paaralan program, food insufficiency and absenteeism reduce and nutritional status and academic performance increases.

KEYWORDS: Nutritional Status, Endline, Baseline, Academic Performance, Health, Nutrition

SUBMISSION ID: R04A-BATANP-1862

**Strategic Instructional Approaches in Early Childhood Education:
Implications to the Kindergarten Curriculum in Selected Public
Elementary Schools in Calamba City**

Lynel Mendoza, Department of Education, Division of Calamba

Abstract

INTRODUCTION

Early childhood programs can be defined by their purpose. The main purpose of many programs is child care, others it is enrichment, and the rest is compensation for some lack in the children's readiness. The researcher has observed the various learning styles and behaviors of the pupils. This is the reason that prompted the researcher to conduct this study. The purpose of this study was focused on the strategic instructional approaches in early childhood education in terms of behavioral approaches, managerial approaches, system approaches, humanistic approaches, and grassroots approaches.

METHODS

The descriptive method of research was used to achieve the goals and objectives set for the investigation. The data-gathering instruments used tested questionnaires, interviews, and observations. The following are the selected public schools in the division of Calamba City: Jose Rizal Memorial School (JRMS/Central 1), Calamba Elementary School (CES-Central 2). The study involves the total population of kindergarten teachers in two central schools in Calamba City. The population sampling was used utilizing all the 45 kindergarten teachers in Calamba City.

RESULTS

The challenges experienced by the teachers in the implementation of the preschool education include lack of activities that will help children develop phonological awareness skills of children, lack of variety of reference books and reading materials, and lack of various strategies to assess day to day learning among the pupils. The implications include adequate financing to support program standards, teacher preparation, ongoing professional development, and compensation, creation and support policies and initiatives that promote program accreditation for early childhood education. The researcher also identified the challenges encountered by the respondents in teaching early childhood education. Through the findings of this study, implications were drawn to improve early childhood education for the K-12 curriculum.

DISCUSSIONS

The teachers often used strategic instructional approaches in early childhood education in terms of behavioral approach, managerial approach, system approach, humanistic approach, and grassroots approach. Teachers may develop strategies that would further improve the strategic instructional approaches in early childhood education in areas of behavioral approach, managerial approach, system approach, humanistic approach, and grassroots approach. They may develop measures to address the challenges encountered by the respondents in teaching early childhood education. School administrators may utilize the implications of the findings that can be used to improve early childhood education for the K-12 curriculum.

KEYWORDS: implications, approaches, early childhood, curriculum, strategic

SUBMISSION ID: R04A-CALAMB-0429

Strategic Intervention Material (SIM) sa Pagtuturo ng Panitikang Filipino Grade 8 sa Pamublikong Paaralang Sekundarya

Arnold Concepcion, MAED-FIL

Abstract

INTRODUCTION

Ang pangunahing suliranin sa pag-aaral ay ang pagbuo at pagtaya sa Strategic Intervention Material (SIM) sa Pagtuturo ng Panitikang Pilipino sa Grade 8. Ang mga tiyak na suliranin ay: ang lebel ng kakayahan ng mga mag-aaral batay sa: Achievement Test Grade 7; Resulta ng Formative Test: Ikatlong Markahan (Grade 8 :2017-2018): at Grado sa Asignaturang Filipino: Grade 8 2017-2018, ang kasanayang binigyang-diin batay sa resulta ng kakayahan ng mga mag-aaral na binigyang-diin sa pagbuo ng SIM tulad ng :Kaalaman (Knowledge), Komprehensyon (Comprehension), Aplikasyon (Application) at Sintesis (Synthesis): ang resulta ng pagtataya ng mga guro sa Filipino sa SIM batay sa 4 na pangunahing bahagi nito: Guide Card, Enrichment Card, Activity Card at Assessment Card, ang resulta ng pagtataya sa SIM batay sa Pre Test at Post Test.

METHODS

Ang mga kalahok sa pag-aaral ay 10 guro sa Filipino mula sa Ikalawang Distrito ng Tiaong, Quezon na may 3 hanggang 5 taon sa pagtuturo at mga napiling 60 mag-aaral gamit ang purposive random sampling, 30 mga mag-aaral para sa eksperimental at 30 mga mag-aaral sa tradisyunal na lapat ng pagtuturo. Deskriptibo at eksperimental na pananaliksik ang ginamit na disenyo ng pag-aaral. Gumamit ito ng Statistical Treatment na Mean, para sa documentary analysis, Weighted Mean , sa balidasyon ng binuong SIM na ibinatay sa Deped Curriculum Guide sa pag-aaral ng Filipino para sa baitang 8.

RESULTS

Lubhang Tinatanggap ng mga guro sa Filipino ang binuong SIM sa mabisang pagkatuto ng mga mag-aaral. Ang Mean ng Pre Test para sa Eksperimental at Kontrol na pangkat ay 10.77 at 10.83. Ang computed t-value ay -1.419 na mas mababa sa tabular value na 2.045 kayat walang mahalagang pagkakaiba.

DISCUSSIONS

Ang Mean ng Post Test para sa eksperimental at kontrol na pangkat ay 16.23 at 11.13. Ang nakuhang computed t-value ay -6.70 na mas mataas kaysa sa tabular value na 2.045 kaya't ito'y may mahalagang pagkakaiba at nagpatunay na naging mabisa ang ginawang SIM. Iminumungkahig gamitin ang binuong Strategic Intervention Material (SIM) sa pagtuturo ng Panitikang Pilipino Grade 8.

KEYWORDS: SIM sa pagtuturo ng panitikang pilipino

SUBMISSION ID: R04A-QUEZON-0036

**Strategic Intervention Material in Science Vocabulary (SIM-SVBI),
Module Learning Approach and Students' Performance in Grade 7
Science**

Ammy Rupido, Lumampong National High School - Indang Annex

Abstract

INTRODUCTION

Science time in schools is often limited, and as a result teachers find it difficult to include science vocabulary instruction to help students make sense of text. In addition teachers are often eager to teach content, and consequently provide only a brief introduction of science terms.

It takes concentrated effort to fit even more time for science instruction into a school day. But it is a challenge to all mentors to modify the strategies in teaching of science vocabularies in this end as the researcher's intent to investigate.

METHODS

An achievement test consisting of 60 items multiple choice items was administered to the groups as pretest and posttest. Fifty (50) items was used to assess factual knowledge and skills and ten (10) items assessed the critical thinking ability.

The respondents of this study were the six (6) sections of Grade 7 Science students from regular curriculum.

RESULTS

Based on the results, there was an increased in achievement reflected on the scores in the third quarter examination in grade 7 science. SIM-Science vocabulary helped the learners improved their performance in the least mastered competencies on the third quarter (Motion and Waves). It has a significant effect on the scores in the achievement test in Grade 7 Science.

On the basis of these findings, the null hypothesis was rejected with confidence. Therefore, it can be safely concluded that the difference in mean gained among different groups was not due to chance, but rather the result of the effectiveness of instructional method SIM-Science Vocabulary (SIM-BISV) employed during remediation process.

DISCUSSIONS

1. The use of SIM-Science Vocabulary in the third quarter least mastered learning competencies has improved the level of academic performance of students in selected grade 7 sections or group of students. Evidences strongly indicates that increased performance of the students after using SIM-Based Instruction in Science Vocabulary is anchored on its effectiveness as remediation process in teaching-learning in classroom.

KEYWORDS: science vocabulary, module learning, students' performance

SUBMISSION ID: R04A-CAVITP-1273

**Strategic Intervention Materials (SIM) in Enhancing the Mathematics
Performance of HUMSS Students in Anselmo A. Sandoval Memorial
National High School**

Alma Ramos, AASMNHS

Abstract

INTRODUCTION

Mathematics is a necessity for people of all ages to be successful in life. Despite the usefulness of it, studies indicate that many Filipino learners have the so-called "Math Anxiety". Many find it difficult to understand Math. Some say it's time constraint. Others confirmed that it's the method of teaching. Nowadays, the crucial task in the field of education is the enhancement in the teaching-learning process that will help in improving the academic performance of Mathematics students. In this regard, this study was undertaken to show the effectiveness of using strategic intervention materials in improving the academic performance and remedy the least mastered skills of Grade II- HUMSS students of Anselmo A. Sandoval Memorial National High School.

METHODS

This study applied the experimental type of research as it is considered the most applicable and useful to gather relevant data in determining the effectiveness of SIM in enhancing the Mathematics performance of the students. The respondents of the study were the HUMSS A (control group) and HUMSS B (experimental group), Grade II students from Anselmo A. Sandoval Memorial National High School comprising of thirty individuals, a total of sixty. A 30-item test that served as pre-test and post-test were prepared and administered. The results were used to evaluate students' academic performance in Math.

RESULTS

The results of this study indicate that the use of SIMs was effective in teaching competency-based skills. The level of performance of the two groups during the pre-test was almost the same. But in the post-test, although both gained a higher mean score, a remarkable increase was noted in the experimental group where SIM was applied. Recommendations based on the findings of the investigation include the implementation of the proposal for development and utmost use of the tool, and for future researchers to conduct similar study covering a bigger number of respondents to verify the effectiveness of SIM as a tool in enhancing learners' academic performance.

DISCUSSIONS

Based on the results of the t-test between the pre-test and post-test scores of written examinations, it turns out that the use of strategic intervention materials in teaching Mathematics is of great help to learners to master their least mastered competency. It is too effective in improving the academic performance and remedies the least mastered skills of Grade II-HUMSS students of Anselmo A. Sandoval Memorial National High School.

KEYWORDS: Strategic Intervention Materials (SIM)

SUBMISSION ID: R04A-BATANP-1218

Strategic Intervention Materials (SIMs) to Develop Scientific Literacy and Critical Thinking Skills

Eden Bustria, Department of Education

Abstract

INTRODUCTION

This study developed Strategic Intervention Materials (SIMs) on selected lessons in Alternative Learning System (ALS) Biology covering least-learned competencies. This also investigated the effect of Strategic Intervention Materials or SIMs on ALS learners' scientific literacy and critical thinking skills. The Strategic Intervention Materials (SIM) is used as an instrument that addresses deficiencies in learning. The SIM is part of the school's resource inputs designed to impart information to students in the educational process. It is highly regarded as a tool for the remediation of poor achievements of learners in Science. Accompanying Science instruction with SIM helps teachers reteach the least mastered concepts and skills.

METHODS

The study employed developmental, descriptive and pre-experimental methods of research. It made use of developmental research since the researcher prepared several Strategic Intervention Materials (SIMs) for this study.

RESULTS

The results showed that along with scientific literacy, the computed t-value, 12.8802 while critical thinking skills result was 12.2431 both statistically significant at a 5% level of significance. These results represent a substantial value that can be attributed to the effectiveness of the developed SIMs covering the least-learned competencies performed by the learners, and Attitude to learning test result showed that the weighted mean of the pretest is 3.29 with a corresponding adjectival rating of not sure while 4.59 interpreted as strongly agree in the post-test. This means that the three developed SIMs given to the respondents have a positive impact on the attitude towards learning, more specifically in Science.

DISCUSSIONS

Three (SIMs) were developed and utilized to enhance the least-learned competencies in teaching Science, particularly Biology. The three developed SIMs were effective in enhancing most of the learners' scientific literacy and critical thinking and enhances a positive attitude towards Biology.

The researcher recommended that the developed strategic intervention materials may be used to enhance the least-learned competencies of the learners in Biology; ALS implementers can utilize the developed SIMs as a supplementary teaching materials in presenting topics covered by the material; Training workshop on developing SIMs must be conducted; and conduct a similar study on the use of SIM in other discipline to confirm the results of the study.

KEYWORDS: Strategic Intervention Material (SIM)

SUBMISSION ID: R005-TABACO-0023

Strategic Intervention Program and its Impact to the Academic Performance of Grade 9 Students in Science: First Quarter Assessment

Laarmie Marges, Lumampong National High School - Indang Annex

Abstract

INTRODUCTION

The current emphasis on best practices for school-based intervention and remedial programs brings with it the demand for evaluation efforts in schools. It describes the challenges of launching a successful school program and evaluation, with lessons learned from the projects that focus on the improvement in the academic achievement of students. In this study, intervention in science will be used to improve performance in Science 9 of the slow learners.

METHODS

This study utilized the descriptive method of research and used the pre-test-posttest pre-experimental design. The descriptive part of the study involves the effect of remedial teaching. The experimental part of the study is the students' performance in Grade 9 Science. Quantitative analysis was used to determine any difference between the pretest and posttest scores. Qualitative analysis was employed for the impact of intervention done.

Frequency distribution, percentage scores and mean were used to describe the effect of remediation and to summarize the data.

RESULTS

Based on the result of intervention it helped the students improved their academic performance in the least mastered competency. It has a significant effect on their scores in the achievement test. Moreover, based on the experience of the researcher-teacher, there were students who requested for more drills, exercises, and activities. These perceptions confirmed with the study of Hamm (2009) that the reason for the transformation of students is adopted from the idea that they had enjoyable and rewarding experiences in learning.

DISCUSSIONS

Most of the students enjoyed and appreciated the learning competencies through problem-solving, the performance of the activities, accomplishing of worksheets thus enabling them to better understand the concepts. The strategic intervention material used by the teachers has the capability of influencing the attitudes of students towards deeper learning thus improving their performance in science and they achieved better reflected on their grades. There is a significant difference between the pretest and posttest mean scores of the achievement in science revealing their higher performance after the exposure to the intervention program. The intervention program and academic achievement were found to be significantly related.

KEYWORDS: Strategic, intervention, assessment, program, academic, performance, impact, first quarter

SUBMISSION ID: R04A-CAVITC-0087

Strategic Interventions in Improving the Academic Performance of Grade Six Pupils in Science of Kaytambog Elementary School

Christine dela Pena, Department of Education

Abstract

INTRODUCTION

This study is based on the Division Training Workshop on Project PRIME (Programmed Relevant Instructional Materials for Enrichment) wherein teacher-participants prepared programmed materials as enrichment activities and supplementary worksheets for the least mastered competencies in Science for Grade Six. The researcher embarked on testing these activities and worksheets as strategic interventions in teaching Science.

METHODS

Using experimental design, the Grade VI pupils of Tambo Elementary School were randomly assigned into three Experimental Groups wherein each group received a particular type of intervention and one Control Group which was subjected to the traditional way of teaching. A test was administered before the intervention (pre-test) and after the intervention (post-test).

RESULTS

Based on the results of this study, the different interventions such as computer-assisted instruction, additional readings and worksheet presentations, and increased direct teacher instructional time can have a positive effect on the pupils' performance in Science. Prior to applying these interventions, there were no significant differences among the four groups considered in this study. But after the interventions, significant differences were noted in the mean scores of students in the four groups. In addition, post-test results indicated that pupils under the experimental groups generally performed better than the pupils under the control group which was subjected to the traditional way of teaching.

DISCUSSIONS

There is sufficient evidence to say that there is a significant difference between pre-test and post-test scores across all groups. It is worth noting that even the traditional way of teaching can lead to a positive effect on academic performance. However, looking at the extent of significance, there is an indication that other interventions can make a more substantial effect.

As a direction for future research, expanding the scope and coverage of the study particularly in terms of sample size is seen as an opportunity to increase the generalizability and robustness of the results.

KEYWORDS: strategic interventions, worksheets, enrichment

SUBMISSION ID: R04A-CAVITP-1128 / R04A-CAVITP-1209

**Strategic Interventions on Glossophobia for Grade-12 Students in the
San Pablo Integrated School for SY 2017-2018**

Jennifer San Jose, Ateneo de Naga

Abstract

INTRODUCTION

This Action Research was financed by the Basic Education Research Committee (BERF) Region V through the facilitation of the Division Research Committee, Camarines Sur and Planning Policy and Research Division, Region V. Albeit, enormous researches, and interventions have been conducted to improve the oral communication skills of people all over the world, glossophobia or fear of public speaking is still an issue. Indeed, the Grade-12 students in San Pablo Integrated School suffer this type of phobia during class discussions and oral communication activities. In this research, the researcher conducted enormous interventions and exposed students to classroom oral communication activities highlighted with competition through a culminating activity of the High School Department.

METHODS

A descriptive-evaluative design was used. Observation checklist/rubrics were used as instruments in assessing the performance of the students while the survey questionnaire was the main tool in gathering the data. Weighted mean and rank were used in presenting and analyzing the data. The qualitative and quantitative method was used in the discussion.

RESULTS

Findings showed that the level of performance of Grade-12 students was “satisfactory” with a weighted mean of 28.31 hence, the problems encountered by the students in Oral Communication were 1) nervousness and fear, 2) Lack of proper practice of the language, 3) Use of English filler words, and 4) stuttering. The interventions conducted by the researcher were “accepted” by the students with a weighted mean of 3.08 and the results of the interventions yielded to ninety-nine percent (99%) of the students' improvement.

DISCUSSIONS

The level of performance of Grade-12 students in oral Communication is satisfactory, there are problems encountered by the students, the interventions conducted by the researcher are accepted and the interventions conducted resulted in a 99% improvement of the students' performance. Conversely, the results demonstrate a need for continuous exercises and speaking activities of the students to obtain a very satisfactory or excellent performance and overcome nervousness in public speaking. English teachers should also formulate school policies such as speak the language during English classes; there should be an English Zone to practice students' spontaneity and fluency of the language and the teachers should also integrate more drills like tongue twisters and pronunciation drills to avoid stuttering and use of filler words.

KEYWORDS: Glossophobia

SUBMISSION ID: R005-CAMSUR-0061

**Strategic Reward System to Decrease Student Absenteeism of Grade 10
Garnet of Carrascal National High School SY 2016 - 2017**

Emily Nimes, Department of Education

Abstract

INTRODUCTION

Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest and single cause of performance and achievement. The focused problem in this study was a student's absenteeism. The researcher was able to design an intervention that was anchored in the Philippine Constitution Batas Pambansa Bilang 232 "Education Act of 1982" and DepEd Order No. 40 s. 2012 on Child Protection Policy.

METHODS

A descriptive method was used in this action research. A three-week implementation of the intervention was conducted for the identified students. Triangulation in data collection was applied by opting for quantitative modes of data collection and tools.

RESULTS

The researcher was able to identify the primary causes of a student's absenteeism. Among these factors, Personal Attitude was the highest, followed by Teacher-Related and Classroom-Related. FGD or Focused Group Discussion was conducted to the ten identified absentees and it was found out that they need the motivation to boost self-confidence. Because of this, the researcher designed an intervention that was easy for this kind of students to cope with. The intervention was called the "Strategic Reward System".

DISCUSSIONS

Providing students with rewards and incentives for not being absent from school has positively brought a change. If the school transforms their policies into a more student-friendly and oriented one, then they will receive positive outcomes. Operant conditioning should be devised to give rewards to those who are always present and reinforce consistency throughout the school.

KEYWORDS: absenteeism, intervention, reward system

SUBMISSION ID: R013-SURSUR-0226

Strategies and Techniques that Can Help Businesses to be Successful

Ann Giselle Magdayo, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

In many businesses, they considered challenges as part of their lifestyle. The business always encounters many problems and challenges. Every business owner wants their product to be more presentable than usual to maintain their customers. This study involved the successful businesses around General Mariano Alvarez, Cavite. This paper aimed to give information about the effective strategies and techniques to apply in business to be successful.

METHODS

The researchers primarily used open-ended questions in interviews and collected other related information through browsing the web. The respondents are classified according to their years of experience, income status monthly and popularity of their products to the consumers.

RESULTS

Owners have common techniques in maintaining their businesses. They lower the prices of their products but quality comes first. Innovating and enhancing their products are needed to make their products more appealing to the consumers. Borrowing from the bank gives them additional capital for their businesses. Above all of these strategies, building trust with the costumers is a big advantage in the business world by simply showing good traits towards their buyers.

DISCUSSIONS

The business owners must have better strategies and techniques in managing their business because it helps them solve the challenges and problem they might encounter and for the business to be successful. They also should not treat these challenges as threats but opportunities that may lead the business to a better status.

KEYWORDS: Business, Strategies, Techniques

SUBMISSION ID: R04A-CAVITP-0611

**Strategies in Improving the Araling Panlipunan Performance of Grade V
in the Irukan-Kalayaan Elementary School**

Margerie Arellano & Maricris C. Rosales, Irukan-Kalayaan Elementary School

Abstract

INTRODUCTION

In studying Araling Panlipunan, there are many things to consider like names, dates, and events. Remembering such requires 100% focus and a healthy mind comprehending various scenarios in our daily lives. The researcher decided to conduct this study to determine the strategies in improving the performance in Araling Panlipunan. More so, this research intends to study the impact of the strategies in Araling Panlipunan to learners at Irukan-Kalayaan Elementary School.

METHODS

The descriptive-survey method of research was used in this study wherein the researcher used questionnaires to gather data. There were two separate sets of questionnaires for the learners and teachers to collect the information needed. The questionnaires consist of the strategies in teaching AP, difficulties experienced by teachers in teaching AP, difficulties encountered by pupils in learning AP and proposed improved strategies in teaching the subject.

RESULTS

The majority of the pupil respondents contented that lessons are better learned when teachers use concrete materials that locally represent the theme of the lesson. They are also more interested if they are to do research as part of their immersion in terms of collaborative work thus reporting and project presentation came next in rank in terms of strategies preferred by pupils. The indigenization of instructional materials to make them more suitable to pupils, the lack of profound experience and training in the integration of technology in teaching and making use of proper pedagogical approaches came respectively in rank in the list of difficulties encountered by teachers. The lack of natural inclination and interest towards the subject is the first thing that hinders pupils' motivation in learning the lessons, nevertheless, this leads to their lack of familiarity and prior knowledge with the lessons.

DISCUSSIONS

In consideration of the findings, teachers could, therefore, plan the delivery of every lesson much ahead of time to make plans for a more organized budget of work, crafting and collecting instructional materials. Perhaps, a well-equipped and functional room SKKB room where indigenous materials are kept for instructional used may be a great help in providing for tangible teaching aids. SLAC could also be a venue to further teacher knowledge and training on the use of pedagogical approaches Integrating A.P lessons to other subjects is one way to build prior knowledge and familiarity with the lessons in the subject.

KEYWORDS: Strategies, Performance

SUBMISSION ID: R04A-BATANP-1680 / R04A-BATANP-1682

Strategies of Multigrade (MG) Teachers: the Daraga South District Experience

Michael John Ranada, Namantao ES, Department of Education Albay

Abstract

INTRODUCTION

Multigrade schools are mainly marginalized due to their geographic isolation, pedagogical and other forms of education needs. This study revealed the experiences of the twenty-four (24) MG teachers handling MG classes in Daraga South District. The main purpose of the study was to determine the varied strategies utilized by the MG teachers along the Teaching - Learning (TL) process and Classroom set-up/Management. In addition, the study identified the common problems/challenges encountered by them and to be able to craft an Action Plan that will help improve their strategies.

METHODS

The study employed a quantitative-qualitative approach in gathering the data. Moreover, the research design consisted of the following phases: Survey of the varied strategies applied by the teachers including their problems/challenges, and Focus Group Discussion (FGD) to validate their responses regarding the strategies they used in handling MG classes.

RESULTS

The researcher determined the varied strategies utilized by the MG teachers in handling their classes. The topmost, T-L strategies used by teachers, ranging from mean, 3.17 - 3.67, were Use of pictures and diagrams, Direct Teaching, Cooperative strategies, Story Telling, and Differentiated Instructions. However, the lowermost, seldom utilized strategies, ranging from the mean, 1.29 - 2.17, were Exposure Trips, Debate and Forums, Community Exposure, Metacognitive Strategies, and Use of Laboratory. Then, five components were identified important to classroom management; Record Keeping/Assessment, Establishing Routine, Classroom Cleanliness, Scheduling, and Classroom Set-Up. Then, the top commonly experienced problems/challenges of MG teachers were the following: Lack of Materials and Facilities, Lack of TG/CG/LM, Learners Misbehaviors, Pupils Diversity, and Learners Poor Abilities.

DISCUSSIONS

These imply that much more can be done to help the MG teachers for them to manifest their best strategies in providing quality education despite those problems/challenges. Then, the researcher crafted an Action Plan for MG Teachers. Five activities were included in the action plan such as Development and Validation of Instructional Materials for MG, Seminar on Positive Discipline and Handling MG Learners, Seminar on Strategies in Teaching MG Class including Assessment, Bench Marking on Best Practices of MG Schools and Seminar on Conducting Action Research for MG Teachers.

KEYWORDS: Multigrade Education, Teaching Pedagogies, Teaching - Learning Strategies

SUBMISSION ID: R005-ALBAYP-0006

Strategies to Improve the Study Habits of Grade Five Pupils in the Gulod Elementary School

Rosalina Briton, Department of Education

Abstract

INTRODUCTION

The purpose of this research is to identify the teaching strategies that would help each Grade 5 pupils improve their study habits that would lead them to better academic performance in class.

Specifically, this study sought to answer to the following questions:

To identify if there is significant difference among study practices of the pupils and their gender.

To determine the First 5 common learning styles of male and female Grade 5 Pupils of Gulod Elementary School.

To find out if there is dominant learning style characteristic practice by Grade 5 pupils from Gulod Elementary School.

To propose teaching-learning strategies that would contribute towards effective teaching learning process and would help improve study habits of Grade 5 pupils of Gulod Elementary School.

METHODS

This study will utilize the descriptive-correlation design to determine the relationships between the respondent student's profile and their learning styles.

The main purpose in employing this method is to describe and examine the nature of the phenomenon while statistical analysis will use to see if any relationship exists between learning practices, parents, teachers, peers support and multiple intelligences of the pupil which might contribute to improve study habits of Grade 5 pupils of Gulod Elementary School.

RESULTS

It is therefore concluded that as shown In Figure 6, there is significant difference among study practices of the pupils and their gender. Based on the responses presented, it shows that most male learner from grade 5 at Gulod Elementary School were Visual-musical- cognitive learners while most female learner were experimental cognitive learners. Visual cognitive learners are those who learn best through visual presentations and pictures easily recognized by their memory, while; Experimental-cognitive learners are those who learn best through hands on activities or learning activities which directly involve them.

DISCUSSIONS

Both quantitative and qualitative data will be collected during the study. A population of Grade 5 pupils will be observed more closely. The researcher will distribute survey questionnaires as the primary instrument to gather data. Interview will be conducted informally to enrich researchers' idea about the phenomenon. With this, opinions and views may be obtained from the interviewees will be analyzed.

KEYWORDS: strategies, study habits, learning style

SUBMISSION ID: R04A-BATANC-0090

Strategies Utilized in Teaching Elementary School Subjects in the K to 12 Program in the Sampaga Elementary School

Madelyn Fajutnao & Ana Marie Magadia, Sampaga Elementary School,
Division of Batangas City

Abstract

INTRODUCTION

Teaching strategy refers to instructional design, blueprint, plan, program or scheme for teaching focused on learning as the ultimate goal. These are the means and ways by which lessons are imparted and concepts are explained and taught. It is expected that by choosing the right strategies students will have in-depth understanding of concepts and will be ready for higher levels of learning that will prepare them for work in the globally competitive environment.

METHODS

The descriptive method of research was chosen by the researcher since the primary purpose of the study was to know the effectiveness of the teaching strategies utilized by teachers in Sampaga Elementary School and the problem they encountered.

RESULTS

The respondents of the study were elementary teachers. Their ages ranged from 26 to 43 years old above. Most of them were married. Strategies utilized in teaching elementary school subjects in the K to 12 program were aimed to develop every learner to be facilitator of his own learning. The most common problems encountered by teachers in using teaching strategies are that student's behavior during the activities and student interest on the topic.

DISCUSSIONS

Students interest on the topic and student's behavior during the activities were the most common problems encountered by teacher in teaching. Research shows the average student's attention span is as long as her age. Improving the behavior of students in the classroom and encouraging them to always participate are part of a teacher's job. By taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, teachers are keeping the class motivated and encouraging better academic performance.

KEYWORDS: teaching strategies

SUBMISSION ID: R04A-BATANC-0457

The Strategies-Resources (S-R) Model in Teaching Reading: A Hybrid Framework for Capacitating Teachers

Cristie Lou Espiritu

Abstract

INTRODUCTION

As teachers, it is our main goal to teach our pupils how to read. Reading is a fundamental skill that everyone must attain for us to function effectively in our society. Pursuant to Regional Memorandum No. 20, s. 2018, Region XII launched the Care for Non-Readers (CNR) Program with the main goal to make every child in SOCCSKSARGEN (Region XII, Mindanao, Philippines) will be a reader within his/her mastery level. The main goal of this study is to identify the strategies and resources perceived by teachers to be effective in teaching reading to non-readers. A framework for capacitating teachers in teaching reading will be created out of the adjudged best teaching reading strategies and teaching reading resources for CNR implementation.

METHODS

This action research utilized the quantitative-qualitative type of research. The strategies and resources were ranked and teachers' perception using the Delphi Technique, Davidson (2013) was used to gather qualitative data. Before the main study, the field test was conducted to obtain feedback on the survey questions. In Round 1 for the Delphi Technique, the researcher asked the respondents about the strategies and resources they are using in teaching reading. In Round 2, the respondents were asked to rank the strategies and resources and in Round 3, teachers were asked to confirm their consensus and to provide recommendations for utilizing these practices in constructing the framework in teaching reading. The ADDIE Model was used to design the framework.

RESULTS

The study concluded that explicit instruction was believed to be the most effective strategy in teaching reading to struggling readers and the use of flashcards and pictures were the best resources to be utilized in the conduct of reading remediation. The framework designed is a hybrid type for it integrates the strategies and resources believed to be effective by teachers who are conducting reading remediation. It also targets specific Phonemic Awareness Task that needs to be developed based on the assessment done by the teachers.

DISCUSSIONS

The framework can serve as basis of teachers on how to conduct reading remediation for developing Phonemic Awareness skills which is deemed, essential in developing the reading ability of pupils. However, further research may be done in determining its effectiveness in the classroom.

KEYWORDS: reading comprehension, phonemic awareness, reading remediation framework

SUBMISSION ID: R012-SOUCOT-0012

A Strategy to Improve the Reading Ability of the Pupil Through the Fuller Approach

Benilda Felicio, Victoria Action Research

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 psycholinguistic activity but also a social activity. Being a good reader in English means that a child has gain functional knowledge of the principles of the English alphabetic writing system. Young children gain a functional knowledge of the parts, products, and uses of the writing system from their ability to attend and analyze the external sound structure of spoken words. Understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words, and words, in turn, into sequences of syllables and phonemes within syllables.

METHODS

The research uses the descriptive method in the study to gather necessary data from reliable sources of information about improving the reading ability among grade two pupils using the fuller approach. In the conduct of the study selected Grade II pupils will be used as the subject for study. These are selected based on the result of the Reading Inventory that will identify the number of pupils with reading difficulty.

RESULTS

This research helped the Grade II teachers to develop their understanding of the strategies that pupils will need for them to improve their reading skills in English. We have found out that using Fuller Approach can lead the student to improve the reading ability.

DISCUSSIONS

The researchers conducted an assessment test about the level of Grade two pupils in terms of reading ability, a survey about the factors affecting the reading ability of the pupils and improvement of the mean score of pre and post-test about the significant effect of using Fuller Approach on the reading ability of the pupils. Reading CVC words through Fuller Approach be given emphasis during the graders. Encourage a sense of personal responsibility among our children for one's own progress. Follow-up of parents at home of what has been learned in school. Being industrious be inculcated in the minds of young learners. Reading habits develop in pupils during their early age. Regular attendance is observed to have a mastery of the basic skills. Implementing a program of the government like the 4P's is continued to lessen malnutrition. Further, recommend teacher monitoring and supervision to gain a positive result.

KEYWORDS: improve, ability, approach

SUBMISSION ID: R04A-LAGUNA-0227

Strengthening CNHS Senior High School Research Skills Through a Students' Research Workshop and Symposium (SRWS)

Maide Rovero & Mark Angelo Labitigan, Casay National High School

Abstract

INTRODUCTION

The study focused on the level of Research Skills of the Senior High School Students of CNHS. It aims to prove whether Research Workshop and Symposium is an effective tool in strengthening Research Skills. The research is initiated at Casay National High School, San Francisco Quezon. It is holistically noteworthy among the administrators, stakeholders, and Senior High School Students.

METHODS

The study is descriptive research utilizing a quantitative approach to determine the average level of Research Skills of SHS CNHS. Their scores were evaluated by using the weighted mean. Furthermore, T-test is used to determine the significant difference between the mean of the pretest and posttest after the SRWS.

RESULTS

Results showed an increase in post-test mean of 4.85 or equivalent to 63% from the Pretest with 2.89 equivalents to 37% average level of Research Skills before and after the conduct of SRWS which attested that the research workshop and symposium is an effective tool in increasing the level of practical research skills of the students in Casay National High School. The increase of the means in the post-test indicates that the Research Workshop and Symposium significantly affect the research skills of the students. This also implies that the Research Workshop and Symposium is an effective strategy in improving their research skills.

DISCUSSIONS

The results demonstrate the implementation of a research workshop and symposium in Casay National High School. Moreover, linkages and partnerships among private and public institutions and inviting enthusiasts speakers in the field of research are more important to provide additional knowledge and expertise to the students. This study leads to the realization of the mission and vision of the Department of Education in empowering local research.

KEYWORDS: Competency, Practical Research, Research Based, Research Oriented, Research Skill

SUBMISSION ID: R04A-QUEZON-0007

Strengthening the Cognitive Process and the mAthematics Test-Taking Skills of Grade Ten Students of the Rosario National High School Through the Team-Mathsulit Program

Arvielyn Calambunao & Ruby Cottingham, Rosario National High School

Abstract

INTRODUCTION

Team-Mathsulit Program is a contextualized strategy that aims to emphasize learning competencies and cognitive skills through a series of assessments. Rosario National High School (RNHS) and Bagbag National High School (BNHS) tied up to improve the NAT results of RNHS through the adaptation of the Team-Mathsulit Program. This is in line with DepEd Order 44, s. 2016 entitled Guidelines on the School-to-School Partnership for Fiscal Year 2016. DepEd believes that high-performing schools can be instruments for reform. Through school

-to-school partnerships, high performing schools can share their best practices and help other schools improve their school performance. From Sereno (2017), Team-Mathsulit Program was found to be of success in terms of higher learning outcome in Mathematics achievement of grade ten students in BNHS.

METHODS

This study used a Quantitative Quasi-Experimental-Descriptive method using Paired T-Test utilizing the time series design. The participants were fifty (50) grade ten students of Rosario National High School. The participants were chosen using a non-random or purposive sampling technique and assigned as the treatment group. The data were collected from the series of pre-tests and post-tests from three grading periods. These data were compared and analyzed using a descriptive method and paired T-test.

RESULTS

Findings revealed that the Team-Mathsulit Program significantly affected and improved the academic performance of the treatment group from the second quarter to the fourth quarter. The effects on the academic performance of the treatment group were remarkably high every quarter. Hence, through this intervention, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Generally, Team-Mathsulit intensifies the teachers' collaborative actions in further improving classroom assessment in Mathematics.

DISCUSSIONS

Insofar as the assessment intervention is structured; then, the teachers can make a necessary and appropriate modifications to meet the academic needs of the students based on the stipulated guidelines on classroom assessment.

KEYWORDS: Team Mathsulit Program, Classroom Assessment Program, Cognitive Process Test-Taking Skills, Time series Design

SUBMISSION ID: R04A-CAVITP-0378 / R04A-CAVITP-0410

Strengthening the Cognitive Process and Test-Taking Skills Through the Team Mathsulit Program

Anna Liza Terio, Bagbag National High School

Abstract

INTRODUCTION

In this study, an attempt was made to view the significance of classroom-based assessment through the Team Mathsulit Program in achieving higher learning goals. This is content-based and adapted from Anderson & Krathwohl (Revised Blooms Taxonomy) Cognitive Process Dimension of HOTS questions. The effectiveness of the test is determined by analyzing the pattern of test scores that result from several tests. Three (3) series of Pre and Post Test (Fraenkel & Wallen p.279). In this study, the researcher together with the team teacher are teamwork for the test preparation, administration, and interpretation analysis of results and a follow-up report about the findings for strategic remediation.

METHODS

The Quasi-experiment was conducted to Grade 9 - St. Matthew for the whole second quarter period. The first quarter examination performance in Mathematics 10 S.Y.: 2016 - 2017 were compared to the results of the series of pretests and posttests. The performance of the second quarter examination was also sought to firm-up the significance of the study. The data gathered were analyzed and compared using mean, standard deviation, weighted mean and t-test.

RESULTS

The pre-test and post-test results were found "Significant" wherein the computed t-value of -20.09 is less than the critical t-value of -2.575. It only implies that the Team Mathsulit Program strengthened the cognitive process and test-taking skills of the students in Mathematics. In addition to this, the performance of their second quarter examination of 72.25 Above Average sustained the strength of the findings.

DISCUSSIONS

Based on the preceding findings, the proposed Mathsulit Program drawn from the Cognitive Process Dimensions type of assessment were found to have significant improvement in developing cognitive skills and competencies. Hence, through this intervention, learners can practice and prepare for quarterly assessment and other standardized assessments. Generally, Team-Mathsulit intensifies the teachers' collaborative actions in further improving classroom assessment in Mathematics.

KEYWORDS: Cognitive, Quasi-Experimental Design, Mathsulit

SUBMISSION ID: R04A-CAVITP-0385

**Strengthening the Collaboration of Parents and Teachers in Improving
the Nutritional Status of Underweight Children of the Magroyong
Elementary School Recipients in its School-Based Feeding Program**

Elizabeth C. Jimenez, Teacher
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

According to the World Health Organization, malnutrition accounts for 54% of child mortality worldwide. An impact evaluation study conducted by the Philippine Institute for Developing Studies in 2016 recommended that the government address important implementation challenges, which include increasing the budget per child for administrative and monitoring purposes. In addition, SBFP would benefit greatly from strengthening the links of interagency cooperation. Efforts of local government unit and other stakeholders should converge to complement SBFP with community-based activities. On the other hand, out of 320 enrollees of Magroyong Elementary School, 44 pupils were found to be underweight (40 wasted and 4 severely wasted). Thus, the researcher would like to tap the parents and teachers in school as Bayanihan sa Paaralan System to strengthen the School-Based Feeding Program to further decrease or erase the malnutrition beneficiaries' children in school.

METHODS

This study employed both descriptive and quantitative research design that helps to determine the efficacy of the SBF program in the school. Purposive sampling was used in the study. It focuses on the 44 identified undernourished pupils (wasted and severely wasted) as respondents that were subsequently enrolled in the school's feeding program. Document reviews and surveys were employed. The nutritional status of the pupils was the baseline data used in the study. The data gathered was subjected to both qualitative and quantitative analysis.

RESULTS

Results revealed that 44 out of 331 enrollees (14.3%) were found to be undernourished in the pre-feeding nutritional status of pupils in Magroyong Elementary School. After introducing the intervention, all the identified wasted and severely wasted pupils reduced to zero percent. However, there were challenges encountered in the implementation of SBFP such as poor participation of some parents in the program.

DISCUSSIONS

The school-based feeding program of the school yielded positive results due to the decreased number of undernourished pupils after the sixty days of feeding. However, it can be discerned from the attendance of the parents that some have poor participation in the program. Formulating strategies and implementing them to address the problems mentioned can arrive at an improved operation of SBFP and a smaller number of undernourished children requires collaborative efforts not only from the parents but as well as the teacher and other stakeholders.

KEYWORDS: Nutritional Status, Underweight Children, School-Based Feeding Program

SUBMISSION ID: R013-SURSUR-0149

Strengthening Family Interactions in the Development of Literacy and Numeracy Skills Among Pupils in the Division of Batangas City: A Basis for an Action Plan

Jocelyn Adoyo, Jose C. Pastor Memorial Elementary School

Abstract

INTRODUCTION

Family interactions on the children's educational activities may range from simple conversation to tutoring from one subject area to another. In this study, however, the main focus is on literacy and numeracy skills development. While literacy encompasses language, communication, reading and writing among others, numeracy focuses on mathematical skills like counting, grouping and matching things, sorting things, understanding size, shape and patterns, recognizing numerals, number sense and many others.

METHODS

The descriptive, survey and correlation method of research was utilized in this study since it aims to describe the extent of family interactions contributory to the development of literacy and numeracy skills of pupils in public elementary schools in Division of Batangas City. On the other hand, correlational research involves the comparison and correlation of paired variables to determine the causality and effect of one to another. The survey was used to gather data relative to the main focus of the study which is on the family interactions deemed essential in promoting and enhancing pupils' literacy and numeracy skills.

RESULTS

From the summarized findings, the following conclusions were drawn: 1.) the extent of family interactions for the development of the children's literacy skills in terms of reading, writing, listening and speaking is adequate. 2.) the extent of family interactions for the development of the children's numeracy skills in terms of counting, solving basic Mathematical operations, and problem-solving is adequate but needs improvement in terms of applying Mathematics in real life situations. 3.) the final output of this study is an action plan designed to improve further the pupils' varied competencies through strengthening further family interactions within.

DISCUSSIONS

From the conclusions, the following recommendations are hereby forwarded for implementation at the soonest time possible: 1.) the schools may hold a conference with the parents to discuss matters about the significant effects of strong family interactions on the pupils' development of varied competencies. 2.) to enhance further the pupils' development literacy and numeracy skills, the teachers of English and Mathematics may devise programs and contests in the proper utilization of the English language and Mathematics in varied situations and applications. 3.) the designed action plan may be implemented as much as possible by the schools.

KEYWORDS: interactions, strengthening

SUBMISSION ID: R04A-BATANC-0203 / R04A-BINANC-0008

Strengthening Gender in the Classroom Using Gender-based Differentiated Instruction

Thessa Hernandez, Senior High School in Calatagan

Abstract

INTRODUCTION

The integration of gender-sensitive teaching strategy remains to be a challenge among educators. This social issue requires more in-depth exploration especially in the classroom to promote its significance and determine its applicability and effectiveness. This study aimed to apply the Gender and Development (GAD) approach in teaching Filipino Literature among Grade 8 learners. It specifically employed gender-based differentiated instruction (GBDI). GBDI pertains to a teaching approach where the teacher assigns a group to students based on their gender, multiple intelligences and learning style.

METHODS

The quasi-experimental research design was used to assess the academic performance of the Grade 8 students while correlated t-test for the comparison of the pre-test and post-test results of the students. The researchers constructed two sets of the questionnaire. The first set of questionnaires represents the pre-test and post-test to determine the academic performance of the Grade 8 learners. The pre-test and post-test include localization and contextualization of gender-sensitive situations in Filipino society and culture.

RESULTS

This study revealed that students' perception of the effectiveness of Gender-based Differentiated Instruction was interpreted as Strongly Agree. There is a significant difference in the result of pre-test and post-test in Filipino after using GBDI and there is no significant relationship on the profile variables of the respondents and their academic performance. There is also an increase in the pre-test scores when the students were exposed to the gender-sensitive teaching approach. The learners are also encouraged based on the interviews and observation conducted.

DISCUSSIONS

The study will give awareness on gender-responsive teaching approach to be integrated into the classroom to promote gender equality and contribute to the improvement of the learner's academic performance. The study suggests the gender-responsive teaching approach be integrated with the classroom to promote gender equality and contribute to the improvement of learner's academic performance.

KEYWORDS: gender equality, awareness, GBDI, gender-sensitive, academic performance

SUBMISSION ID: R04A-BATANP-0068

Strengthening the Heterogeneous Grouping of Grade Six Cassiopeia in Science in the Venancio Trinidad, Sr. Memorial School

Myra Gallivo, Department of Education Batangas Province

Abstract

INTRODUCTION

One of the biggest complaints from Grade 6 regarding group work, is that there always seems to be a slacker by heart; a pupil that "rides the coattails" of other team members efforts, and ends up with the same mark as everyone else for contributing little or nothing. In Science subject, cooperative learning activities or group work is an integral part of the teaching-learning process.

METHODS

The primary data gathering method used is an interview to determine the student's perspectives about their group performance in the classrooms during the Science period by assigning heterogeneous groups for cooperative learning activities. This research used purposive and convenience sampling in which an equal representation among the respondents was applied. The gathered data shall be analyzed using frequency distribution and coding.

RESULTS

Since this study focuses merely on the clamors of learners against their groupmates during a group activity, the researcher decided to conduct an interview to determine whether their complaints against having biases have valid reasons or not. The researcher used a combination of English and Tagalog questions for them to be able to express fully their sentiments. Out of 63 learners, only 61 were able to respond to the questionnaires. It reflects that pupils complain about having been grouped with classmates of different attitudes because they tend not to help in the activities and negatively affects the attitudes of each member.

DISCUSSIONS

The outcome of this study shows that in a group of learners like Grade 6 Cassiopeia where a variety of learners are present, the identified interventions in this paper really worked on them most specifically those struggling learners. The result has in one way or another contradicted most studies that are in favor of homogeneous grouping. The results of this study show that heterogeneous grouping when used systematically definitely encourages learners to work and raise their performances.

KEYWORDS: Heterogenous grouping

SUBMISSION ID: R04A-BATANP-1338

Strengthening Parental Activities for the Readiness of Kindergarten

Tiffany Cortas, Manuel Luis Quezon ES

Abstract

INTRODUCTION

Kindergarten is crucial information of child capacities and preparedness to their entry in the grade school. However, it was observed that without the support of parents children displayed unpreparedness in Kindergarten as shown by their class attendance and status in Early Childhood and Care Development Evaluation. Strengthening parental activities would improve the readiness of Kindergarten pupils at Manuel Luis Quezon Elementary School.

METHODS

The proponents utilized the quasi-experimental method using pre-test-post-test one group design. In this method, the proponents administered the ECCD to the Kindergarten pupils to objectively assess their developmental milestones and the attendance of the pupils in SF2. After which, the four (4) parental interventions activities were applied such as the Information Communication Notes (I-Con), Capturing Homework Activities through Technology (CHAT), Widening Interest and Fostering Initiative for Parents (WIFI for Parents), and Growth Opportunities for Parents through Reflections and Outputs (G.O. P.R.O.).

RESULTS

Eight pupils were observed to have developmental delay and habitually absent. The lack of parent's involvement in school activities were also observed and monitored. Compared with the First Quarter, the Second and Third Quarter results show a gradual increase in the general percentage of attendance from 60% to 92.06%. At the same time, improvement of developmental status was also observed from Suggest Significant Delays in Over-all Development to Average Over-all Development. The Parental Intervention Activities (PIA) was evaluated as highly effective and 100% involvement of parents was achieved.

DISCUSSIONS

There was a remarkable improvement in the attendance and developmental status of the Kindergarten children as shown in the results of pre and post implementation of the Parental Intervention Activities (PIA).

To gain maximum benefits in an education system, the learning should not be solely left to the student-teacher relationship but should be extended to include active parental involvement among other education stakeholders.

KEYWORDS: Kindergarten, Readiness, Parental Intervention Activities, Early Childhood and Care Development Evaluation, Attendance

SUBMISSION ID: NCR1-QUEZON-0003

Strengthening Parental Involvement in Education Through Home Visitation in Twelve Selected Elementary Schools in Calatagan, Batangas

Melanie Bautista, Talisay Elementary School, Department of Education
Calatagan

Abstract

INTRODUCTION

Home visitation is one program that can establish positive contact and communication with families. They are done by teachers to provide parents with ways to help their children increase achievement in school while staying in the comforts of their own home. Visits done by teachers have various impacts on the behavior and performance of pupils. This is why the researcher focused on determining teachers' perceptions of home visitation as a tool for strengthening parental involvement in education in terms of pupils' performance and school-related activities.

METHODS

A descriptive method of research was used in this study. It was designed to collect data about the present condition which, in this case, was home visitation as a tool to strengthen parental involvement in education as perceived by elementary teachers. One-hundred eighteen (18) elementary teachers were selected using the lottery method. A research questionnaire was used by the researcher as the main instrument in the study. Weighted mean was used to assess the perceptions of teachers on home visitation.

RESULTS

The teacher-respondents perceived that home visitation strengthened parental involvement in education in terms of pupils' performance. This was evident in decreased absenteeism rate due to parental support and monitoring and decreased the number of pupils cutting classes because of strong parental guidance and monitoring. It was also apparent with lowered drop-out rates as parents became aware of the importance of their children's education. These reflected that home visitation was beneficial in keeping pupils in school and continuing their education. Home visits were also perceived by teachers to have impacts on pupils' school-related activities. These impacts were seen as parents became encouraged to act as classroom helpers. They also became a motivated mentor or tutor pupils in school. Parents were also inspired to help children with special needs in school. These explained that home visitation practices were important in instilling a sense of volunteerism among parents.

DISCUSSIONS

The results revealed that home visitation had a significant effect in strengthening parental involvement in children's education in terms of pupils' performance and school-related activities. However, teachers may face different challenges in conducting home visits. A study about these challenges may also be conducted.

KEYWORDS: home visitation, parental involvement, achievement

SUBMISSION ID: R04A-BATANP-1063

Strengthening Parents' Participation in Different School Activities at the Alitagtag Central School

Ma. Emma Caridad Tenorio, Department of Education

Abstract

INTRODUCTION

Parents, families, educators, and communities there's no better partnership to assure that all pupils have the support and resources they need to succeed in school and in life.

Parental involvement may be an essential factor in the development of the foundation in children's education. In spite of this, many parents do not appear to be getting involved in their children's education. This lack of involvement may have a negative impact on student performance in and out of the classroom and ultimately affect their continuing educational development and success. Teachers need to play a major role in connecting to the larger school community.

Parent's involvement has been shown to be an important variable that positively influences children's education. More and more schools are observing the importance of parental involvement and are encouraging families to become more involved. Due to this recent trend, it has become essential to understand what is meant by parent involvement and in what ways it has an influence on children's education.

METHODS

This is descriptive qualitative research which aims to strengthen parent's participation in different school activities at Alitagtag Central School. The respondents of the study are the parents.

The researchers used the data baseline. The data gathering tools used to attain the objective of the study is the interview method.

RESULTS

This part of the study presents the responses to the research objectives heaved in the research.

1. Level of Parent's Participation in Different School Activities

Table 2 shows that 60% of the respondents never participates in different school activities. 16% says that they seldom participate in the different school activities while respondents with a percentage of 14 sometimes participate. On the other hand 10% of the respondents always participate in different school activities.

2. Causes/Reasons of Parents Not Attending School Activities

Table 3 shows that 40% are working parents, 20% has schedule conflicts and uncomfortable with the activities. 6% of the respondents reveals that it is because of the teacher-parent relationship, and 14% says that the information is not comprehensible.

DISCUSSIONS

The researchers heaved the following conclusions:

Research shows that students whose parents are involve in school activities are more likely to have positive education outcomes than those whose parents are not involved.

The strategies and actions presented in this research provide a framework for how schools can connect with parents, engage parents and sustain the engagement in school activities.

Parents and schools all need to work together to create an environment that facilitates the development and progress of children.

KEYWORDS: Parent's Participation in Different School Activities at Alitagtag Central School

SUBMISSION ID: R04A-BATANP-1598

Strengthening Parents' Participation Through Project TAWAG

Rhodora Perez, Department of Education

Abstract

INTRODUCTION

'Parents' participation in the school refers to their involvement in the school's programs and projects. Their participation can take many forms. Some parents are attending for the sake of attendance. Then, some parents give their support in the grade where their children are enrolled. Moreover, their parents who assume greater responsibilities by giving their full support to the school as a PTA officer.

It is important for parents to know that the school is considered cooperative which is operated by the teachers and the parents who work for it. They are the most important elements that carry out duties to attain the objectives of the school and they share equally the school benefits and profits.

It is important to know also that the school is a "worker cooperative wherein the shares and control of the corporation depend on its workers. Parents' active participation can lead to greater motivation for staff." Teachers who are involved in the school program improve their teaching methods while parents who participate develop positive attitudes towards the school.

In the previous years, school records showed low participation of parents in the parent-teacher conferences. Parents were not interested and motivated to attend for different reasons. Hence the researcher became interested to conduct action research to strengthen the link between the parents and school through Project TAWAG- Tapping the Availability of Workers at a Given Task.

METHODS

Different methods were used. These include the use of questionnaires as the main tool to gather the necessary data to attain the objectives of the study. The researcher conducted an interview through random sampling method to 45 parents to determine their perception towards the school.

RESULTS

Parents' answers to the given questionnaires and responses to the interviews being conducted gave the following findings: 1) parents have different perception towards school, 2) the head of the school and the teachers are primarily responsible for parent's participation in the school, 3) parents should be informed of the reasons for attending and participating in the school programs, 4) parents have different preferences on how to get involved in the school project- Project TAWAG.

DISCUSSIONS

The results of the study indicate the need to strengthen parents' involvement in the school for them to become participative. Continuous and consistent implementation of Project TAWAG was a reliable means of linking with parents.

KEYWORDS: TAWAG, parents, participation

SUBMISSION ID: R04A-BATANP-1750

Strengthening Parents' Involvement in PTA Meetings at the Ping-as Coral Elementary School

Rosalinda Abu, Ping-as Coral Elementary School

Abstract

INTRODUCTION

Parents play a significant role in supporting their children's health and learning, guiding them successfully through school processes, and being an advocate for holistic development. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children. It is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's learning and development. This relationship between schools and parents cuts across and reinforces health and learning in the multiple setting at home, in school, in out-of-school programs, and in the community.

METHODS

The descriptive quantitative method was utilized. The respondents of the study are parents/guardians from Grades 1-6 and all teaching personnel.

The gathered data were tallied, tabulated and analyzed to determine the participation level of parents as well as the common reasons in not attending PTA Meetings.

RESULTS

The analysis and interpretation of the gathered data came up with the following findings:

1. Level of Participation. Parents have the highest interest in General PTA Meetings at the start of every School Year and Christmas Parties with 56% and 54%, respectively. Brigada Eskwela got 44% while Recognition Day has 34%. The least got 20% which is the Issuance of Grades.

2. Common reasons for not attending meetings. Work-related issues got 76%. Home activities and chores garnered 64%. Thirdly, 44% was a lack of communication. The last two belong to being sick and literally, not interested.

3. Proposed actions/strategies to strengthen parental involvement.

DISCUSSIONS

The number and percentage of parents who have been informed on different PTA Activities and who have attended on the said dates. The highest percentage was on General PTA Meeting wherein parents are more interested in the first days of their children and what to expect for the whole academic year. The next was on Christmas Party where they believe that the yuletide season is for children. Both of them garnered 56% and 54% respectively. It is at this time that parents become pro-active on their children's welfare. Brigada Eskwela got 44% as they believe that a good learning environment can enhance a child's performance in school.

KEYWORDS: strengthening, involvement

SUBMISSION ID: R04A-BATANP-1310

**Strengthening the Research Writing Skills of Senior High School
Students in the Padre Garcia National High School**

Mae Kristine Panopio, Department of Education Batangas

Abstract

INTRODUCTION

Expectations from educators always increase along with the varied changes in the Department of Education. One is expected to be flexible enough in coming up with the changes which are gradually arising in the curriculum. Teaching methodologies are being developed to be aligned with the shift in student's study habits and learning styles. In the present curriculum, students must not only learn the concepts but analyze and apply learnings to practical situations which are one of the purposes of including Practical Research 1 and 2 to the course requirements of Senior High School students.

METHODS

This study was conducted to determine the factors contributing to students' difficulties in research writing and to identify their needs for assistance in the writing process. This study uses descriptive research. This type of research was the best type of design to be employed as the research questions are mainly qualitative. According to (Kakkar, 2014) descriptive research methods are used when the researcher wants to describe specific behavior as it occurs in the environment. It addresses the "what" question.

RESULTS

There are different factors that contribute to the difficulties in research writing. Most of the learners responded that the factors which can be considered as the great contributors in their research writing process are interest in the research topic, lack of background knowledge and lack of support from group mates. These factors should then be given necessary action to ensure that learner's research writing skills will be improved.

DISCUSSIONS

It has been found out that there is a need to the highest extent in terms of choosing the research topic, writing the research title, drafting the review of related literature, determining the research design and methodology and presenting and interpreting results. Among this research writing competencies, it is in the process of determining the research design and methodology where learners need assistance the most.

KEYWORDS: Strengthening Research Writing Skills of Senior High School Students

SUBMISSION ID: R04A-BATANP-0222

Strengthening Science Instruction in the Bilaran National High School

Marcelo Ularde, Bilaran National High School

Abstract

INTRODUCTION

This study attempted to determine the academic performance of Bilaran National High School students in Science for the past two years in terms of periodic tests. Specifically, this sought to assess the level of performance of the teacher's instruction in terms of lecture (K12 Analysis/ Processing Activity) and laboratory activities (K12 Activity/ Application), to determine the problems encountered in Science instruction and what developmental plan to propose in strengthening Science instruction.

METHODS

This descriptive type of research used the questionnaire as the main instrument to generate the needed information in assessing Science instruction. Eight (8) Science teachers were the respondents. No sampling was used since all teachers were involved. To interpret the data gathered, frequency, percentage, and ranking were used to analyze the responses of the subjects in the questionnaire. Weighted mean was also used in interpreting the responses of the eight (8) Science Teachers.

RESULTS

Results showed that in terms of the level of performance of the teacher's instruction, teachers respect student views on the given topic and they promote respect on each learner's outlook with a weighted mean value of 5.00. Last in the ranking were teachers gave examples of how the scientific principles and concepts were applied, made conception into facts, developed communication skills of learners and used creative skills in asking questions with a mean value of 4.5.

In terms of laboratory activities, teachers developed cooperation among learners and maintained an accident-free environment with 4.87 mean value. Last in the rank was dealt on the teachers on how to make an experiment report with 4.12 mean value. Science teachers encountered problems majority on the internet connection with 4.50 mean value. It was followed by a student's difficulty of using the English language in expressing the idea with 4.38 mean value.

The academic performance of students of Bilaran National High School in Science decreased in the S.Y. 2016-2017 with the recorded mean value of 75.79 compared in the S.Y. 2015-2016 with the mean value of 80.65.

DISCUSSIONS

Close monitoring of students' progress was the main task of Science teachers by exerting more time and effort and to provide remediation activities. It is recommended that teachers and the department head must look at ways on how to increase academic performance in Science Instruction and the proposed development plan may be reviewed and needs immediate implementation.

KEYWORDS: Science Instruction, laboratory activities, lecture

SUBMISSION ID: R04A-BATANP-1060

Strengthening the MATHematics Academic Performance of Grade 9 Gauss of the Lian NHS Through the MATCH (MATH is Caring and Helping) Project

Arturo de Leon, Juvy S. Austria, & Marissa R. Carandang, Lian NHS

Abstract

INTRODUCTION

Peer tutoring is used to be one of the best practices of the Mathematics Department of Lian National High School, and this was used for a couple of years as part of intervention activities for the students with low performance in class. This study aimed to investigate the impact of peer tutoring strategies on the performance of Grade 9 Gauss of Lian National High School based on Pre-Test and Post Test results as a basis for MATCH Project that was conducted for four weeks.

METHODS

This study employed a mixed method of research. In terms of quantitative, pre-test and post-test were used while the interview, direct observation and survey questionnaire conducted on were intended for the qualitative part of the research.

RESULTS

Findings demonstrate MATCH Project to have a positive impact on the performance of Grade 9- Gauss, although the results show that the students who were engaged in MATCH Project do not have a higher performance rating than those who are not part of the project. A t-test was administered to determine the significance of the mean post-test scores for the experimental and control groups where $\alpha=0.05$ (alpha value). The t-test revealed that there is a significant difference between the mean post-test scores of the two groups.

DISCUSSIONS

Overgeneralization and simplifying, it was noted that although there is a significant difference between the mean posttest scores as revealed by the t-test, there were several limitations that arise. First is that the subjects of this study represented only by one section of Grade 9 of Lian National High School and therefore the results would not be applicable to other sections of Grade 9 as well as at different levels. Second is the time allocation, the time frame of the MATCH project lasted only for four weeks, therefore the data gathered were limited for that time and last is the skills and abilities of the tutors are also limited.

KEYWORDS: Match project (MATH is CARING and HELPING Project), peer tutoring, tutor, tutee

SUBMISSION ID: R04A-BATANC-0384

Strengthening the Effectiveness of the Supreme Student Government

Aila Marie B. Alde, Pinamukan Integrated School, Batangas City
(Adviser: Aileen dela Guardia)

Abstract

INTRODUCTION

This study aimed to determine whether the Supreme Student Government in Pinamukan National High School is effective or not in implementing their projects and programs that are mandated by the Department of Education. SSG officials had difficulty in encouraging students to put into action the learnings gained from the organization's effort of its projects through information dissemination fora, and seminars, thus, the need for the study was considered. Specifically, in this study, the researchers sought to explain the advantages of having effective leadership and identified the factors that influence the strength and effectiveness of SSG.

METHODS

Seven research questions were formulated to identify the problems and to offer alternative solutions to alleviate unwanted actions leading to the modification of SSG activities as laid down in its action plan. The study employed a descriptive method or survey research design and used statistical techniques, Frequency Count and Percentage Distribution. This provided reliable information and some facts about effective leadership. The respondents of this study were the randomly selected 75 individuals from Grade 10 and Grade 12 students as well as the selected SSG Officers at Pinamukan National High School. Findings revealed that the majority of the respondents were female and at the range of 15-16 for student-respondents while 15-18 for SSG Officer-respondents.

RESULTS

The study highlighted the effectiveness of student council in terms of how they operate and in terms of what they accomplished. This combined students' and student leaders' attitudes on the way SSG officers lead and how the students and SSG officers affect the effectiveness of the organization. It was also noted that the behavior and attitudes of the student leaders really affect the effectiveness of SSG as they were on a high percentage. They can affect both the progressive development of all the projects and programs and their unsuccessful implementation at the school level.

DISCUSSIONS

A collaborative effort from the school administration, teachers, and students could ensure the success of SSG's primary objectives as young leaders of the school. Hence, a well-developed, well-planned course of action and beneficial projects of SSG in building a good relationship and camaraderie among the students and the student council should be restructured and reorganized for the school's progress.

KEYWORDS: Supreme Students Government, leadership, camaraderie, governance, youth programs, student council

SUBMISSION ID: R04A-BATANC-0051

Strengthening the Implementation of Policy and Guidelines on Child Protection in Public Elementary Schools, Division of Batangas City

Sylvia Isoreta, Department of Education Batangas City

Abstract

INTRODUCTION

The educator has a vital role in identifying, reporting, and preventing child abuse and neglect. First, they have close and consistent contact with children. Second, educators have a professional and legally mandated responsibility for reporting suspected maltreatment. The study was conducted to determine the child protection policies and guidelines in the Division of Batangas City.

METHODS

The study used the descriptive -analytical method- involve describing in detail specific situations using research tools like interviews, surveys, and observations. It focuses on the gathering of mainly verbal data rather than measurements. It is the most appropriate means of evaluating the level of awareness of educators in preventing child abuse and neglect.

RESULTS

Assessment of the Implementation of Child Protection and Guidelines

*Child Abuse. Both the school heads and teachers assessed that it was very much implemented the child protection policies and guidelines on monitoring and evaluating of untoward incidents in the school.

*Child violence. The school heads rated that it was very much implemented the conduct of home visitation, this rank first among ten items.

*Bullying. Writing to parents or guardians were assessed by school heads to be very much implemented. In terms of the assessment of teachers, all of them indicated that procedures of due process in all cases were very much implemented.

The findings of the study will provide education officials with information that is basic to decision-making about the school heads in the division. The value of this study is designed to help educators better understand their legal responsibilities to report suspected child abuse and neglect and to assist them in understanding the child protective services.

DISCUSSIONS

These should be a strong partnership between the school and parents in the full implementation of child protection policies and guidelines. The teachers should have close supervision and concern on the safety of every pupil in the classroom to avoid bullying.

The proposed measures may be shown to DepEd higher officials for their suggestions before it could be disseminated in the field. A similar study may be conducted using other indicators and may include parents as one of the respondents of the study.

KEYWORDS: child abuse, violence, bullying, corporal punishments, DepEd's Child Protection and Policy

SUBMISSION ID: R04A-BATANC-0426

**Strengthening the Key Academic Indicators of Students at the Placido
T. Amo Senior High School, Academic Year 2018-2019**

Jenny Natanauan, Student

Abstract

INTRODUCTION

Key Performance Indicators (KPI) is a type of performance measurement that helps every person to understand how an organization, department, or institution is performing and allows a person to understand if he/she is headed in the right direction with his/her strategy. However, in today's modern education, many factors can affect students' performance in school. This study identified the extent to which these academic indicators were observed.

METHODS

This study utilized the descriptive quantitative method of research. A random sampling method was used in selecting the respondents. The study was participated by the 280 respondents identified through the use of Slovin's formula. The researcher used a self-made questionnaire in gathering the data needed for the study. The statements focused on the extent of observance of the key academic indicators.

RESULTS

The findings of the study showed the extent of observance of the key academic indicators namely, Attendance Rates, Student's Achievement, Teachers' Satisfaction, Graduation Rates, and Discipline Referrals towards the academic performance of the students. The findings implied that these key academic indicators were all observed at a high extent. Furthermore, it was found out that among all key academic indicators, the satisfaction of the teachers greatly affects the academic performance of the students.

DISCUSSIONS

Since key academic indicators greatly affect students' performance in school, student-centered programs and activities are suggested to further improve students' performance. Inevitably, greater attention should be given to the factors that may dictate their achievement.

KEYWORDS: key academic indicators, extent, academic performance

SUBMISSION ID: R04A-BATANP-0701

**Strengthening the Reading Comprehension Skills of Grade Two Pupils
of the Dona Maria Laurel Platon Memorial School Through an
Application and Intervention Strategy**

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Abstract

INTRODUCTION

The researcher, being committed to the task of molding and enhancing the skills of the learners, is bound to serve with the utmost dedication the institution she serves and the community of which she is part and parcel. It is in this connection that she is continuously pursuing professional growth and development to cope with more novel trends and developments in the educational arena. And in view of the foregoing discussion on the significance of effective instructional strategies in teaching reading comprehension, she was prompted to conduct a study on the application of the dimensions of reading comprehension in the teaching of English in Dona Maria Laurel Platon Memorial School, Division of Batangas.

METHODS

The experimental method of research was utilized in conducting this research proposal. This method presupposes that certain effects of modality variable or an independent variable may be 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 posed as the experimental variable. The results of the separate tests were compared to determine the effects aimed at.

RESULTS

The reading performance of the pupils can be described as moderate or instructional, which means that with proper reading remediation programs they could later be independent readers. Hence, the role of the school heads, the teachers and the school in totality in enhancing the pupils' reading skills is considered instrumental in the attainment of this goal. Therefore, the readiness of the schools is of the utmost necessity.

I was found out that the most serious problem encountered was that of insufficient knowledge in vocabulary which hampers the students' improvement of reading comprehension skills. The other problems are as follows: the playful nature of the pupils decreases their motivation and interest to participate in reading programs aimed to improve their reading skills; poor study habits.

DISCUSSIONS

To minimize the cited problems, the teacher conducted consistent reading drills and exercises, pull out technique in which the poor readers were pulled out of the class and exposed to a reading remediation program, selecting reading materials that suit the needs, interests, and abilities of the pupils, periodic home visitation and assigning them to read interesting stories at home. Enhancement reading programs such as 12:30 Reading habit, Sisterhood/Brotherhood, and Words for the day.

KEYWORDS: Strengthening

SUBMISSION ID: R04A-BATANP-0980

Strengthening the Reading Comprehension Skills of Grade VI Pupils in the Bilogbilog Elementary School Through the READ (Repeated Reading, Engage in Vocabulary, Arrive for Question and Develop a Story) Strategy

Nemesia Maralit, Department of Education Tanauan City

Abstract

INTRODUCTION

Based on the 2018 result of First Stage Assessment in PHIL - IRI that is (Group Screening Test) among the twenty - six (26) Grade Six pupils of English, only 1 (one) pupil passed and twenty - five (25) failed. Most of the pupils can read but not at the level expected of them. This was the reason why the researcher conducted an Action Research to determine the effectiveness of the READ strategy (Repeated Reading, Engage in Vocabulary, Arrive for a Question, and Develop a Story for Understanding) in strengthening the comprehension skills of pupils.

METHODS

An experimental sampling method was employed. The researcher gathered the needed data using the PHIL - IRI National Reading Assessment tools. There were four (4) phases followed in the study. Phase I - Identifying pupils below the score of 14 during the group screening test; Phase II - Identifying grade level passage based on the result of individual PHIL - IRI pre-test; Phase III - Using READ strategy as intervention; Phase IV - Administration of PHIL - IRI post-test and data analysis. The data were subjected to frequency counts, weighted mean, MPS, and standard deviation.

RESULTS

Analysis of the assessment was done. The result of the pre-test was compared with the post-test to determine any significant increase in the reading level of the respondents. During the pre-test, the reading comprehension level of pupils was below the grade level expected of them. The post-test results yielded a greater improvement in pupils' performance due to the READ strategy. However, there are still pupils whose reading level remains below the grade level expected of them.

DISCUSSIONS

As a reading teacher, different reading strategies will help to develop the comprehension level of pupils. Develop the value of being patient in guiding pupils on how to read and how to comprehend. Proper intervention should be administered early so that the academic, social, and psychosocial development of the pupils will be possible. Every school should provide ample time for reading remediation. Encourage parents to monitor the reading difficulties of their children and to participate in the reading program introduced by the school. One of the interventions to be used is the READ strategy in which very beneficial not only for the pupils and teachers of reading but also of great help to the supervisors, school administrators and future researchers in planning for an effective school reading intervention program.

KEYWORDS: Read, Strategy, Assessment, Independent, Instructional, Frustration, Level, Comprehension

SUBMISSION ID: R04A-TANAUA-0065

**Strengthening the Reading Comprehension Skills of Grade-Two Pupils
of the Sico Elementary School, Division of Lipa City Through the
Application and Intervention Strategy**

Analou Fermalan, Sico ES

Abstract

INTRODUCTION

This action research aims to improve the reading comprehension skills of the pupils through an assessment of the strategies used in teaching reading comprehension at the elementary level. One of the observed weaknesses of pupils in the cited school is that of reading comprehension in English. The previous result of the pupils' reading performance in PHIL-IRI complements the teachers' observation of the reading problems of said pupils. Based also on observation and experience in her long years of teaching, the researcher noted that many children who display an inconsistent reading profile are steps behind their peers in reading progress. Hence, the pupils' weaknesses in reading comprehension should be minimized if not totally eradicated.

METHODS

The experimental method of research was utilized in conducting this research proposal. This method presupposes that certain effects of modality variable or an independent variable may be 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 posed as the experimental variable. The results of the separate tests were compared to determine the effects aimed at.

RESULTS

The pre-test and post-test were designed and implemented. The pupils performed better in the post-test which means that the intervention strategies applied were effective. Finally, an action plan was designed to improve further the pupils' reading comprehension skills.

DISCUSSIONS

I was found out that the most serious problem encountered was that of insufficient knowledge in vocabulary which hampers the students' improvement of reading comprehension skills. The other problems are as follow: the playful nature of the pupils decreases their motivation and interest to participate in reading programs aimed to improve their reading skills; poor study habits among many of them tend to hinder their development in reading; poverty is the root of many of the problems manifested by the pupils, which, in turn, influence the teacher's implementation of reading comprehension enhancement; insufficient parental guidance also poses a conflict on the pupils' improvement in reading; and frequent absenteeism among some pupils deprive them of understanding the lessons they should have learned if they attend classes.

KEYWORDS: Reading comprehension skills, Application and intervention strategy

SUBMISSION ID: R04A-LIPAC1-0068

Strengthening the Utilization of Cooperative Learning Techniques Along with Different Strategies in Teaching English

Christian Llanes, Department of Education Lipa

Abstract

INTRODUCTION

To keep abreast in producing English teachers and better English speaking students, the school should have established an effective English teaching program utilizing cooperative learning techniques. While it is common knowledge that English instruction nowadays seems to be deteriorating, it is high time for the educators and the learners to work cooperatively to uplift the standard of education in the country. Teachers are always encouraged by their superiors to employ cooperative learning strategies particularly in the implementation of the K- 12 programs firmly believing that the said techniques boost learning and improves personality, thus helping students to make the most of their time and abilities.

METHODS

The questionnaire was the major tool in this study designed by the researcher to gather all the necessary information needed to determine the extent of strengthening the utilization of cooperative learning techniques.

RESULTS

Content-Based Instruction. The composite mean of 4.68 indicated that the English teachers utilized the cooperative learning strategies to a very great extent on the content-based instruction.

Thematic Teaching. The respondents showed that evaluating individual and group works is very relevant, thus, used to a very great extent as evidenced by the mean percentage of 4.93.

Focusing Inquiry. As indicated in this study, English teachers in North District used cooperative learning strategies along with focusing inquiry approach to a very great extent as supported by a composite mean of 4.50.

Generic Competency Model. The respondents utilized cooperative learning strategies to a great extent along with the generic competency model approach as supported by a composite mean of 4.39.

DISCUSSIONS

A course of action was designed to enhance the utilization of cooperative learning strategies to improve the teaching-learning process in English.

The teachers should be encouraged to avail of continuing professional education specifically on the cooperative learning strategies along with the approaches in teaching English. The school heads, district supervisors, English supervisors should conduct frequent classroom observations to assist teachers in the effective utilization of cooperative learning strategies.

KEYWORDS: Content-Based Instruction

SUBMISSION ID: R04A-LIPAC1-0081

Strengthening the Vocabulary Skills of Grade Two Pupils of the Pagalangan Elementary School

Genisha Elaine Espiritu, Pagalangan Elementary School

Abstract

INTRODUCTION

Vocabulary mastery would be very helpful for the students in learning English, especially in reading skills. Reading is one of the most important skills to master by students as foreign language learners. Most of the current information has been found through electronic or printed media, such as internet, books, journals, articles, newspapers and etc. It means the pupils should read from many kinds of sources to get more information in every field of study. To comprehend the content of the text or passage they should have good vocabulary mastery. That's why reading comprehension skill and vocabulary mastery is often connected to one another.

Based on our Phil IRI, the Grade II pupils were determined the highest number of frustration level and they could not even recognize the letters of the alphabet.

METHODS

Statistical treatment of data will be necessary in order to make use of the data in the right form. After the collection of raw data, the information was organized for analysis and interpretation for an appropriate conclusion.

The data will be obtained from the questionnaire and interviews were collected, tabulated, analyzed and interpreted by the researcher. The following statistical tools were used in the analysis and interpretation of responses.

After the questionnaire is collected, the data will be tallied and tabulated. The items of the level of development of Grade II Pupils are scored based on the rating scale. Each scale has a corresponding value such as better (3), good (2), and poor (1).

RESULTS

The researcher included the personal profile inventory to determine the level of the vocabulary skills of grade two pupils in Pagalangan Elementary School, S.Y. 2016 - 2017. BANTAY-BASA GROUP was implemented, it provides assistance to pupils by doing peer teaching. After these implementations, the researchers found out that the level of the vocabulary skills of grade two pupils from poor to better.

DISCUSSIONS

The results revealed that the use of different reading activities during remedial reading classes strengthened the vocabulary skills of the grade two pupils. Pupils are now interested in doing context clues, spelling pattern, flashcards of words with pictures, reading phrases, simple sentences, and short stories. The implementation of these activities have successfully improved the vocabulary skills of the grade two pupils.

KEYWORDS: strengthen, vocabulary skills

SUBMISSION ID: R04A-LAGUNA-0064

The Strengths and Weaknesses in Mathematics Among Grade Six Pupils: A Basis for an Intervention

Marilyn Lengson, Department of Education Cavite

Abstract

INTRODUCTION

The primary purpose of this research was to determine the strengths and weaknesses in Mathematics of grade six pupils at Bailen Elementary School, Municipality of Gen. E. Aguinaldo during the school year 2015-2016. The respondents of the study were the pupils enrolled in grade six. There were a total of 150 pupil-respondents. The researcher was motivated to conduct this study to come up with interventions in enhancing the areas in which the pupils perform well and in giving remediation to the areas where they poorly perform.

METHODS

The study made use of descriptive method research design. This method of research was utilized with the inventory test for the pupils as the core data gathering instrument. Observation and interview 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 researcher identified the strengths and weaknesses of the pupils based on the results of inventory test.

RESULTS

The mathematical performance of the grade six pupils was below average in the areas of whole number, fraction, decimal, ratio, percent, geometry and measurement. The said areas should be given more attention by teachers. An intervention plan consisting of additional programs/activities/exercises was deemed necessary to improve the performance of grade six pupils in Mathematics.

DISCUSSIONS

The teachers shall use more interactive teaching techniques that would boost interest in Mathematics. They shall be prepared with different kinds of intervention which are appropriate for each subject and to the kind of learners as well. The teachers shall develop innovative methods on how to develop the lessons and include activities considered enjoyable to the pupils to encourage them to learn Mathematics. Involve the parents in various academic endeavors to help the pupils with homework to further hone their mathematical skills. The school shall conduct teacher training for new methods and approaches in teaching mathematical skills. Moreover, the administrators, the parents, the teachers and the pupils will be able to come up to more functional decisions regarding future achievement as well as interventions for the improvement of Mathematics performance.

KEYWORDS: Performance in Mathematics, Intervention Plan in Mathematics, Descriptive design

SUBMISSION ID: R04A-CAVITP-0139