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EDUCATION

Sound in Motion: An Approach in Teaching Letter Sounds

Rhea B. Capili & Vanessa R. Barrion, Department Of Education

Abstract

INTRODUCTION

Teaching beginning reading in Kindergarten requires a lot of patience and creative thinking on the part of the teacher. We all know that in this stage their little minds are still young and their retentions are still poor. That is why repetition is being encouraged in teaching them how to read. Teaching the children to read early and well has multiple benefits and is the key to your child's academic future. The main reason is that reading is at the heart of all formal education. To be able to learn how to read a child must know first the basic skills in reading. Knowing the letter names and letter sound is one of the basic skills in learning how to read. In this study, we adapted a technique by using body movements in teaching phonemes to have mastery of the sounds of the letters as well as to develop children's listening skills, which in turn helps them improve articulation, and vocabulary skills, auditory memory, phonemic awareness, and early literacy with an innovation that was grounded by theory and evidence

METHODS

Pre and post-assessment test was used in the study. Technique of using body movements in teaching phonemes to pupils was adapted. This was designed to know the effectiveness of using Sound in Motion in teaching phonemes. By applying this innovative technique, we gradually analyzed and examined its effectiveness through different stages. The pre-assessment where each was asked to say the letter sound of each letters of the alphabet using a flash card, the utilization of the approach in teaching letter sounds which was included in their routine before the class starts, and the post-assessment in which the children were asked to say the sounds of each letter individually to know if progress occurred.

RESULTS

The pupils' response to this new approach was highly acceptable. This greatly helped the children mastered the sounds of the letters which in turn made it easier for them to blend sounds, produce syllables and words, and finally be able to read phrases and sentences.

DISCUSSIONS

The results revealed that using Sound in Motion in teaching letter sounds significantly affect the way the children learn letter sound knowledge. It is therefore recommended by the researchers to use SIM in teaching letter sounds to kinder pupils.

KEYWORDS: sounds techniques assessment vocabulary

SUBMISSION ID: R04A-SANPAB-0104

SPARK: A Study on the Effectivity in English Subject of Grade 7 and Grade 9 Students in Anuling National High School

Ivan A. Ferma
(Adviser: Cristina Gonzales)

Abstract

INTRODUCTION

The Effectivity of Sustainable Practical Approach for Reading for Kids or SPARK in English subject of Grade 7 and Grade 9 students. SPARK is a reading intervention that utilizes textbooks and questions used by the teachers to improve the reading skills of the students especially the reading comprehension. This study was all about the reading skills and reading comprehension of Grade 7 and Grade 9 students in Anuling National High School who had undergone SPARK.

METHODS

The researchers selected 15 students that are in the frustration level that answered the survey questionnaire made by the researchers, the researchers used close-ended questionnaire to easily identify the answer of the respondents.

RESULTS

Based on the data analysis gathered by the researchers, through SPARK, the reading skills of the students were enhanced, the reading comprehension improved, and the students' familiarity in vocabulary words had developed.

DISCUSSIONS

The recommendation of the researchers is given to the future researchers, students, and teachers. To the future researchers, conduct study about SPARK about the calculation on how to get the levels of reading comprehension. To the students, participate on SPARK because it really helped on improving their reading comprehension. Lastly, to the teachers, focus on improving the skills using SPARK program.

KEYWORDS: Reading Comprehension, Intervention

SUBMISSION ID: R04A-CAVITP-0902

Stress Management in the 21st Century Academic Subjects

Michael Bergonia, Department of Education

Abstract

INTRODUCTION

Due to the implementation of the K-12 curriculum by Department of Education, students encounter the added specialized subjects namely: Calculus, Chemistry, General Mathematics, Biology, and Physics. This research explores the extent of knowledge of senior high school students on different variables that trigger stress on their Math and Science subjects.

METHODS

The researchers used questionnaires because it is the most appropriate method to use to answer the specific problems in this study and to save time. Sixty senior high school students across six strands responded to a set of semi-structured questions. The researchers gathered individual information about the respondents' grades on their Mathematics and Science subjects specifically: Pre-Calculus, General Mathematics, Business Math, Earth Science, and Chemistry.

RESULTS

The results show that majority of the respondents' grades ranged from 85 to 89 in Mathematics. Furthermore, in Science subjects, the majority of the respondents achieved the grades of 90-94. The study also revealed that the age, sex, and strand has a significant relationship on the extent of the knowledge of the senior high school students on the individual factors, environmental factors and organizational factors which means that majority of the respondents have same ways in coping with stress depending on the situation. Therefore, the researchers rejected the research hypothesis.

DISCUSSIONS

The results show the need for students to distress. Social experience was an essential factor in the success of managing stress.

KEYWORDS: Stress Management, 21st Century, Mathematics and Science subjects

SUBMISSION ID: R001-URDANE-0031

Stress Management of Athletes and Coaches of Bagbag National High School: Basis for Enhanced Stress Management Program

Reynaldo Luna, Bagbag National High School

Abstract

INTRODUCTION

This study aims to discover how coaches and athletes handle stress and how stress affects their behavior and attitude. This study focuses on the stressful situations and stress management strategies of athletes and coaches of Bagbag National High School SY 2015-2016

METHODS

Descriptive research was applied in this study. The sample included 28 athletes and 6 coaches in different events. The research instruments were questionnaires and interviews. Hence, Survey Research design was employed.

RESULTS

The main findings of this study indicate that despite of the cultural differences, the main cause of stress is difficulty in training brought about by lack of sleep and conflict on academic standing resulting to poor performance. Based on the data, the athletes and coaches of the school face difficulty in managing stress.

DISCUSSIONS

The study is largely dependent on the respondents' behavior, attitude and characteristics. Educational experiences can also be perceived as stressful. This study is not applicable to all people.

KEYWORDS: Stress management Athletes, coaches

SUBMISSION ID: R04A-CAVTP-0273

**Stress Management of Elementary Teachers in Gaudencio B. Lontok
Memorial Integrated School**

Merlina Acusa, Department of Education - Lipa

Abstract

INTRODUCTION

This study aims to answer the following question: 1) What are the sources of stress as perceived by the elementary teachers? 2) What is the level of perceived stress of elementary teachers in Gaudencio B. Lontok Memorial Integrated School? 3) What activities do elementary teachers engage in to reduce stress?

METHODS

Data were gathered through survey questionnaires. A total of 66 elementary teachers were respondents of the study. Data was tabulated, and analyzed using frequencies, percentages and means.

RESULTS

The perceived sources of stress such as work, family, personal, and environment were considered only slightly part of the respondents' lives. The level of perceived stress of the respondents was found to be moderate. Of the activities considered in this study, talking with family member and praying were very often done by the respondents to manage stress. Meanwhile, eight of the 24 activities considered in the study were found to be fairly often done by the respondents to handle their stress and these were: talking with family and others, watching television programs, engaging in spiritual or religious activities, texting, doing time management activities, eating, listening to music, and engaging in hobbies/leisure activities.

DISCUSSIONS

The study was conducted at Gaudencio B. Lontok Memorial Integrated School, Lipa City on January 2019.

KEYWORDS: stress management

SUBMISSION ID: R04A-LIPAC1-0241

**Stress Management Practices among the Public Elementary School
Teachers in the District of Maddela I**

Evelyn Gabay, San Pedro Elementary School

Abstract

INTRODUCTION

Stress is a natural reaction to many situations in life, such as work, family, relationships, and money problems. Moderate amount of stress can help us perform better in challenging situations but too much or prolonged stress can lead to physical and mental problems which is why it is important to manage stress.

METHODS

This research used the descriptive method. The researcher utilized survey questionnaires.

RESULTS

Results show that stress experienced by the public elementary school teachers in the district of Maddela I is manageable. The teachers are not easily affected by the difficulties they encountered in relation to their job and seemingly have a high level of stress tolerance. Gender, civil status and highest educational attainment status of the public elementary school teachers do not significantly affect the teacher's level of stress.

DISCUSSIONS

It is recommended for elementary teachers to be made aware of the specific sources of stress for possible change and assistance, for regular assessment of stress level to be conducted for preventive measures. Practice relaxation/ mediation, escape through hobbies, interests and passion are also recommended. A "stress awareness" drive by incorporating topics on stress in social orientation subject is encouraged and similar studies should be conducted utilizing other variables to further improve the stress management practices to combat the burden of stress.

KEYWORDS: Stress

SUBMISSION ID: R002-QUIRIN-0144

**Stress Management Techniques of the Senior High Students of Pedro S.
Tolentino Memorial Integrated School**

Angelyn Dote & Vicky Bayeta

Abstract

INTRODUCTION

The purpose of this study is to identify the stress management techniques and the effects of stress to the students of Senior High and their studies.

METHODS

The researchers used descriptive method and used survey questionnaires to gather information about Stress Management Techniques, effects and coping mechanism of the Senior High students of PSTMIS. Purposive sampling was used and the respondents were 162 Senior High School students of PSTMIS.

RESULTS

The results showed that low confidence of a student, and lack of support from their parents were the effects of stress. In addition, those effects have an impact on the academic performance of the students.

DISCUSSIONS

Through faith and spirituality, new levels of optimistic mindset can be achieved, cultivating positivity, health, and wellness.

KEYWORDS: Stress Management Techniques, Senior High School Student

SUBMISSION ID: R04A-BATANC-0227

Stress Profile of Selected Public Elementary Teachers in Areas II and III in Batangas Province: Inputs for Proposed Stress Management Intervention Program

Carina Palicpic, Julie Vee Andal, Leonila Castillo, & Narcita Ilao, DARES

Abstract

INTRODUCTION

Teaching, as perceived by many, is a highly stressful occupation especially nowadays where competitiveness is a demand of the profession. High expectations in the performance of task and meeting deadlines in submitting teaching related work are some of the many indisputable causes of stress to teachers. This study seeks to determine the level of stress of Selected Public Elementary Teachers in Areas II and III in Batangas Province in terms of age, gender, civil status, position, family income and years in service as well as to develop a proposed stress management intervention program to help teachers manage stress.

METHODS

This descriptive study was carried out in four (4) elementary schools in selected public elementary schools in areas 2 and 3 in Batangas Province on 50 public elementary teachers. Total population was employed and survey questionnaires were administered.

RESULTS

Majority of the respondents were age 31 and above, female, married, in teacher I position, earning Php 15,000 and above and have more than 16 years' experience on teaching. The findings of the study show that out of 5 indicators on the level of stress, 3 obtained high level of stress- behavioral 60%, emotional 40%, and physical 36%. The remaining 2 indicators were categorized in the medium level. It signified teachers' level of stress to be on average which is normal to experience.

DISCUSSIONS

The results indicate that among the indicators which are physical, sleep, behavioral, emotional and personal, only emotional indicator has significant difference in terms of the profile of the respondents since the result is lower than 0.05 level of significance. While the rest have nothing to do with the profile variables

KEYWORDS: stress, stress management, profile variables, level of stress

SUBMISSION ID: R04A-BATANP-1611 / R04A-BATANP-1618

Stress Profile of Teachers in Twelve Selected Elementary Schools in Calatagan, Batangas

Kareen Afable, Talisay Elementary School, Department of Education - Calatagan

Abstract

INTRODUCTION

Since stress can affect a teacher's performance, it may be necessary to identify the stress profiles of teachers in terms of school, pupil, and home-related stressors.

METHODS

A descriptive-quantitative method of research was used in this study. One- hundred eighteen (118) elementary teachers were selected using the fish bowl method. Weighted mean was used to determine the stress profiles of teachers.

RESULTS

The teacher-respondents claim to experience certain amounts of school-related stress due to urgent reports that needed to be accomplished, large class sizes and the need to adjust to changes in the curriculum. They also get stressed due to pupil-related stressors from which they strongly agreed that they experienced stress when pupils display poor study habits and when pupils exhibit acts of bullying towards other pupils or if they misbehave in class. The teacher-respondents viewed financial burden as their greatest home stressor. They also get stressed with health problems in the family and inability to spend quality time with them.

DISCUSSIONS

The results revealed that teachers experience certain amounts of stress due to school, pupil, and home-related stressors. Conducting seminars, trainings and workshops about stress and relaxation for teachers will help them cope with the challenges associated with their profession. The results of the study may enable teachers to conduct self-assessment to determine the effective strategies to improve and enhance their coping mechanisms against stress. A study about stress coping mechanisms of teachers may also be conducted.

KEYWORDS: stress profile, stressors, teacher's performance

SUBMISSION ID: R04A-BATANP-1061

Stress Signals in Learning Practical Research 2: Basis in the Development of Coping Mechanism Framework for Senior High School

John Ryan C. Aguirre, Seameo Innotech Trained, Guro 21

Abstract

INTRODUCTION

Research Method and Design is an arduous subject to teach since learners have a hard time digesting its concepts.

Practical Research 2 is a subject to be learned by all SHS students regardless of tracts, strands, socio-economic status and demography. The problem lies on how students from the barangays access needed information from a good library, internet, and science laboratory. Materialization of the output is very stressful to comply in addendum to the technicalities of writing one.

METHODS

This descriptive research paper used survey questionnaires and empirical essays to obtain data and information from the 37 SHS Students of Bacongco NHS.

RESULTS

Results of the Stress Signal Questionnaire, adapted from Personal Development Textbook of Deped, showed the following Physical Stresses: 59.46% are experiencing headaches, 56.76% are experiencing weakness, and 50.00% are having inability to sleep during the night. Furthermore, same respondents showed Emotional Stresses such as mood changes (72.97%), lack of concentration (64.86%) and confusion (50.00%). Results also showed, in Behavioral Stresses, 59.46% are putting things off, 56.76% are having lateness, and 54.05% are getting compulsive.

DISCUSSIONS

According to the Attribution theory, students need to feel in control over the outcome of an academic task. Students who feel more in control will have more motivation to successfully complete that task. SHS students are having a hard time fulfilling performance task since they don't have the precursor training during their Junior High School days. Students find it difficult to comply since it involves not just excellent written communication skills but also good analytical and conceptualization skills. However, SHS students have their own way of coping from the stress in learning Practical Research 2. In their Empirical Essays, the following concepts for Stress Coping Mechanism Framework surfaced: proper tasking and communication within the groupmates, consultation of experts, meeting submission deadlines, and availability of research materials.

KEYWORDS: quantitative research, practical research, research stress

SUBMISSION ID: R012-KORONA-0011

Stress, Conflict and Coping Mechanisms: Impact on Managing Teachers' Effective Performance

Maria Rossana Alcantara, Department of Education

Abstract

INTRODUCTION

This study documents how stress, conflict, and coping mechanism impacted on effective performance of teachers in Del Remedio District, Division of San Pablo City. It specifically answers the following questions: What is the perception of the respondents as to how frequent they experience the common signs and symptoms of stress? What is the perceived coping mechanism of teachers in stress and conflicts? Is there a significant relationship between effective teaching of the teachers and the perceived Stress, Conflicts, and Coping mechanism?

METHODS

Simple descriptive statistics such as frequency and percent distribution to describe the profile of the respondents were used. Weighted mean and standard deviation were computed to show the teacher performance related factors and factors for effective teaching. Pearson's coefficient of correlation was used to determine relationship of teachers' performance related factors and factors for effective teaching.

RESULTS

Stress, conflicts, and coping mechanism influence performance. There are situations that affect the teachers but they choose to take the positive side and make that stress and conflict situations endurable. The result of this study shows that teachers are capable of doing the job despite of the many responsibilities and problems they encounter every day.

DISCUSSIONS

The administrator may be encouraged to provide programs and activities geared toward building quality relationship among teachers, colleagues and those in authority. There may be a regular supervision of teachers to monitor their actual condition in classroom, teachers may also not be given extra load or even non-teaching load; noise inside and outside the perimeters should be minimized; school administrators and PTA officers may provide adequate lighting system in all rooms. The government may look deeply into the problems of teachers with regards to salaries and unpaid benefits to alleviate financial difficulties and minimize the need of having dual jobs. Teachers may be given incentives by providing outdoor activities or spiritual awakening. Department of Education may also consider the stressors and conflict that relate significantly to the teachers' performance.

KEYWORDS: STRESS, CONFLICT AND COPING MECHANISMS: IMPACT ON TEACHERS' EFFECTIVE PERFORMANCE

SUBMISSION ID: R04A-SANPAB-0100

Stressed Or Not? a Perspective on Stress-Coping Mechanism among Intermediate Pupils in Bagong Pook Elementary School as Component of a Way forward Effective Learning Environment

Jerlyn Fortus, ZARA, Department of Education

Abstract

INTRODUCTION

A plethora of research identifies the risks of stress on pupils' learning experiences. Stress arises when internal and external pressures exceeds one's capacity to cope with the situation. This mainly comes from academics, relationship problems, life changes, and peer pressures. Such stress may usually cause psychological, physical and behavioral problems. This poses a serious problem to educators if stress in class is not addressed and a research-based stress-coping mechanism is not established.

METHODS

Descriptive survey research design is employed in this study. Quantitative data was collected using frequency, rank, weighted mean and Pearson Correlation. A sample of (n=60) served as respondents for the research-made questionnaire. Part I-III used close-ended type of question that utilized Likert-Scale for responses while Part IV was open-ended wherein respondents were inquired to give their suggestions on how to minimize stress in their learning environment. Results were presented graphically, inferentially, and descriptively.

RESULTS

Five domains of stress were explored. Topmost among the stressors were academic-related and teaching and learning-related. The five domains of stress garnered a general weighted mean of 3.43 and verbally interpreted as often. Five of the six indicators on practices used by teachers in reducing stress were answered as highly effective. In establishing the correlation of teachers practices in reducing stress as to the frequency of stress experienced by the respondents, the value of R is 0.2608. Although technically a positive correlation, the relationship between the variables is weak. The value of R², the coefficient of determination, is 0.068. The last part discussed the effects of stress on the learning experiences of the respondents and the data revealed a 2.80 GWM, and interpreted as agree.

DISCUSSIONS

This paper highlights the perceived negative effects of stress on the student learning experience and how this can be alleviated so learning would be stress-free and effective. It should be noted that the particular circumstances in BPES is unique both demographically and statistically, so the results cannot be generalized across the education sector. In general, the results of this study are suggestive as to the necessary components of a stress coping program specific to the needs of Intermediate Pupils.

KEYWORDS: stress, stressors, stress-coping mechanism, learning environment

SUBMISSION ID: R04A-BATANP-0908

Structured Word-Picture Approach: Aid to Improve Grade V Pupils' Vocabulary

Jake Fraga, Department of Education

Abstract

INTRODUCTION

Poor vocabulary has become a problem of the grade 5 pupils in Quezon Integrated School as made evident in the Phil-IRI pre-test results, wherein, reading comprehension rate has become one of their least mastered skills. Another proof is the poor result of pupils' pre-vocabulary assessment. To develop the vocabulary skills of the learners, an intervention was designed and employed. Thus, this study focuses on the development of pupils' vocabulary using the Structured Word-Picture Approach as an intervention to address poor vocabulary problems among grade 5 pupils of Quezon Integrated School, Quezon, Tagbina, Surigao del Sur, during the second quarter of the school year 2017-2018.

METHODS

A series of structured activities was provided for the identified pupils using a researcher-made module for vocabulary development. For every 50-minute session every Friday afternoon, each activity was designed using pictures to motivate the pupils to learn new words. Pictures were used varying in every vocabulary activity. Prior to the implementation of the intervention, a pre-vocabulary assessment was administered to the 49 grade 5 pupils to determine the level of their vocabulary skills. After getting the results, the pupils found to have low vocabulary were purposively selected to undergo the intervention and to take a post-vocabulary assessment. The results of the assessment, both in pre-test and post-test, were scored using a 4-point Likert scale, namely not competent, beginning competence, nearing competence, and competent.

RESULTS

Pre-vocabulary assessment results showed that out of 49 grade 5 pupils, 20 were in the nearing competence level, 10 in the beginning competence level, and 19 in the not competent level. Hence, 29 pupils under the not competent and beginning competence levels were the target respondents of the intervention in order to improve their vocabulary skills. Results revealed that the mean score on pre-vocabulary assessment of the identified 29 pupils was 4.1379, and the mean score on post-vocabulary assessment was 11.1034 with t-statistics of -8.1927, which then signifies greater improvement in the pupils' vocabulary skills after the implementation of Structured Word-Picture Approach.

DISCUSSIONS

Consequently, the said intervention has made improvement on the vocabulary of the identified pupils. However, more word- picture activities may be created to continue motivating the pupils to learn new words to further improve their vocabulary.

KEYWORDS: intervention, vocabulary assessment, structured activities

SUBMISSION ID: R013-SURSUR-0044

Struggles Encountered by Tingloy Senior High School Students on the Use of English Language in Classroom Instruction

Joanne L Bacay, Tingloy Central School
(Adviser: Lorraine Vergara)

Abstract

INTRODUCTION

Most of the subjects in the K-12 curriculum use the English language as medium of instruction. Hence, it is required that students should converse in English but the language is usually hard for the students to use and understand. This study highlights the instances when the language is used in classroom instruction, the struggles faced by students in using it, and their effects on the students' performance.

METHODS

An interview was done by the researchers to gather data from the respondents consisting of open-ended questions to allow for free and more complete responses. Respondents consisted of Grade 11 and 12 students. Data gathered were analyzed qualitatively as thematic ideas were formulated based on the responses. This case study-type of research focused on a specific case, on the occurrence of problems inside the classroom only and is also therefore phenomenological.

RESULTS

After the interview, it was found that students use the English language when the teacher asks them to. They mostly use the language during presentations such as reporting, group activities, and recitations. The study further revealed that the most common struggle encountered by the students in using the English language in the aforementioned instances is losing of self-confidence due to being humiliated because of grammatical errors, mispronunciations, and incorrect use of words due to low vocabulary. Thus, it was gleaned that their academic performance becomes poorer due to lack of participation and inability to meet the academic standards. In terms of their attitude and behavior, they were not able to socialize and prefer to keep distant. And generally, their attention span become affected as they easily get distracted because they became more conscious on the words to say and missed the goal of focusing on the content of what to say.

DISCUSSIONS

The result, therefore, reflects the need to implement an English-friendly environment inside the classroom through activities such as peer-tutoring during vacant hours where students will read, listen, view, write, and view English words to introduce and familiarize themselves in the language. Students' active involvement in the program is highly required. With the success of the proposed activity, students' fear in using the language will be lessened and their love for learning will be further enhanced.

KEYWORDS: English language, classroom instruction, struggles

SUBMISSION ID: R04A-BATANP-0065

Struggles in Family Life as Reflected on M.L. Stedman's "The Light Between Oceans"

Arlene Mauhay

Abstract

INTRODUCTION

When a person reads a literary piece, he is into world not his own. His involvement in that world denotes values that will enrich his experiences. He may even grow and evolve through the literary journey with books.

METHODS

The researcher used the descriptive method of research with emphasis on content analysis; thus, making the study analytical in nature and demanded a careful attention, critical examination or scrutiny of the novel. The formalistic approach in literary criticism was also employed.

RESULTS

The novel's theme included the never ending search for love and importance of family and relationship. The novel implied that the goal in a marriage is to think and decide together. The novel simply tells for people to have an understanding towards others feeling and that love conquers everything. People must be considerate enough of other people's needs. It also implied that forgiveness is not just a feeling but it's a decision.

DISCUSSIONS

The novel, *The Light Between Oceans* illustrated some of the family problems that was encountered by the characters such as decision making, conflicts, etc. which affected their personal relationships. Family problems shown in the novel greatly affects the behavior of the characters specially for Tom and Isabel as they found the child and treated her as their own. These problems relate to real life family problems of Filipinos.

KEYWORDS: Novel, Struggle, Relationship

SUBMISSION ID: R04A-BATANC-0015

Student Assessment on Technology-Based Teaching Materials in Teaching Speech Communication in Grade 10 Students of FAITH Catholic School

Maria Daian Onte, Department of Education

Abstract

INTRODUCTION

This study seeks to assess the technology-based instructional materials in teaching Speech Communication in Grade 10 Students of FAITH Catholic School to gauge through students' responses the need to adapt innovative changes to instruction for better learning.

METHODS

This research utilized the descriptive method using quantitative approach. One hundred eight students were administered with a survey questionnaire to evaluate the technology-based instructional materials in terms of teaching Speech Communication in Grade 10 Students of FAITH Catholic School. The results of the survey were then processed by computing the weighted mean of each survey item.

RESULTS

PowerPoint Presentation, audio cassette recorder and audio video presentation are the only available technology-based instructional materials in teaching Speech Communication. PowerPoint Presentation is the most frequently used technology based instructional material which is normally taught in Speech Communication. Also, it is easy to manipulate and is considered more convenient for the teachers and students. Audio-cassette recorder was rank least because there is no face to face interaction between the listener and the speaker.

DISCUSSIONS

Based on the data, the researcher recommends guidelines in using Technology-based materials to teach Speech Communication. Teachers may provide audio-cassette recordings which have clear content that learners will be able to understand. Recordings should contain precise, concrete and familiar words. Teachers may use more familiar words so that learners will understand the lesson better; Audio and video presentation should contain all facts. To strive for completeness, audio and video presentation should provide all information: who, what, where, when and why. It should provide contents which are correct, properly punctuated and correctly spelled.

KEYWORDS: assessment, technology, communication

SUBMISSION ID: R04A-TANAUA-0068

**Student Teaching Performance of Pre-Service Teachers at Batangas State
University - JPLPC Campus**

Diane Calalo, Department of Education

Abstract

INTRODUCTION

A lot of molding, smoothing and sometimes a painful furnishing is needed to produce an effective and competent educator. But the institution that helps in molding and shaping the future teachers is not the end line of knowing and growing in the profession. Success and failures in the classroom and adult development occur naturally through life experiences and the continued formal learning that the profession offers contribute to the professional development of teachers.

METHODS

The purpose of this study was to gather data about the profile of the respondents and their student teaching performance in terms of mastery of the subject matter and facilitating learning. The researcher used descriptive method of research in conducting this study. The descriptive method was the most suitable method in this study because it is concerned with the description, analysis and interpretation of the gathered data on the student teaching performance of pre-service teachers. Aside from determining if significant difference exists between the variables, the method was also used to conclude significant connections. The following statistical measures used in the study were Frequency and Percentage, Weighted Mean, F-test and Chi-Square.

RESULTS

There is a significant difference in the respondents' sex and student teaching performance while in terms of program and general weighted average, no significant difference exists. The two groups of respondents assessed the student teaching performance of teacher education seniors as very satisfactory in terms of mastery of the subject matter and facilitating learning. In terms of general weighted average, most of the respondents got an average of 1.75 - 2.24.

DISCUSSIONS

Performance test may be given to freshmen student teachers at the start of the semester to find out their strengths and weaknesses in student teaching. Activities that will enhance the skills of the student teachers may be given to help them in the difficulties they encounter. Conferences and training may be conducted by school for student teachers as need arises to improve their knowledge and capability in different areas. Strong linkages between the cooperating teachers and principal are encouraged to be established.

KEYWORDS: pre - service teachers, performance, classroom development

SUBMISSION ID: R04A-TANAUA-0066

**Student-Made Electric Generator (SMEG) as an Authentic Learning
Assessment Tool in Enhancing Grade 10 Students Conceptual
Understanding of Electromagnetism**

Mylene Rosco

Abstract

INTRODUCTION

Authentic assessment differs from the traditional assessment process in such a way that it provides active learning environment through real-life task given to the students. It promotes higher order thinking skills and challenges students' critical thinking in performing the task. This is what k-12 learners need to be able to achieve.

METHODS

This research features the use of authentic assessment Student-Made Electric Generator, as a learning tool in electromagnetism for grade 10 students of Malinta National High school. Two heterogeneous grade 10 classes composed of 45 students were used as respondents in this study. Data was collected through a focus group discussion, pretest, and post-test and retention test. The t test was used to statistically determine the significant difference between the traditional assessment and authentic learning assessment. The common theme of the students' answers on FGD were determined and coded as positive or negative feedback.

RESULTS

Results indicate a positive behavior among students while doing their task. Active participation on the learning process was very evident. They were challenged and motivated to complete the task given to them. Findings also revealed considerable increase on the mastery of the lesson. The Retention test result of the students who performed the task was far better than the traditional group with a mastery level of 56.58 compared to control group with 47.93. Moreover, the result for the test of significance shows that there is a significant difference between the control and experimental group in terms of post-test and retention test.

DISCUSSIONS

This concludes that students with deeper understanding of the lesson results to a longer retention. The use of authentic learning assessment tool revealed desirable results and was found effective in enhancing the conceptual understanding of the students. The result of this research will be useful in designing more authentic assessment tool with real-life relevance that ensures students success.

KEYWORDS: Authentic assessment tool, Traditional assessment, Electromagnetism, Retention test, t test, Focus Group Discussion

SUBMISSION ID: NCR1-VALENZ-0003

Student-Related and Motivating Factors Affecting the Performance in English Subject of the Pilot Fifth-Graders of Selected Public Elementary Schools in Pila District, Division of Laguna

Lorraine Lubel Sajulan, Department of Education

Abstract

INTRODUCTION

Considering the different approaches made by the teachers, efforts are still not enough to making students proficient in English. The study is conducted to determine the effect of student-related and motivating factors on the pilot fifth-graders' performance in the English subject.

METHODS

The descriptive method of research was used in the study. The respondents were 150 pilot fifth graders in 5 selected public elementary schools in the District of Pila during the first and second grading period. This was determined by employing the fish bowl method. In gathering information, the researcher designed a questionnaire. Descriptive statistics like mean, standard deviation, frequency distribution, and t- test were used in the presentation of data.

RESULTS

Based on the over-all computation, there was a "moderate extent" on the students' extent of study habits with a computed average mean of 3.12. The respondents' average mean rating on the extent of learning attitudes in terms of culture is 3.95, interpreted with "high extent". Respondents' perception on the status of learning attitudes in terms of environment was in "high extent" with an average mean of 4.27. With similar interpretation of "high extent", the respondents' average mean on the extent of learning attitudes in terms of family is 4.13. On the same findings, the respondents' status of learning attitudes in terms of peer was in "high extent" with an average mean of 3.99. No difference in interpretation was shown, "high extent", with the mean average of 4.3 on the extent of learning attitudes in terms of respondents' religions.

DISCUSSIONS

The findings showed "high level" on both integrative and instrumental motivating factors of the respondents with an average mean of 4.16 for integrative and 4.20 for instrumental. In the level of performance in English subject, the computed average mean of 83.00 was interpreted as "low level". The findings revealed that student-related and motivating factors "significantly affect" the students' performance in English subject. Therefore, the hypothesis stating that student-related and motivating factors have no significant effect on the performance in English subject of the pilot fifth graders among selected public elementary schools in Pila District, Division of Laguna, was rejected.

KEYWORDS: student-related factors, motivating factors, performance

SUBMISSION ID: R04A-LAGUNA-0143

Students' Study Skills, Comprehension Level and their Academic Performance in English at Lalaan Central School

Ancel Riego De Dios, Department of Education

Abstract

INTRODUCTION

Study is the process of applying the mind in order to acquire knowledge - (Webster's Dictionary) study skills are learning skills that are also thinking skills when study includes "careful attention to, and critical examination and investigation of, a subject."

METHODS

The study employed of the descriptive analysis correlation method with document analysis. The main instruments used in this study were the Study Skills Checklist used by (Mercado, 200) devised Reading Comprehension test by TOEFL 20 and the grade points averages of the students for the Third Grading Period based on Department of Education Form 137.

The statistical treatments used were frequency count, percentage, mean, standard deviation and chi-square.

RESULTS

1. Students had very satisfactorily study skills along with concentration, remembering data, organizing time, listening information management, speaking, reading, writing, taking tests and evaluation.

2.

T

he students had good comprehension level.

3.

T

he students' academic performance was fair.

4.

St

udents with very satisfactory study skills tended to have very satisfactory reading comprehension level and academic performance in English and academic performance in English and those with moderately study skills tended to have poor academic performance in English.

DISCUSSIONS

Reading Comprehension Level in English:

Fifty seven (57) or 21.26 percent of the total respondents are very good, 113 or 42.16 are good, 64 or 23.88 percent are fair and 34 or 12.28 are poor. The average weighted mean of 28.85 generally, respondents achieved good in their reading comprehension.

Academic Performance in English:

Thirty -two (32) or 11.94 percent of the respondents are poor in academic performance, 139 or 51.87 percent are fair, 83 or 30.97 are good and 14.5 or 22 are very good in English. Majority have fair grades in English. Reading comprehension and academic performance in English were significantly related at 0.01 level of significance with 32.46 chi-square value.

KEYWORDS: Students' Study Skills, Comprehension Level and Their Academic Performance

SUBMISSION ID: R04A-CAVITP-1167

Students' Academic Performance and Teachers' Teaching Strategies in Science: Basis for the formulation of Science Activities

Benverly De Villa

Abstract

INTRODUCTION

Filipino students' poor achievement levels in Science have been documented for several years now. Thus, greater importance must be given for students to learn and perform through varied classroom activities and strategies. In this study, the relationship between the students' performance and teachers' teaching strategies was determined as basis for the formulation of Science Activities in Junior High School.

METHODS

The descriptive method of research was employed and a questionnaire was utilized as the research instrument. The respondents of this study were limited to seventeen (17) Public Junior High School Science in Area III, Division of Batangas with Science teachers as respondents. The baseline of the study is on the relationship between the teaching strategies employed by Science teachers and the Grade 9 students' academic performance based on their final grade for School Year 2017-2018. In assessing the relationship of these variables, the statistical tools employed were the weighted mean, ranking, frequency and Chi Square Test.

RESULTS

The results revealed that students performed outstanding in Science. Consequently, preparing learners to be responsible individuals in a technologically advanced society was considered by the respondents as one of the strategies which is commonly used in teaching Science. In terms of instructional delivery, Science teachers' competency level showed that communicating in a direct and positive way with learners was important in dealing with students. In the area of classroom management, it was revealed that it teachers focused on managing learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. Moreover, it was found out that the selection of learning targets was highly regarded by teachers in the area of assessment and reporting.

DISCUSSIONS

Based on the results of the study, there is a need for additional trainings for teachers for them to contextualize different strategies in teaching Science in Junior High School. The development of instructional materials will be very beneficial in improving students' performance. The formulated Science activities proposed in this study will improve teachers' strategies ensuring that they will be able to employ varied and effective means for students to learn ultimately.

KEYWORDS: academic performance, science activities, teaching strategies

SUBMISSION ID: R04A-BATANP-0669

Student's and Teacher's Perception on the Implementation of Heterogeneous Sectioning at Callejon National High School

Laica M. Cuevas, Callejon NHS

(Adviser: Morlan Pasia)

Abstract

INTRODUCTION

In previous years, students were grouped according to their academic standing, however, major reforms were introduced through the implementation of heterogeneous sectioning. Thus, this study aims to determine the students' and teachers' perception on the first year of implementation of heterogeneous sectioning as basis of proposed action plan.

METHODS

This study made use of the descriptive type of research design. Forty-two junior high school students and 21 teachers responded to a constructed questionnaire. Testing of significant difference was also conducted with data collected through quantitative analysis.

RESULTS

Most of the students and teachers preferred the heterogeneous sectioning than homogeneous. They have stated that heterogeneous sectioning is truly beneficial for both students and teachers as it develops communicative skills and increases interaction among students. However, students professed a number of issues and challenges encountered such as their feeling of needing help than experiencing the role of a leader which also causes lack of participation in class discussions. Also, most of the teachers were challenged due to individual differences like learning ability and learning style. Moreover, teachers also stated that it is difficult to be certain that all students learn effectively.

DISCUSSIONS

The results demonstrated the possible continuity of heterogeneous sectioning implementation. Despite, the issues and challenges encountered, the advantages of its implementation maintained predominantly. Through this study, action plan was proposed to overcome and address the said issues and challenges.

KEYWORDS: Perception, Heterogeneous Sectioning, Action Plan

SUBMISSION ID: R04A-QUEZON-0043

**Students Attitude and Academic Performance in Practical Research 1
among Grade 12 Senior High School Students: Basis for Preparation of
Module in Research**

Saturnino Hernandez, Division of Cavite

Abstract

INTRODUCTION

The aim of this basic research is to determine the academic performance in Practical Research 1, the attitude towards research and to test if there is a significant relationship between academic performance and attitude towards research of Grade 12 Senior High School Students.

METHODS

The study utilized the descriptive correlational quantitative research design to determine the academic performance, attitude towards research and the relationship between academic performance and attitude towards research among Grade 12 Senior High School Students who took the Applied Subject of Practical Research 1. Total enumeration was used to determine the sample of the study of about 213 Grade 12 Senior High School Students of Naic National. Grade point average of the subjects Practical Research 1 was utilized to determine the academic performance in research and Attitude Towards Research was utilized to identify the attitude of the respondents toward research.

RESULTS

The academic performance in Practical Research 1 has a mean of 80 with standard deviation of 4.77 which implies a satisfactory academic performance on research. Most of the respondents have positive attitude towards research based on the result of 4.79 mean and 1.28 standard deviation. There is a highly significant relationship between academic performance and attitude towards research with p-value of 0.00E+00 and therefore rejects the null hypothesis at 0.05 level of significance.

DISCUSSIONS

This basic research was limited to the academic performance using the grade point average in Practical Research 1 and attitude towards research using the adopted and modified Attitude Toward Research (ATR) scale. The results of the study will continue on the preparation of module in Practical Research 1 that will be evaluated and validated on the usefulness and acceptability of this instructional material in research.

KEYWORDS: Qualitative Research, Grade 12 Senior High School Students, Module in Research

SUBMISSION ID: R04A-CAVITP-1395

Students' Attitude Towards Multiple Choice Test: Basis for Developing Modified Answering Mechanism

Marvin Atienza

Abstract

INTRODUCTION

Assessment is an integral part of teaching and learning process. Multiple choice test is one of the forms of assessment recommended to use during quarterly examinations which primarily aims to develop students' higher order thinking skills. Unfortunately, students have different views towards this particular kind of assessment and takes advantage of this chance to quickly answer and randomly guess each question since options are already provided. This kind of dilemma led the researcher to conduct a study about the students' answering habits and develop possible solution to this phenomenon through making a modified answering style a new habit.

METHODS

The researcher used a descriptive research design because it aims to describe the characteristics and behavior of the respondents. The respondents are the Grade 12 Humanities and Social Sciences students who took the third quarter examination in Understanding Culture, Society, and Politics in Talisay Senior High School, Talisay, Batangas. The researcher analyzed the performance of the respondents on the said examination which includes their speed of answering and their scores and used survey questionnaires to gather their perception on the said assessment. The researcher also conducted an interview for further details.

RESULTS

The results show that majority of the respondents guessed their answers. They lack interest to read long constructed questions while some respondents really lack comprehension skills. It has also been determined that those who answered questions on the shortest span of time got lower scores and some of their mistakes were considered to be easy items. Based on the interview conducted, most of the students who really took time to read and practice critical analysis to the test questions are those students who generally perform better. Thus, the researcher really believes that there is a need for modification of students' answering mechanism through practice and day-by-day integration. This way, old habits may be unlearned and new answering habits can be formed.

DISCUSSIONS

The results imply that when it comes to multiple choice tests, students become complacent and neglectful on answering questions. The purpose has not been served well. It is essential to develop and practice a mindful answering style and a firm implementation of it. Simple drills and consistent integration will be a great contributing factor to alter students' perception towards this kind of assessment.

KEYWORDS: multiple choice test, answering habits, modified answering mechanism, habit formation

SUBMISSION ID: R04A-BATANP-2053

Student's Awareness on Republic Act 10627: Basis for a Proposed Anti-Bullying Scheme

Mariefa Manalo, Deped Bauan West District

Abstract

INTRODUCTION

Students' varying backgrounds, culture, beliefs, attitudes and the like is a contributing factor to the incidence of bullying among students in school.

The researcher would like to determine the common bullying act encountered by the pupils in school, factors that trigger students to commit bullying and what actions may be taken to address bullying acts demonstrated by the school children.

Moreover, the researcher also aims to conduct a series of activities that will broaden parents' awareness of the existing anti bullying policy of the Department of Education and the school's localized Anti Bullying Policy.

METHODS

This action research used a descriptive research design. The researcher used checklist to determine the common bullying practices in school and conducted an interview of the respondents to determine the common reasons why students commit bullying act. An action plan was made by the researcher to lessen if not eradicate the bullying incidences in school. The statistical treatment used was frequency weighted mean and ranking.

RESULTS

Nasty jokes to embarrass and humiliate co students ranked first in the category of social bullying acts with 51 out of 69 students/respondents. Encouraging others to exclude someone got the second rank with 41 out of 69, while lying and spreading rumors ranked third. To add, mimicking and negative facial gestures were deemed not likely to happen as shown by the results

The results showed cyber bullying and abusive hurtful texts, and deliberate exclusion of others online and nasty gossips or rumors to not likely happen in the particular school in this study with scores of 24 and 19 and respectively.

DISCUSSIONS

Among the specified bullying acts, respondents assessed that tripping and destruction of personal property, teasing and playing nasty jokes to embarrass and humiliate are the most common bullying acts committed by the pupils in this particular school. Pupils revealed that they have been physically hurt by other students through pinching that have resulted to bruises. Pinching ranked second in the checklist. Intentional pushing against the wall, to the ground or towards other pupils, and name calling such as "ugly", "pandak", "usngal" crossed eyed" and many others which cause great humiliation ranked third in the list with 55 pupils conceding to have encountered the said physical and verbal abuse.

KEYWORDS: Anti- bullying act, physical emotional harm, cyber bullying

SUBMISSION ID: R04A-BATANP-1798

Students' Awareness of the School's Participation in the Implementation of School-Based Environmental Programs

Aileen Otamias

Abstract

INTRODUCTION

The objective of this study is to determine the relationship of students' awareness on school participation and promotion of the DepEd mandated environmental programs and to determine the level of awareness on the implementation of school-based environmental advocacy of Dr. Panfilo Castro National High School in Candelaria, Quezon.

METHODS

Descriptive by nature, the researcher utilized a modified survey questionnaire and used the Pearson Product- Moment Correlation Coefficient (r) to test the significant relationship of students' awareness on school participation and promotion in the implementation of school- based environmental programs in terms of attainment of objectives; activities undertaken; and, participation of the stakeholders.

This study utilized descriptive survey design to assess students' level of awareness on school participation in different environmental programs/activities. The respondents of the study included two hundred thirty (230) Grade 9 students who are presently enrolled in the said school.

RESULTS

Findings of the study revealed that the students had a great extent of awareness on disaster risk-reduction management; moderate extent of awareness on their school's participation and promotion of environmental programs such as tree planting and tree caring project, environmental awareness campaign, solid waste management and the establishment of youth for environment school-organization (YES-O); but less extent of awareness on outreach programs. These, in turn, were in moderate extent of implementation in terms of attainment of objectives, activities undertaken and participation of the stakeholders.

DISCUSSIONS

The null hypothesis was rejected.

KEYWORDS: awareness, implementation, environmental action plan

SUBMISSION ID: R04A-QUEZON-0344

**Behavior and Academic Performance of Grade 7 at Natalia V. Ramos
Memorial National High School Concepcion, Batangas City; Basis for an
Action Plan**

Tita Acorda, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION

This empirical study aims to look into learning behavior of grade seven students of Natalia V. Ramos Memorial National High School and their academic performance. This research attempts to study the relationship of academic performance through the use of student's grades during the first and second grading for the school year 2018-2019 and their learning behavior using Student Learning Behavior Scale as one of the influential factors in deciding the academic life of the students.

METHODS

This study used the descriptive method of research where the researcher utilized a self - made questionnaire to gather information needed in the study. The variables considered in this study included the student's behavior towards family, friends, school and authority and the student's academic performance. The Spearman Rho Correlation was used to determine the relationship of students behavior and their academic performance.

RESULTS

Respondents in the study showed that their behavior does not affect their academic performance. The researcher found out that even though learning behavior is a student factor, there are many other intervening variables which exert an indirect influence on the learning behavior of the students. It is high time that the educators, parents and students focus not only on the learning behavior of the students but also other variables such as the social media and the environment itself for the optimal academic achievement of the students.

DISCUSSIONS

Based on the result, students' interest towards their studies will increase by devising creative and innovative methods of teaching that are more adapted to the fast-paced world we now live in to better enhance the intellectual capacities of the students. They will be encouraged to develop good study habits even at an early age so that a strong intellectual foundation would be in place. Likewise, agreeable behavior should be praised to serve as incentive and encouragement.

KEYWORDS: behavior, academic performance, achievement, action plan, relationship

SUBMISSION ID: R04A-BATANC-0350

Students' Competencies and Attitudes Towards Filipino Language: its Implications to Educational Innovation

Mary Ann Macalalad, Calubcub 1.0 National High School
(Adviser: N/A)

Abstract

INTRODUCTION

The main objective of this study is to gauge Calubcub 1.0 National High School of San Juan East District students' perception of their competence in Filipino language class.

METHODS

A descriptive type of research and questionnaires as the main instrument for gathering data. Grade 9 students of Calubcub 1.0 National High School served as the respondents of this study. No sampling technique was used since total population of the respondents participated in this study.

RESULTS

Data revealed that majority of the respondents were male, were 13-14 and with 81-85 final grade in Filipino. This study further found out that the respondents' guardians were high school graduates and they were fond of watching Filipino TV shows. Students had good attitude towards Filipino language. These attitudes were related to gender, age, and grade in Filipino, educational attainment of guardian, and to the television shows they regularly view but not with their age. The students strongly agreed that their competency in Filipino language was reflected their attitude in which they tend to become interactive in class. There was a significant difference in the competence of students with different gender, age, grade in Filipino, educational attainment of guardian and television shows they regularly view.

DISCUSSIONS

It is recommended that teachers should encourage the students to watch television shows with high regard to Filipino language such as documentaries and news delivered in Filipino, and those that avoid Tagalog-English code-switching. In addition, Filipino teachers should continue to apply interactive and enjoyable teaching strategies like Jigsaw Learning Technique, and Question and Answer Relay to maintain the positive attitude of the students towards the Filipino language. They should use standard competencies in communication skills using Filipino language. In lieu, students should be encouraged to participate actively in a good language class by skills grouping and small group activities.

KEYWORDS: attitude, competence, language

SUBMISSION ID: R04A-BATANP-0664

Students' Developmental Activities in Teaching Social Studies at Sta. Rita National High School

Dorothy Ortega

Abstract

INTRODUCTION

The implication of students' academic performance in social studies in high school level should not to be taken for granted because their academic deficiency would most likely be carried over to the tertiary level.

METHODS

The descriptive research design was used in the study with the questionnaire as the instrument to gather important data. The respondents of the study were 200 students of Sta. Rita National High School from grade seven to grade ten. The statistical tools used in data analysis were percentage, frequency, weighted mean and ranking.

RESULTS

The most common used group activity in teaching this social studies was group discussion with the weighted mean of 3.82 and interpreted as always used, wherein teachers often grouped the students for activity to make sure that all students were involved.

With regards with to factors that contribute to students' interest relative to topic, student's involvement, activities and teaching strategies used, respondents strongly agreed that using technology to motivate students to learn the topic will boost the interest of the students in teaching the subject. It obtained a weighted mean of 3.88 which ranked first. It appears that the students learned a lot using technology in teaching. Ability to connect topic to topic was highly observed and ranked first with the weighted mean of 3.58 in the ranked order distributions as regards to the respondents relative to student's involvement. Promoting leadership in the class ranked first in the rank order distribution with 3.67 as its weighted mean and verbally interpreted as highly observed relative to activities. Genuinely applicable in real-life situations ranked first in the rank order distribution and had a weighted mean of 3.65, perceived by the respondents as highly observed and performance-based strategy ranked first in the rank order distribution and has its weighted mean of 3.87 and verbally interpreted as highly observed by the respondents relative to teaching strategies used.

DISCUSSIONS

Sample plan of group activities in social studies classes from grade seven to grade ten students was proposed to address the problems revealed in this study. The proposed activities intended to enhance the use of group activities in teaching Social Studies focused on concept mapping for Asian history, peer teaching for world history, flow charting for economics and research-based activity for contemporary social issues in education.

KEYWORDS: developmental activities, social studies, students' ability, enhancement, management

SUBMISSION ID: R04A-BATANC-0301

Students Enhancements on Learning integers Utilizing Geogebra

Merlyn Menion & Jurdil Faith Salas, Department of Education

Abstract

INTRODUCTION

One of the main reasons why students tend to develop math anxiety is because of the lack of basic foundation of concepts towards the subject which is manifested during secondary level in Elementary Algebra. Geogebra is described as a free and multi-platform dynamic mathematics software for schools which has the capacity to combine in one intuitive interface the dynamic geometry software and the computer algebra system. With this, the researchers aim to strengthen mathematical foundation specifically in learning integers by finding some alternatives in effective teaching utilizing Geogebra and determining how students learn at their best, which leads to the researchers to create and develop learning materials that will hopefully ease the math anxiety of the students.

METHODS

This quasi-experimental study aimed to determine the enhancements developed among 28 Grade 7 students on learning integer operations using Geogebra. Geogebra is an open source software used in teaching mathematics. It has the capacity to visualize and aid in performing the four operations (addition, multiplication, subtraction, and division) of integers. Learning trajectories were crafted to aid students and researchers in the activities done in this study.

RESULTS

Based on the results of the study, Geogebra served as an environment for students to perform the 4 operations on integers through exploration, hands-on and visualization as observed in the developed praxeology. There were better interactions between students and their teacher in the treatment group. With the results obtained, it is observable that there is really a significant difference in the performance of both classes in the posttest as justified by the group statistics in bearing a significant value of 0.034 using t-test. Thus, the null hypothesis is rejected. This indicates that the 2 groups coming from different knowledge base in integers elicits different performance and abilities in the posttest. Students from the treatment group performed better than the control group.

DISCUSSIONS

Geogebra serve as a learning environment for students to gain further interactions with the integers instead of just dealing on it in an **Abstract** manner. Hence, it's an effective aid for an innovative teaching strategy. The students being taught with Geogebra learned and retained well their acquired knowledge than students with traditional teaching method. Hence, Geogebra has the capacity of enhancing students' performance as justified by the results of this study.

KEYWORDS: Algebra, Geogebra, integers, praxeology, dynamic geometry software

SUBMISSION ID: R013-SURSUR-0116

**Students' Evaluation of Grade 10 Teachers Teaching Filipino in Col. Lauro
D. Dizon Memorial National High School: Basis for Enhancing Teachers'
Competence in Knowledge, Skills and Attitude (Ksa)**

Maricel A. Aranguren, Deped San Pablo

Abstract

INTRODUCTION

Students evaluation for teachers is a valuable input to enhance the quality of teaching not commonly used in public schools. In this study, the researcher explores the level of teachers' competence in the three domains: knowledge, skills and attitude thru students' evaluation with a purpose of enhancing and be suitable to the quality of teaching in conformity with the mission and vision of the institution.

METHODS

A descriptive research design was used. Researcher-made questionnaires as research instrument were administered to 128 Grade 10 students in Col. Lauro D. Dizon Memorial National High School using random sampling. Moreover, an interview was conducted to selected students to solicit information and support the findings gathered from the survey.

RESULTS

Results showed that the indicators which received the highest mean level of teachers' competence among the three domains: knowledge, skills and attitude, include extensive knowledge about the subject matter, diction, loud and clear voice in speaking and maintaining open and independent minds. On the other hand, the indicators which received the lowest mean level of teachers' competence include integrating the subject matter in other subject areas, varying approaches and strategies according to needs and abilities of the students and returning the corrected test, seat works, research and projects on time. Thus, the programs that will strengthen the former and improve the latter must be conducted to ensure the enhancement of teachers' competence in knowledge, skills and attitude.

DISCUSSIONS

The results demonstrate the need for a student's evaluation in teaching that encompasses the factors such as knowledge, skills and attitude. These factors are significant in enhancing the teachers' competence in teaching in order to harness the quality of teaching and learning process for the benefit of the students.

KEYWORDS: Students' Evaluation in Teaching Filipino of Grade 10 Teachers

SUBMISSION ID: R04A-SANPAB-0066

Students' Insights and Responses on Teacher's Feedback and Remarks on their Written Outputs in Research 4

Juliana Alvarez, Valmasci

Abstract

INTRODUCTION

Understanding students' various learning skills, an important part of the job of a teacher, can be manifested through students' written and verbal outputs. Written outputs are checked, marked, and returned to students as means of feed backing for students. Thus, this action research aims to identify the students' insights and responses on teacher's feedback and remarks on their written outputs in Research 4. Specifically, this study identifies the insights of students, the effects of comments and feedbacks to their writing skills and determines if the colors of ink used had effects to their behaviors.

METHODS

Two sections (A and B) enrolled in Valenzuela City School of Mathematics and Science, SY 2016 - 2017 were the respondents of the study. Each section composed of 10 male and 10 female students purposely chosen as experimental and control group, respectively. Experimental group was exposed to a written feedback on their outputs using different colors of pen and pencils; while the control group received verbal feedbacks and comments. Both groups used logbooks and answered the likert chart, survey interview and reflective journal. Teacher-made research instruments were used such as Questionnaires for Students' Insights and Responses on Teacher's Feedback and Comments in Their Written Outputs and Likert Chart on Students' Insights on Feedback in Their Written Outputs. Validation and reliability testing were employed. Both groups answered the questionnaire and likert chart.

RESULTS

The results revealed that students utilized the written remarks and feedback for revision and improvement of their papers. Students expected post-conferencing for clarification. Negative written feedback of teacher denoted negative impression to students. However, they valued more the comments and feedback over colors of pen used.

DISCUSSIONS

Students expect to receive their written outputs with teacher's remarks, comments and feedback after being checked. Written remarks, comments, and feedback helped the students identify their own mistakes and reflect on it. More so, the writing skills of students in Research 4 are affected by these remarks, comments and feedback. Thus, the color of ink or pen used in writing remarks, comments, and feedback is irrelevant to the message the remarks, comments and feedback conveyed. The students value more the remarks, comments and feedback than the color of ink or pen used in writing.

KEYWORDS: colors of pen, feedback, insights, post-conferences, remarks, written outputs

SUBMISSION ID: NCR1-VALENZ-0011

**Students' Learning Strategies and Academic Performance and their
Perceptions of Teachers' Teaching Styles: Basis for School - Based Training
Program in Science**

Arvin Marinduque, Tagaytay City Science National High School

Abstract

INTRODUCTION

The study was conducted to investigate the relationships of students' learning strategies and academic performance and the junior high school students' perceptions of teachers' teaching styles used in Grade 7 Science and as an output, a school - based training program in Science was proposed to enhance the students' academic performance in Tagaytay City Science National High School for school year 2015 - 2016.

METHODS

Motivated Strategies for Learning Questionnaire was used which is a self-scored instrument adapted from the MSLQ developed by Pintrich, et al. (1991). This has two categories, cognitive strategies and resource management strategies of twenty items each. While the academic performance of Grade 7 students was based on the K-12 Basic Education levels of Proficiency in Science I for the second grading period. The 30-item Junior High School Teacher's Teaching Style Questionnaire developed by Chen in 2008 was also used to measure the perceptions of the students of their teachers' teaching styles as to authoritarian, democratic, and laissez faire. Lottery technique was used in the study to determine the sample size. Statistics such as frequency count, percentage, mean, weighted mean, and chi-square test of significant relationship was utilized.

RESULTS

Results showed that majority of the junior high school Grade 7 students use cognitive strategies with high extent in dealing with Science tasks. Students' academic performance in Science is Approaching Proficiency (AP). Moreover, the dominant teachers' teaching style as perceived by Grade 7 students is democratic with high orientation. The teachers set firm expectations for student behavior and learning but flexible and responsive to various needs of students. Their students are given more freedom to make decisions in the teaching and learning environment.

DISCUSSIONS

Teachers should raise the students' academic performance in Science from Approaching Proficiency (AP) to Proficient (P) and Advanced (A) levels by engaging the students to differentiated instructions that will lead them to perform and achieve better in Science. Future researchers may conduct a replication of the study using other learning areas in the K to 12 curriculum to compare and contrast the teachers' teaching styles, students' learning strategies and academic performance. School principals and teachers should implement the School-Based Training Program (SBTP) in Science to enhance learning strategies and academic performance and teachers' teaching styles.

KEYWORDS: Learning Strategies, Teaching Styles, Training Program in Science, Academic Performance

SUBMISSION ID: R04A-CAVITP-0712

Students' Mastery of Mathematical Concepts Utilizing Spiral

Kristel Mae Orense, Department of Education

Abstract

INTRODUCTION

The Educational Curriculum Evolution in the country includes the Basic Education Curriculum, Understanding by Design, and the latest is the program called K-12 Program. The Philippines is now implementing the Enhanced Basic Education Curriculum from the traditional 10-year basic education style of the Filipino students. Unlike in the old curriculum where learning tended to be more focused on fragmented and disintegrated content, K-12 program fosters the development of the critical thinking, creative thinking, problem-solving, teamwork, and informational literacy. The K-12 curriculum follows the spiral approach. This study aims to assess the effects and influences of Spiral approach in Grade 10 students' mastery of mathematical concepts.

METHODS

The researchers used descriptive method to attain the aim of the study. The researchers utilized the Raosoft Formula to find the total number of the respondents. After using Raosoft Formula, the researchers used multi-stage sampling and stratified random sampling. The researcher-made-tool used for this study is survey. The researchers formulated a checklist-type of questionnaire.

RESULTS

The highest mean grade of the Grade 10 students in Mathematics is 82.51 percent with a standard deviation of 3.24 and is recorded during the second quarter of the School Year 2017-2018. This is verbally interpreted as satisfactory. Most of the students were able to formulate and solve accurately problems involving radicals. The lowest mean grade was recorded during the third quarter which is 81.42 percent with a standard deviation of 3.38 and is verbally interpreted as satisfactory.

DISCUSSIONS

Results of this study served as basis for proposing an intervention plan to help in improving and enhancing students' mathematical skills and competencies. The students were able to apply learning in making their outputs and performance tasks. Moreover, most of the competencies in Geometry like investigating, analyzing, and solving problems involving quadrilaterals and triangle similarity through appropriate and accurate representation were their common difficulties. The general recommendation to enhance the students' mastery of mathematical concepts is through a proposed intervention material. The recommended strategies to improve instruction included conduct review classes for mastery and retention, explicit instruction, and peer -assisted mathematics instruction.

KEYWORDS: spiral, approach, mathematics, curriculum, k to 12

SUBMISSION ID: R04A-BATANP-1544

Students Multiple Intelligences and Special Program for the Arts Academic Performance

Mary Joy Bananola

Abstract

INTRODUCTION

Different kinds of programs are being imposed in public schools and one of them is Special Program in the Arts wherein students performed different disciplines. The purpose of this study is to investigate the relationship between the multiple intelligences and the academic performance achievement level of high school SPA students based on Gardner's multiple intelligences theory.

METHODS

This is a descriptive correlation study. To achieve this purpose, high school students of Tagaytay City Science National High School was used by judgment or purposive sampling, and all of them filled up the Gardner's multiple intelligences questionnaire. For analysis of collected data, descriptive statistics including Mean and Standard Deviation were used.

RESULTS

The study revealed that multiple intelligences such as logical-mathematical, visual-spatial, verbal-linguistic, intrapersonal, bodily-kinesthetic, interpersonal and naturalistic have a significant positive relationship with academic performance achievement of students. Moderate inter-correlation exists between verbal-linguistic and visual-spatial intelligences and academic performance achievement. It became clear that multiple intelligences like visual-spatial, verbal-linguistic and interpersonal statistically significant and were able to predict academic performance achievement, whereas musical intelligence was a negative predictor for academic performance achievement of students.

DISCUSSIONS

Identifying the multiple intelligences of secondary SPA students, the differences according to the academic achievement level of the students will contribute an awareness to the self-knowledge and abilities of the students as well as to develop suggestions for programs to enhance their academic achievement levels and to be a reference for further studies.

KEYWORDS: Multiple Intelligences, Special program in the arts, academic performance, discipline

SUBMISSION ID: R04A-CAVITP-0941

Students' Perceived Helpfulness and Challenges of Intervention Program in Various Facets of Development

Pamela Michelle Mendoza, Keam Airha Palabino, & Noraiza Murabbel, Munting
Ilog NHS
(Adviser: Noel Anciado)

Abstract

INTRODUCTION

Academic performance is very important because it is the reflection of the quality of education offered to the learners. Thus, Department of Education continuously develops various intervention programs to ensure quality, effective, realistic, and contextualized learning in the field. For this reason, schools localize national projects to meet the needs of their learners especially those who are at-risk. Hence, the study tries to examine the kind of academic interventions given to the learners, the perceived helpfulness of intervention among the students and the challenges encountered by them.

METHODS

The qualitative research used purposive sampling technique in determining the participants of the study. A total of 15 students were interviewed regarding the helpfulness and challenges of those who are having intervention. Coding, categorizing, and conceptualizing were done to analyze the protocol of interview.

RESULTS

The study reveals that the most common types of intervention done among Grade 9 students are make-up classes, project making, special quizzes and activities. More so, most of them find these intervention programs beneficial because they improve the academic aspect of the learners, develop rapport between students and teachers and boost the confidence of the learners. On the other hand, the study also reveals that sometimes the programs hinder them in doing other things in school or at home and make them ashamed for being part of the program from first quarter to last quarter.

DISCUSSIONS

The results state that intervention is a difficult thing for the students but it helps them in increasing their academic rating. It also implies that most of the participants view this undertaking as a contributory factor in their academic success.

KEYWORDS: student, intervention, academic

SUBMISSION ID: R04A-CAVTP-0448

Students' Perception on Journal Writing Towards Values Formation and Mathematics Learning

Jessy Lou Padernos, Langkaan Ii National High School

Abstract

INTRODUCTION

Journal writing is an activity that provides opportunities for the students to apply their learning in mathematics while expressing their personal views and ideas. This study aims to describe the perceptions of the students on writing journals towards values development and learning in mathematics.

METHODS

The study used a qualitative design particularly grounded theory involving 49 Grade 10 students presently handled by the researcher in the first two quarters of school year 2018 - 2019.

RESULTS

The result revealed that journals were viewed as a medium for the students to express their own selves and to ease their burden by sharing even without telling everyone. Journals also became a way to reflect on their actions and think on what is right and wrong. It also became a platform to apply mathematics in their experiences and helps them in analyzing and recalling their lessons more.

DISCUSSIONS

KEYWORDS: journal writing, mathematics, values integration

SUBMISSION ID: R04A-DASMAR-0032

Student's Perception Towards the Integration of Energizers in Oral Communication: Basis for Crafting "Ganado Na, Natuto Pa!" Motivational Strategy Guide

Leslie Depositario & Seameo Innotech

Abstract

INTRODUCTION

Language teachers know that motivation is one of the main factors for success in learning a language. Motivated students are determined and enthusiastic in participating in class discussion while unmotivated students are seldom involved and therefore unable to develop their language skills. It is observed that students are very passive in class, especially during the recitation and discussion.

Energizers are activities used by teachers to help students be more active and increase student's motivation. Since there is no existing study in the school about the utilization of energizers, this simple action research investigated the perception of students towards the integration of energizers in Oral Communication and it leads into crafting a motivational strategy guide.

METHODS

Quantitative and qualitative data analyses were used. A structured questionnaire was answered by the Grade 11 students. To validate the result, I conducted a focus group discussion. Thematic analysis was applied to identify the themes emerged in the statements.

RESULTS

Survey results showed that students strongly agree that integrating energizers in class promotes motivation. This implies that integrating energizers are one of the effective educational tools in promoting student's motivation, enjoyment, fluency skills and other impacts in class. These answers were also supported by their statements in the focus group discussion. After the application of the said energizers, students' participation and scores increased.

DISCUSSIONS

The results suggest that teachers should expose the class in an educational interactive energizers and activities to easily set the mood of the atmosphere; adapting to change is the new rule. As the student's behavior changed, new strategies should be employed; engage the students with oral fluency games to enhance their speaking abilities; research and create for more interactive energizers; get to know your students well and embrace the value of empathy in order to relate on what our students really feel instead of always looking to them as a blank disc.

KEYWORDS: Education, Energizers, Student's Motivation, Oral Communication

SUBMISSION ID: R012-SARANG-0029

Students' Perceptions of School Climate: Basis for a School Climate Improvement and Support Program

Marianne Sarmiento, Digna Hibionada, & Judith Dingal, Deped-Polomolok West District

Abstract

INTRODUCTION

Positive school climate is about signifying through actions that helps largely in the improvement of the school and that positive relationships are essential to the schools' smooth functioning. The researchers aim to determine the students' perceptions of school climate which serves as basis for a School Climate Improvement and Support Program (SCI-SP).

METHODS

This study used the Research and Development Design to determine the students' perceptions of school climate among students of Bentung-Sulit National High School, which served as basis for a School Climate Improvement and Support Program. Data gathering involved the following: first, the researchers modified the adopted questionnaires; second, administered the said questionnaires. Then, they were tallied and subjected to statistical treatment. Formal interviews were conducted to validate the results of the evaluation.

RESULTS

This study revealed the following: First, the students feel good at school and they agree that the school observed positive school climate in terms of fairness which include the equal treatment of students regardless of ethnicity and socio-economic status; and student-teacher relations which include the level of caring, respect, and trust that exists between students and teachers in the school. Second, the students feel uncertain at school and unassured in terms of order and discipline which include appropriateness of student behaviour in the school setting; parent involvement which include frequency of parent participation in school activities; and student-interpersonal relations which include the levels of caring, respect, and trust that exists among students in the school. These findings made way the development of School Climate Improvement and Support Program (SCI-SP).

DISCUSSIONS

The results demonstrate the need of the development of Intervention Program that should focus on the improvement of school climate particularly, order and discipline, parent involvement, and student-interpersonal relations. This intervention program is recommended for implementation annual review. A cumulative evaluation should be done towards the end to determine its effectiveness.

KEYWORDS: positive school climate, school climate improvement, support program

SUBMISSION ID: R012-SOUCOT-0047

Students Perceptions Towards Learning Webpage Design Using "Webdes" Educational Software

Shaine Rita Incapas, Bucal National High School

Abstract

INTRODUCTION

Hypertext Markup Language is a scripting language used to create webpage design and considered as a challenging subject for students and teachers, that's why students feel less motivated to learn it. This study discusses the author pilot's study about Grade 8 Special Science Program students' perceptions towards using non-generic type of educational games as their learning medium.

METHODS

To satisfy the objectives of this study, original game software was developed. The game design was created included additional game characters to play and varieties of special action cards for more thrills. The initial testing of the software is evaluated by the two international game programmers before using it in class session. After using the game, a set of questionnaires followed with 24 items divided into 5 constructs and an open ended student comments were solicited. The instrument was adapted and modified from Masrom (2006). And finally after gathering the data, computation of weighted mean and standard deviation was applied.

RESULTS

Findings revealed that all the students were found loving the game and became more engaged during the game play sessions. Students motivation, cognitive development, and expectations show that the respondents strongly agreed that they were motivated and that their cognitive development was enhanced by the WEBDES game in learning webpage. At the same time students agreed that their attitudes towards the game made them more interested in the ICT subject and that the game interface was user friendly. The overall survey ratifies that the respondents are eager to learn more using this kind of game in the future.

DISCUSSIONS

The results indicated that all of the respondents were highly interested in using the games as one of their learning approaches as this might be due to interactivity embedded in games design and trilling special abilities given in the players for their own strategies to win the game. In addition, this is totally a new experience for them as we have never introduced this kind of game software to complement their usual way of learning in the past. Furthermore, scripting subject is well-known as a difficult subject; thus, learning with games seems to develop students' inspiration on the subject.

KEYWORDS: Educational Games, Hypertext Markup Language, Software, Perception, Webpage Design, Strategic and Scripting.

SUBMISSION ID: R04A-CAVITP-0077

Students' Performance and Experiences in Flipped Learning: A Tool in Addressing Learning Goals in the 21st Century Classroom

Paul John & Lowelyn Aguiña, Department of Education - Division of South Cotaba

Abstract

INTRODUCTION

Flipped learning is a growing movement in K to 12 curriculum that forces educators to rethink the learning environment and how to use best valuable class time with learners. This approach makes use of short video lectures which students watch at home, before the in-class time is dedicated to exercise, project making and discussion. Thus, the use of flipped learning will help to improve students' performance, enrich learning experiences, and supports the thrust in K to 12 Basic Education.

METHODS

The study was a quasi-experimental design. In addition, the study was also a sequential explanatory mixed-method design. The study was conducted to 25 students in Accountancy, Business and Management (ABM), 38 students in Humanities and Social Sciences (HUMSS) and 22 students in General Academic Strand (GAS) in Silway - 8 National High School. The study used a teacher-made test, focus group discussion and interview guide. The 6-Step Thematic Analysis, Seven-Descriptive Equivalent of Mastery Level of DepEd-NETRC, and t-test were used in the analysis and interpretation of the study.

RESULTS

The study revealed that the students' performance before and after the implementation of the flipped learning improves in all content areas in Bioenergetics as compared to the performance of the traditional group. In addition, a significant difference exists before and after the flipped learning was used to the experimental group. Furthermore, the students' and teacher's experiences coincided with the pillars of FLIP Learning.

DISCUSSIONS

The results demonstrate that the use of flipped learning is effective in improving students' performance. Thus, the use of flipped learning is highly encouraged in topics with least learned competencies. In addition, the flipped learning enriched the learning experiences of the students and professional expertise of the teacher in the course of the implementation.

KEYWORDS: Flipped Classroom, Information and Communications Technology, Science Education, Bioenergetics, Senior High School, HUMSS, ABM, GAS

SUBMISSION ID: R012-SOUCOT-0009

**Student's Performance in English Subject at anuling National High School:
Better Together Or Better Alone**

Alexandra Siscon
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Abstract

INTRODUCTION

Every student has their own studying preference and priorities; some prefer to immerse themselves in a certain environment while others study best at certain time of the day. Creating a self-free study environment is one way to improve student's grades. Even so, there is still the question of who to study with should you study alone or in a group study session. This study was purposely done to address the learning style preferred by the student on their English subject and what are the effects of preferred learning style on student's performance.

METHODS

Descriptive research design was used by the researchers to gather information by conducting survey in Grade-10 students at Anuling National High School. Researchers selected 10th Grade students as respondents because they are performing group activities more often than the other students.

RESULTS

Through group work, the students became creative, encouraged to think critically, enhanced their skills, learning experience became easier and because of group work the grades of students improved.

DISCUSSIONS

Through group work, the students became creative, encouraged to think critically, enhanced their skills, learning experience became easier and because of group work the grades of students improved.

KEYWORDS: Individual Activity, Group Activity, Learning Style

SUBMISSION ID: R04A-CAVITP-0926

**Students' Performance in Periodic Tests in Araling Panlipunan 7: Araling
Asyano of School Year 2016-2017**

Linuel Mabasa, Carmona National High School, Deped

Abstract

INTRODUCTION

After the third quarterly exams, the results of the performance of the grade 7 students in Carmona National High School for school year 2016-2017 were analyzed and found out that most of them got below 75% of the passing scores for the first, second, and third quarterly exams.

METHODS

Descriptive research design and qualitative approach was utilized to describe and explain the performance of the students. The student-participants were identified using the purposive sampling. All Araling Panlipunan 7 teachers were taken as secondary participants. The study used a self-made survey questionnaire for student-participants to obtain their demographic profile, socio-economic profile, general school performance, academic preference, school and classroom attitude, attitude towards studying, test anxieties, academic self-concept, learning profile, learning motivation, AP teacher's attitude, teaching skills, and teaching strategies, and their perceived reasons for their low scores in the tests in AP7. Mean, Percentage, Weighted Mean, and Likert scales were the statistical tools used in this study.

RESULTS

Most of the student-participants were males, have siblings - either the youngest or the oldest, whose parents were working, and had no expected responsibility at home. They seldom submit their academic requirements, commit absences, and do not participate in school activities. They seldom or never study their lessons before taking their tests. They either finish their test the fastest or the slowest. They have instructional reading comprehension level. They considered the tests in AP7 as very long and boring. They have average academic self-concept but with very high self-concept on their academic effort. They are visual, introvert, concrete-sequential, closure-oriented, synthesizing, and sharpener learners. They are motivated to do better higher in the next test after a low performance. They like going to school. AP is one of their least like subject in school but they do not hate attending it. They see their teacher in AP as kind and very good.

DISCUSSIONS

The researcher suggests looking into the students demographic and learning profile, their learning motivation, and academic self- concept when lesson planning.

KEYWORDS: Test, Araling Panlipunan, Descriptive, reading comprehension, study habit, Students, Carmona National High School, learning profile, learning motivation

SUBMISSION ID: R04A-CAVITP-0092

Students' Personal and Family Characteristic and Grammar Proficiency

Princes May C. Dalida, Mendez Crossing Elementary School

Abstract

INTRODUCTION

Grammar proficiency is a must for English majors but not all are given the opportunity to be exposed to an environment that would give opportunity to learn writing and speaking with correct grammar. Thus, this study seeks to reveal students' personal and family characteristics that may have influence in their grammar proficiency.

METHODS

This research aimed to determine the association of personal and family characteristics and grammar proficiency level of the students. The study made use of descriptive-correlation method of research. It was conducted among twenty-five enrolled students in the degree program. The instrument utilized in the research was the grammar proficiency test.

RESULTS

The results revealed that there was an association between personal characteristics and grammar proficiency. In addition to that, the results also showed that there was no association between family characteristics and grammar proficiency. The researcher's hypothesis was not established. There was no relationship between personal characteristics and grammar proficiency.

DISCUSSIONS

From the result, it was found out that between personal and family characteristics, only personal characteristics has a low relationship to the grammar proficiency while the family characteristics has a negligible relationship to grammar proficiency. Therefore, it can be stated that the personal characteristics in terms of gender of a student has an effect to his ability in applying correct grammar usage. It is recommended for English students to regard English as an important subject since it is the language used in teaching. English teachers should also teach lessons in English, encourage students to use the language and practice it. In addition to that, the curriculum could improve the programs and activities to enhance the students' grammar proficiency.

KEYWORDS: Grammar Proficiency, Curriculum, Characteristic

SUBMISSION ID: R04A-CAVTP-0984

Students' Preferred Shs Program and their National Career Assessment Examination Results

Simeon Brillantes, San Juan National High School

Abstract

INTRODUCTION

Career assessment is a systematic approach to collect information about learners' aptitudes. The Philippines has utilized this assessment through the National Career Assessment Examination (NCAE) among Grade 9 students annually wherein results serve as guide for admission in a Senior High School (SHS) program. Results from subtests or entire NCAE were considered to have positive high correlation with the academic performance of students (Tan & Balasico, 2018). DepEd Order 55, s. 2016 delineated the use of the result and possible intervention related to career choice. The simple interrelatedness of subtest scores with other scores could not suffice to identify needed remediation. It is in this regard that this study aims to determine whether the learners perform better on their preferred track and strand than on other programs.

METHODS

A sample of 131 Grade 10 students of San Juan National High School, Libmanan, Camarines Sur were able to use the early registration form for SHS to get their preferred program and the result of their NCAE 2017 to get the scores in each area. A simple random sampling technique was used. The t-test for means was used to determine the significant difference between percentile rank of preferred tracks against the average of the percentile ranks of non-preferred tracks.

RESULTS

The top 2 first choices are Academic-GAS (44%) and TVL (35%) while top among second choice is TVL with 43 (33%) and 22 out of 131 have no second choice. The P-values of t-test between the first choice percentile rank and the average of non-first choice percentile ranks were interpreted to have no significant difference for ABM, GAS, STEM and TVL, and have strong significant difference for HUMSS with higher non-first choice percentile ranks.

DISCUSSIONS

Their choices of SHS programs follow the national trends. The results also indicate that their aptitudes in their chosen program are almost the same with other programs. The school administration may consider a career guidance program to assist the learners in decision- making. Other researchers may extend study on the areas of occupational interest and second choice of the learners.

KEYWORDS: Senior High School, National Career Assessment Examination, SHS Program Preferences

SUBMISSION ID: R005-CAMSUR-0155

Student's Satisfaction of the Services Rendered by the School Canteen

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(Adviser: Anna Theresa Molina)

Abstract

INTRODUCTION

Students' satisfaction with their school canteen is very important. The students deserve to eat good quality of food offered by the canteen that is why schools are responsible for the promotion of healthy dietary behaviors, and to make sure that students get adequate nutrients. In this study we investigated the students' satisfaction on the services rendered by the school canteen of Sta. Teresita National High School

METHODS

The study made use of the correlational method of research to determine the relationship between the problems encountered in the school canteen and satisfaction level on the services rendered by the school canteen on Grade 12 Students in Sta. Teresita National High School. Questionnaires were distributed to elicit data about the problem and satisfaction rate re the school canteen. The responses of the respondents were treated with the use of the following statistical tools: ranking, weighted mean and Pearson's r

RESULTS

Results revealed that students sometimes observed the problems encountered by school canteen in the current state of the area, attitude of the personnel, food preparation, prices of foods and sufficiency of supplies. However, in the level of satisfaction of the Grade 12 students in the services rendered by the school canteen somewhat observed the foods being served, attitude of the sellers, physical condition and sanitation, cleanliness and orderliness. Based on this study, problems encountered by the students have a significant relationship to the level of satisfaction of Grade 12 students in the services rendered by the school canteen.

DISCUSSIONS

The results demonstrate the idea that there is a relationship between the problems encountered by the school canteen to the students' satisfaction in the services they rendered. School principals and canteen managers should give attention to the school canteen services that suffice the satisfaction of the students and take a step to reduce the factors that affect the services of the school canteen. The proposed action plan should be carefully studied by the persons involved to effect revision before its implementation. A follow - up study should be conducted to determine whether there is an improvement regarding this topic.

KEYWORDS: students' satisfaction, services

SUBMISSION ID: R04A-BATANP-1388

Students' Vocabulary Knowledge and Level of Performance on Philiri Screening Test

Jamaica R. Tampucao, Ann Krissabelle T. Quilaton, & John Wilson A. Brucal, Our Lady of Caysasay Academy

Abstract

INTRODUCTION

Vocabulary knowledge of language is vital in learning a new concept. It is also important for learning to read, speak, write and listen. It, too, is the core of the language. Students' vocabulary is their passport to understanding and interpreting a wide range of text. In this study, the researchers aim to determine the correlation of the level of students' vocabulary knowledge relative to synonym, antonym, verbal classification and context clues with their performance in PhilIRI screening test.

METHODS

The study made use of the descriptive method of research and test as the main data gathering instrument. Frequency, weighted mean and Pearson r-correlation were the statistical tools used in quantifying the data gathered. Respondents of the study were the grade 7-A students of Buhaynasapa National High School, San Juan, Batangas.

RESULTS

Results of the study revealed that the level of students' vocabulary knowledge relative to synonym, antonym, verbal classification and context clues was on Did Not Meet Expectation level with the means of 57.78, 28.89, 39.11 and 46.22, respectively. Furthermore, it also revealed that the students were in Did Not Meet Expectation level in the PhilIRI screening test with the mean of 47.56. It is further revealed that the level of student's vocabulary knowledge relative to synonym, antonym, verbal classification and context clues and their level of performance in PhilIRI screening test have no significant relationship with each other.

DISCUSSIONS

Students' vocabulary knowledge did not affect the comprehension of the students on the passages on the screening test. One possible reason is that a reader can read the text again when he/she forgets or tries to get detailed information. This is supported by Willis (2008) who stated that by reading, someone can find the information he/she needs with specific information.

In relation to this findings, Nagy (2005) mentioned that not all vocabulary instruction increases reading comprehension and one does not need to know every word in a text to understand it. This corroborates with the conclusion of Gungor (2016) that vocabulary size is not the only factor affecting reading comprehension and that the other factors and determinants of reading comprehension include gender, age, reading goals, and topic familiarity.

KEYWORDS: Vocabulary Knowledge, PhilIRI Screening Test, Synonym, Antonym, Verbal Classification, Context Clues

SUBMISSION ID: R04A-BATANP-0008

Study Attitude in General Mathematics of Grade 11 Students

Amie Liza Cuizon, Alangilan Senior High School

Abstract

INTRODUCTION

It is a common knowledge that mathematics plays a vital role in the daily lives of each and every one. Therefore, mathematics must be given full priority in the teaching- learning process not only by the teachers but also by the students that besides the teacher's role of ensuring quality education, the students' attitude must be given ample consideration. Positive attitude and negative beliefs about oneself or about mathematics can severely limit one's chances of succeeding in mathematics. In view hereof, this study seeks to assess the study attitude of grade 11 students in general mathematics along personal competence, value of learning and learning engagement in relation to their mathematical performance.

METHODS

A descriptive design was utilized in this study using 152 randomly selected grade 11 students in Alangilan Senior High School during the school year 2018-2019. The respondents were obtained using raosoft application. The data covered were the students' academic performance in general mathematics and study attitude along their personal competence, value of learning and learning engagement using researcher-made questionnaire. To elicit correct responses and accurate results the questionnaire was subjected to content validation and reliability test.

RESULTS

Majority of the respondents obtained a weighted average in general mathematics verbally interpreted as very satisfactory. The respondents assessed their study attitude as moderately positive along their personal competence, value of mathematics and learning engagement. In addition, it was revealed that there found a significant relationship between the students' academic performance and their assessment of their study attitude. It can be inferred that students' effort, competence and behavior towards its usability are influential aspects and motivators of their performance in mathematics.

DISCUSSIONS

In light of the findings that the academic performance was significantly related to study attitude, the teachers must be creative in presenting lessons to foster students' interests and stimulates their mind; the school must build a safe environment that provides daily experience which may enhance the study and social attitudes and increase family engagement that may have direct, positive effect on students' achievement. A research on the effectiveness of the school activities like math camp, research forum and mobile tournament that may enhance students' study attitude towards mathematics may also be conducted.

KEYWORDS: Study attitude, mathematics performance, general mathematics

SUBMISSION ID: R04A-BATANC-0026

Study Between Animated Reading Module and Teacher-Assisted Instruction

Chona Reyes

Abstract

INTRODUCTION

Teachers need to consider not only the cognitive aspects but also the emotional interests of the students. The researcher tested what would be the best style, between reading modular approach and teacher assisted instruction, for the millennial grade 10 students of Luis Aguado National High School. Reading modular approach is one that deviates the traditional classroom situation wherein teacher presents the lesson and the students just listen to learn the concept. This style of teaching is student-centered since the student has to learn everything in the module by his own effort and pace. On the other hand, the teacher assisted instruction or Teacher-Centered instruction is a more traditional method wherein the teacher imparts knowledge or information to the student who is the receiver of this knowledge. The classroom teacher will help select the material best suited to meet the academic needs of the child and will provide mode of instruction that reflects a preferred instructional format.

METHODS

The participants of the study are the Grade 10 students who are under remediation in different sections of Luis Aguado National School. The Cluster Sampling technique was used. The study was conducted in 3 phases, namely: Identifying the students who will undergo remedial class Through Phil IRI Test, Teaching Proper -Integration of Modular approach and teacher assisted instruction, and testing of Post-Test Questionnaire based on the G10 Competencies and Phil IRI TEST.

RESULTS

Based on the results, the teacher-assisted and reading modular both help students reading ability. However, under animated reading module, results in instructional and independent has a higher number compared with teaching assisted instruction.

DISCUSSIONS

Teacher assisted Instruction and Animated Reading module both help students uplift the reading performance of the students. However, the study shows that most students who undergo animated reading module gain higher number of results compared with the teacher assisted instruction in Instruction and Independent level when taking the post-test and pre-test. Moreover, animated reading stimulated more the motivation of the students in learning without sacrificing the confidence level of the students.

KEYWORDS: animated reading module

SUBMISSION ID: R04A-CAVITP-0648

Study Habits and Academic Performance of Grade 11 Students of Saguday National High School

Ivy R. Tavares, Saguday National High School
(Adviser: Nolie R. Medina Jr.)

Abstract

INTRODUCTION

One of the major factors affecting one's achievements is one's study habits. People have different ways of learning and achieving personal goals. Study habits is buying out a dedicated schedule and uninterrupted time to apply one's self to the task of learning. This study then seeks to explore the relationship between study habits and academic performance of Grade 11 students.

METHODS

Descriptive-correlational quantitative design was used. Using the Slovin's formula and the convenience sampling technique, 140 Grade 11 students were chosen as the respondents. To determine the academic performance of the respondents for the first semester, mean was computed. To determine the level of study habits, mean was also computed and to determine the relationship between study habits and academic performance, Pearson (r) was used.

RESULTS

Based on the findings, most of the respondents preferred to study alone than with company. They also preferred to study while listening to music, take down notes efficiently during the lecture, do their assignments on time, participate in the class discussion, and ask questions when and if they do not understand the lesson. Lastly, there is a negative correlation between the study habits and the academic performance of the students.

DISCUSSIONS

The results demonstrate that study habits of the respondents do not affect their academic performance. However, the students strive more in studying to improve acquisition of knowledge. Parents are to encourage their children to study well. Teachers are to check students' performance to help students perform better in class.

KEYWORDS: study habits, academic performance.

SUBMISSION ID: R002-QUIRIN-0048

**Study Habits and its Relation to Effective Academic Achievement of
Selected Grade Six Pupils of Sto. Tomas North Central School**

Jayzel Cresenciana Tatlonghari, Myla R. Libao, & Minerva R. Llarena, Sto. Tomas
North Central

Abstract

INTRODUCTION

Education helps train the citizens with necessary traits, skills and values that helps prepare them for the outside society. Study habits of learners is a lifelong process and must be reinforced by parents, teachers and the school authorities.

METHODS

The researchers conducted a survey, interviews, readings and reports to selected Grade VI students of Sto. Tomas North Central School to find out if study habits help the students in their academic performance and to know the factors that helps students develop their study habits.

RESULTS

Effective study habits help students in equipping themselves with knowledge, skills, and abilities.

DISCUSSIONS

Students need to be able to understand ideas and concepts, and memorize or learn by heart a considerable amount of information.

KEYWORDS: Study habits

SUBMISSION ID: R04A-BATANP-1790

Study Habits in Mathematics of Intermediate Pupils of Tala Elementary School, Nasugbu, Batangas

Melanie Desacola

Abstract

INTRODUCTION

This study seeks to gather information on the study habits of the grade 5 and grade 6 pupils of Tala Elementary School, school year 2016-2017, in Mathematics.

METHODS

The researcher, in consultation with the research adviser has developed a survey questionnaire to serve as the study's research instrument administered to one hundred students. The Statistical Package for Social Sciences (SPSS) was used for processing and analyzing the data gathered.

RESULTS

The respondents belonged to the basic education program and were equal in number as to gender. Both of the two groups of respondents assessed themselves often in studying mathematics in terms of scheduling of Mathematics activities, peer studying and work evaluation while they assessed themselves sometimes in studying Mathematics in terms of preparing and listing things to be done. The proposed reinforcement program for the enhancement of the study habits in mathematics was designed by the researcher.

The following conclusions were drawn:

(1)

There was no significant difference in the responses of the respondents with regards to their study habits when grouped according to profile.

(2)

There was no significant difference in the responses of Grade 5 pupils and Grade 6 Pupils with regards to their study habits.

DISCUSSIONS

The researcher presents the following recommendations:

(1)

Teachers and parents should assist pupils at the young age to develop study habits toward learning of Mathematics.

(2)

Teachers should establish good relationships with pupils to ensure development in the study habits in mathematics.

(3)

Since there is no significant difference in the responses of respondents when grouped according to profile teachers should develop subject interest and self-confidence of their pupils to improve the study habits toward mathematics.

(4)

Teachers and pupils should work together to reinvent different techniques and ways to motivate more the pupils to study Mathematics.

(5)

Implementation of the proposed reinforcement program to enhance the study habits in mathematics of pupils is highly recommended.

KEYWORDS: study habits, pupils, Mathematics

SUBMISSION ID: R04A-BATANP-2154

Study Habits of Grade Six Pupils in Nasugbu West Central School

Marilou Cruz

Abstract

INTRODUCTION

Study habits contribute significantly in the development of knowledge and perceptual capacities and is assumed to have an effect on one's scholastic or academic achievement. This study seeks to look into the association between study habits and academic performance of students. Moreover, this study aims to determine the Study Habits of Grade 6 pupils of Nasugbu West Central School.

METHODS

The descriptive survey research design was adapted. The study used self-made questionnaires and four point Likert Type Rating Scale. The researchers used questionnaire type to collect the desired data from the participants. The participants of the study consisted of 50 Grade 6-pupils in Nasugbu West Central School enrolled for the academic year 2017-2018. The study examined study habits and academic performances of Grade Six Pupils.

RESULTS

The findings of the study revealed that the teacher believed that study habits increase the performance level of pupils in all learning areas.

DISCUSSIONS

A teacher can help a child with organization, parents should designate a study area for children to encourage study time. Pupils need to be encouraged to think positively when studying. Working in groups can help pupils when they're struggling to understand a concept and can also help them in doing assignments/projects faster. It's important for pupils to concentrate and avoid distractions to practice active listening and reading.

KEYWORDS: study habits, academic, descriptive, distractions

SUBMISSION ID: R04A-BATANP-2187

Study Habits of Grade Six Pupils in Pansin Elementary School, School Year 2016-2017

Dina Atienza, Alfonso Municipal Association of Research Educators

Abstract

INTRODUCTION

One of the major causes of the drop in the quality of education is the poor and ineffective study habits of the pupils. This study seeks to look into the study habits of the Grade Six Pupils in Pansin Elementary School of SY 2016-2017.

METHODS

20% of the total population or 34 from 172 grade 6 pupils were chosen to be the respondents. Simple random sampling was applied. A 20-item self-developed survey questionnaire was used. This descriptive research used quantitative method. Statistics tools were used, namely; Frequency and Percentage in organizing, describing, analyzing.

RESULTS

Of the 34 pupils, 31 gives time to study their lessons. All organize their time to pass their projects and assignments. Only 24 spends time in planning academic matters. 29 confessed to preferring to study rather than engaging in play. For the study techniques of the pupils, 12 respondents take down notes during class discussions, 16 pupils would highlight significant words or phrases as a technique. 33 have specific areas to do studying and 18 have regular study time. 25 are given attention by their parents for difficulties in assignments. 24 pupils experience strict time from their parents when they study at home and almost all of them receive positive advices from their parents that motivate them to study well. 31 of the 34 answered to focusing attention to studying. 30 proclaim to listen attentively in class.

DISCUSSIONS

Most of the grade six students in Pansin Elementary School managed their use time to meet their deadlines. Most of the pupils spent ample time and preferred good lighting for studying. Most of the parents gave positive advices and helped their children in doing school works. Most of the pupils were good with time management and study techniques.

KEYWORDS: study habits, grade six pupils, academic performance, time management, study techniques, environment, point of concentration, population, sampling, effective

SUBMISSION ID: R04A-CAVITP-1026

Study Habits of SHS Students of PNHS in Relation to their Academic Performance Level

Kazzandra Mae Daquioag, Pinaripad National High School
(Adviser: Herisa Gay C. Mandac)

Abstract

INTRODUCTION

Study habits are well-planned and deliberate pattern of study which has attained a form of consistency to have better academic result. Learning how to study smarter is the key to becoming effective student. It is the tendency of student to learn in systematic and efficient way when opportunity is given and devotion of time and attention to acquire knowledge. Developing good study habits helps spell success. Students find themselves working more efficiently and effectively in academic endeavor if they have systematic and organized study habits and they experience lesser stress in the process.

METHODS

Descriptive research particularly survey method was utilized to bring out the salient data about the study habits of Senior High School students of Pinaripad National High School that somehow affect academic performance. Dichotomous questioning (Yes/ No responses) was used in the survey questionnaires distributed to the respondents. Having collected the questionnaires, the researchers analyzed and tallied the data and found the distribution of the responses through frequency and percentage. Also, FGD composed of seven (7) students was conducted to make the results more reliable and valid.

RESULTS

The study habits of SHS students had positive manifestations. With the indicated results under time management practices, most of the respondents know how to manage their time in attending classes regularly and submitting school homework on time. For test taking or preparation skills, majority can finish test within the allotted period. Use of note taking system to store transmitted information is efficiently done by most respondents. They can keep up with the teacher while discussing and can understand the concepts profoundly. Moreover, many respondents agreed that they read headings and chapter outlines first when reading text. Positive effect of having good study habits towards students' scholastic performance was confirmed by the respondents and conduct of FGD justified the results.

DISCUSSIONS

The results reveal the need of the learners to create study groups and learn how to work collaboratively with their colleagues. Teachers are responsible in monitoring the study habits of students for better teaching and learning outcomes. There is a need to look into the statistical tools used by the researchers for more accurate results.

KEYWORDS: Study habits, academic performance, SHS students, PNHS

SUBMISSION ID: R002-QUIRIN-0100

**Students' Awareness of Cyberbullying and its Perceived Effects to Learners
of Jose Lopez Manzano National High School**

Mark Motilla

Abstract

INTRODUCTION

Cyberbullying is a form of online maltreatment. In Jose Lopez Manzano National High School, cyberbullying incidents involving students is referred to the guidance office to conduct thorough investigation and to provide intelligent measures that are essential both to the bully and the victim. The researcher thinks that even though this kind of incident are rare in occurrence, the school must have a concrete plan of action.

METHODS

This study utilized the descriptive method of research. This study focused on cyberbullying and its impact to personality traits and academic performance of the students. The method used in selecting the respondents was random purposive sampling. The data were gathered from one hundred (100) students of Jose Lopez Manzano National High School.

RESULTS

The following results were gathered; (1) most of the respondents were on their teen years and majority of them were female, (2) majority of the respondents were aware of the different forms of cyber harassment which is also a form of cyberbullying and also aware of the different ways to face cyberbullies, (3) majority of the respondents were aware of the effects of cyberbullying in values and behavior and also they were aware of the effects of cyberbullying in their academic performance, (4) there was no significant relationship between respondents' awareness and their profile variables and there is no significant relationship between the perceived effects of cyberbullying and profile variables of the respondents, (5) cybersafety friendly web program was designed to give enough information and guidance regarding the awareness of the respondents in cyberbullying.

DISCUSSIONS

The following recommendations are offered;

(1)

The school administration should formulate cyberbullying prevention programs that will define cyberbullying in its simplest language understood by the teachers, parents and students since this form of bullying includes several technical terms that involve the cyberspace. The program should also include strong policies in place to counter act cyberbullying in the school.

(2)

School staff along with the parents and students should be trained through seminars about cyberbullying policies and interventions to be able identify cyberbullying when they witness it.

(3)

Employ In-School Internet Filtering technology to ensure enforcement through the help of ICT Coordinators.

(4)

A curriculum based program that purports efforts on how to address cyberbullying, a strategically learning approach must be employed by integrating cyberbullying lessons in daily lesson logs at least twice a month in Inter-Collaborative Learning (ICL) periods.

(5)

Implementation of Cybersafety Friendly Web program incorporated in an action plan to be designed by the Guidance office that will serve as the school's legal basis in dealing with cyberbullying cases in JLMNHS.

KEYWORDS: awareness, cyberbullying, learners, perceived effects

SUBMISSION ID: R04A-BATANP-0591

Subverbag: A Module to Enrich the Communicative Competence of Grade 7 Learners

Ana Lisa San Agustin, Alawihao NHS

Abstract

INTRODUCTION

K to 12 program has brought revamps, enrichments and modifications in the curriculum of education. Transfer of knowledge likewise comes in varied forms while interventions are done to ensure that the learners learn the best way possible.

METHODS

Descriptive-developmental research approach was used in this study. Frequency count, mean and percentage technique were utilized to interpret and analyze the data gathered. With the result of the teacher-made test, it was found that a total of 76 grade seven learners were involved in this study. In conducting interview with teachers who are also teaching the subject, the rules on subject and verb agreement which the learners have found difficulty in using were emphasized in the innovation developed.

RESULTS

The status of grade 7 learners in subject-verb agreement did not meet the required level nor attain the expected degree of learning. Based pre-test results, a total of 1287 was the score computed which arrived at a mean of 17.03 and an MPL of 34.06. After knowing the status of the participants, an instructional material named SubVerbAg: A Module to Enhance the Communicative Competence of Grade 7 Learners was designed and utilized by the participants. Then, a post-test was conducted and arrived at a total mean of 35.76 with a MPL of 71.53.

DISCUSSIONS

It can be inferred from the results that there was a great increase in the performance level of the respondents after using the intervention. From the MPL attained during the pre-test, which was 37.47, and the MPL after its usage, which was 71.53, an increase of 37.47 was computed. Evidently, the exposure of the learners in the instructional material helped in attaining the goals of the lesson.

Findings indicate that recording the scores of the students is not simply a matter of computing their performance outputs. It is more on knowing what interventions to design for them to attain the desired learning goals. In defining their weaknesses, greater avenues to discover their skills and aptitudes are offered.

Teaching therefore, requires going beyond what an ordinary teacher can do, impart, and contribute to enrich the content of the curriculum. In being open to new perspectives of teaching, introduction of varied innovations, interventions and strategies accompanied to it are disclosed.

KEYWORDS: Manual, Communicative Competence, Grade 7 Learners

SUBMISSION ID: R005-CAMNOR-0013

**Successful! Payment Has Been Submitted. Successful Paper Entry
Submission Confirmation Dear ofelia, Thank You for Registering as an
Author on Paper, as Entry for the Race Philippines 2019-Region 4a-**

Fermina Alipusan

Abstract

INTRODUCTION

This study aims to determine the reading skills of Grade 3 pupils of Wawa Elementary School for School Year 2017-2018. To be able to realize the objectives of this study, the level of reading ability of Grade 3 pupils of Wawa Elementary School during this school year was determined with the facts coming from the reading profile of the pupils. Then, the factors that should be reinforced to improve the reading abilities of these pupils were also sought. Based on the results, a reading program was proposed for Grade Three pupils.

METHODS

The researcher used the descriptive design which was an appropriate design for realizing the objectives of this study. A researcher-made questionnaire was the instrument used which were administered to all Grade 3 teachers of Wawa Elementary School. Peer validation was done to ensure that the contents and the construction of the questionnaire adhered to the questions in the statement of the problem and that correct grammar was observed. The purposive sampling technique was used in selecting the subjects of her study. Since all Grade 3 teachers teach reading to their advisory classes, she employed their help as respondents. Strict confidentiality of the responses was assured. The weighted mean was used to treat the responses in the questionnaire.

RESULTS

Results revealed that there were 30 pupils considered as non-readers and slow readers among Grade 3 pupils. The factors that should be reinforced to improve the reading abilities of these pupils were recognition of symbols and corresponding sounds using phonemic awareness as the key, recognition of Grade 3 level words based from the DOLCH List; vocabulary development and practice.

DISCUSSIONS

It was recommended that the reading program be implemented and the reading abilities be monitored religiously.

KEYWORDS: non-readers, slow readers, factors, reading program

SUBMISSION ID: R04A-BATANP-1936

**Sudden Change: Student's Perception on the New Class Schedule of
Calamba Bayside Integrated School**

Jhon Rovic R. Soriao
(Adviser: Mylene Ganzon)

Abstract

INTRODUCTION

Time is essential to the assessment of the skills of students in a specific learning area, with adequate class schedule to equally distribute proper knowledge lend by the curriculum. Last year, due to the accomplishment of the 3 new buildings, grade 7 and 8 students' class schedules were settled to a half-day format in order to cope up with limited facilities. With 30-40 minutes of class, freshmen and sophomores had limited entry of knowledge and performance went below average. Also, grade 7 classes started early at 6:00 am until 12:00 pm, meanwhile sophomores started their class from 12:00-7:30 in the evening. In November 2018, the schedules once again changed, more facilities were produced and a whole-day format was reinstated. This narrative-qualitative research identifies the grade 7 and 8 students' perception over the changes on their class schedule in the month of November 2018-March 2019. This would clarify the specific effects of the problem on the lives of grades 7 and 8 students and their performance in class.

METHODS

In-depth interviews were used on each respondent. Simple random population sampling was used. They gave their responses on the 10 questions given by the researcher based also on the given SOPs. The respondents actively participated on the one-on-one interviews made by the researcher and gathered their responses using voice recording method.

RESULTS

Findings revealed that the performance of the students was reduced while they were having the half-day class format. Whole-day class schedule triggered more productive learning for the students because of the longer time devoted in learning than the half-day schedule. The students experienced more hassle with the half-day schedule and as the schedule was changed again, they experienced better learning.

DISCUSSIONS

The researcher concluded previous schedule produced less learning focus and thus, the performance of the students were lowered and their grades went low and can't reach the satisfactory mark. The sudden change of their schedule maximized the focus of learning and helped the grades of the students to improve higher than the satisfactory, with longer time used in the schedule, students tend to learn more and brought enthusiasm to participate in class activities which reflects to their report card.

KEYWORDS: time, schedule, sudden change,

SUBMISSION ID: R04A-CALAMB-0137

Suggested Menus to Ensure Students' Healthier Diet and Good Academic Performance

Jessica Paula Razon & Kristine Lunes, Deped-Tipas NHS
(Adviser: Rizza Ebor)

Abstract

INTRODUCTION

Young people of today will be functioning members of society in the future so equipping them with proper education and skills for success is a critical role that needs to be capitalized on. Improper nutrition often poses a serious barrier in equipping students with the necessary tools and skills they need. Many schools across the nation have invested in nutrition by way of enhanced breakfast and lunch programs. Studies have shown that proper nutrition has a direct effect on students' performance and behavior in school

METHODS

This study was composed of 280 students from Grade 7 to Grade 10, which involved 102 male students and 178 female students. The data and information that were gathered using the questionnaire were analyzed and interpreted using the weighted mean.

RESULTS

The study revealed the following findings: Suggested menu is important to support the students' growth and enables them to be healthier. Food availability is one of the major factors affecting students' food choices. Cooperating with parents regarding the menus that will be offered is a way to improve the breakfast and lunch menus in the school canteen.

DISCUSSIONS

Based on the findings of the study, it shows that suggested menus support students' healthy growth. Food availability influences students' food choices. Cooperating with parents regarding the menus that will be offered will improve breakfast and lunch menus in the school canteen.

KEYWORDS: menu, healthier diet, academic performance

SUBMISSION ID: R04A-BATANP-0417

Suggested Solutions to increase the Number of Grade VI Nearly-Numerate and Numerate Pupils

Zenaida Belino, Deped, Batangas City

Abstract

INTRODUCTION

Elementary school teachers always find ways to inculcate better learning inside the classroom. Most of the time, they exert effort to assist or help their pupils to find solutions to learning difficulties they encounter and enrich learning for those who excel in the class. Suggested solutions like interventions, projects, activities, strategies and programs are given focus to lessen the number of numerate pupils. Causal factors that affect the numeracy level of children need to be studied and given emphasis and attention to provide necessary interventions.

METHODS

Survey-questionnaires and informal interviews were used to gather data about the study being undertaken. The questionnaires were answered by fifty (50) purposely selected parents, teachers and pupils. Answers were tallied, tabulated, analyzed and interpreted using statistical tools such as ranking and weighted mean.

RESULTS

The causal factors that greatly affected the number of numerate pupils were study habits, parents' concern and motivation, effects of social media, mental ability and 21st century teaching. Suggested solutions to solve the problem were proper motivation and guidance of the parents, remedial instructions that caters to the least mastered skills of the pupils, using drills such as flashcards and window cards, parent and teacher-child involvement through conferencing and home visitation activities, peer tutoring and group activities. Furthermore, regular monitoring of activities was deemed necessary to ensure the success of these projects.

DISCUSSIONS

To lessen the number of non-numerate pupils, parents are the first to guide their children with greater concern and motivation for their children's progress. Study habit must be developed at an early age. Remedial instruction is a significant part in the improvement of the pupils' achievement. Peer tutoring, group activity and proper motivation and guidance are some of the suggested solutions to the problems that should be practiced and exercised for the better learning outcome. Related researchers can be conducted to validate the result of study since the respondents of this holistic action research involved only limited number respondents.

KEYWORDS: interventions, pupils, nearly numerate, numerate increase

SUBMISSION ID: R04A-BATANC-0501

Super Heroes Culture - It's Impact on the Kids' Behavior at Home and in the School Zone

Adrialyn Signo, Teacher 1

Abstract

INTRODUCTION

A new study reveals that preschoolers do not admire fictional characters for their bravery, but instead, favor their violent skills. Researchers found that this age group fails to pick up on the moral message in programs and can only comprehend aggressive themes. Researchers discovered that children who engage in the superhero culture are not more likely to defend other children who are bullied and are not likely to be pro social. The existing condition considering the influence of social media inspired the researchers to conduct an action research in their school.

METHODS

The thirteen (13) respondents came from different grade levels. They were teachers' children with favorite superheroes. Their attitude /behavior in the classroom and at home were observed. The qualitative research design was chosen by the researchers. The descriptive research design was also considered. They were interviewed and questioned online through the help of their parent-teachers. Using the survey, interviews and questionnaires were prepared. Table and graph were also utilized for easy data interpretation or analysis.

RESULTS

There are respondents who idolize superheroes because of their super power and super strength. This quality gains 54%. Those who believe that superheroes are the champions of the poor/masses, this quality has 23%. Others admire the beauty or good-looking appearances of the superheroes/super heroines with 15%. Super speed has the least percentage, 8%.

DISCUSSIONS

The kids' imaginations run wild, therefore, parents need to pull the reigns and teach their children what is right in situations that involve the superheroes they idolize. Children's outlook in life must not be affected by the fantasy world the superheroes offer therefore parents should be vigilant at all times. Children should be taught to differentiate reality from fantasy to avoid confusion in life. Superheroes culture should be looked into as a culture of optimism and success for children influenced by these heroes. There are respondents who exhibit some behavior of the Superheroes. There are those who are not affected. Some show ordinary forms of behavior which are the same at home and in the school. Other action research focus on kids in general but this study concentrates on teachers' children, more interesting research. More appropriate interventions are recommended.

KEYWORDS: super heroes culture, idolize, intervention, behavior

SUBMISSION ID: R04A-CAVITC-0122

**Supervision and Administration of Remedial Advancement Program (Sarap)
in Improving Reading Proficiency Level of Pupils in Bato North Central
School**

Marilyn Manalo, Department of Education

Abstract

INTRODUCTION

This research aims not only to improve the reading proficiency level of pupils in Bato North Central School but also to supervise the Reading Advancement Program. This program was implemented to produce learners who are reader, thus, being one is important to the success of teaching and learning process. This research was conducted to: identify the school reading status of pupils; measure the level of effectiveness of Project SARAP; and find out if the innovation has significant effect on the reading status of the pupils. The researcher has devised an observation form on the supervision of RAP in each class along with other related strategies that affect the reading skills of the pupils.

METHODS

This study used descriptive method of gathering the data in the problems identified, and of analyzing the result. Table was used on the pupils' reading status, and used checklist on the level of effectiveness of the innovations implemented. Strategies and other effective activities were employed to all classes in BNCS, like BNCS Teacher's Award, Best Reading Corner, attainment of zero non-reader and other performance tasks along with this research project.

RESULTS

The study found out that the innovations had significant effect in the pupils' reading proficiency level after the implementation. This showed that pupils learned how to read if there was an allocated time for reading that their needs in learning the skill were given much attention. The study also revealed that maximizing RAP had an impact in the reading skills of the pupils, thus led to increasing result on reading assessment. Performance tasks, giving awards/rewards and other implemented activities helped in achieving the objectives of this study. However, there should be varied activities, strategies/approaches, and face to face tutorial with the identified low performing pupils.

DISCUSSIONS

From the data, the administration and supervision of Program in all classes using a Form contributes in learning how to read. Some recommendations were formulated for the efficiency of the interventions conducted, regular supervision on the classes that had highest number of non-readers should be maximized, and individualized giving of feedback and post conferences to teachers for better conduct of the said program. There should also be differentiated activities and techniques to cater the learning needs of the learners in reading, and there should be enough and appropriate instructional and reading materials used during the allocated time.

KEYWORDS: Reading Advancement Program, Supervision and Administration

SUBMISSION ID: R005-CAMSUR-0113

Supervisory Competence of Instructional Leaders on Classroom Formal Observation

Francis Gumawa, Deped-Antipolo City

Abstract

INTRODUCTION

Over the years, the role of the instructional leader has evolved. Today's instructional leader is expected to be more than a manager but provide leadership in strengthening the teaching-learning process to produce possible outcomes. One of the most important supervisory competences of instructional leader is the responsibility to observe and evaluate teaching through classroom formal observation towards teachers' enhancement.

METHODS

This study made use of the descriptive - quantitative approach to determine the level of supervisory competence of instructional leaders on classroom formal observation. Descriptive - survey method was utilized to describe the current level of supervisory competence of instructional leaders in terms of content, pedagogical practices, communicative competence, utilization of results and class observation plan.

RESULTS

Data revealed that the instructional leaders' highest educational qualification and administrative experience did not affect their supervisory competence on classroom formal observation. It was also found out that the over-all supervisory competence of the instructional leaders on classroom formal observation is "Very Much Competent" as assessed by the teachers and "Much Competent" as assessed by themselves. No significant difference was proven in the evaluation of the two (2) groups. However, results revealed that pedagogical practices and class observation plan influenced by the seminars and trainings attended by the instructional leaders.

Moreover, it was found out that there were two (2) innovative practices which the instructional leaders implemented in their classroom formal observation and these are demonstration teaching and modelling.

DISCUSSIONS

The teachers observed the instructional delivery, the pedagogical skills and communication skills of the immediate head or subject area coordinator otherwise known as instructional leader to gain new strategies and techniques in teaching. On the other hand, modelling is done by the instructional leader through his/her behavior, skills and attitude. Instructional leaders serve as a mirror in all the things he/she acted whether in the classroom or in the faculty rooms. Instructional leaders serve as a motivator and good model of observable traits and behavior.

KEYWORDS: supervisory competence, instructional leader, demonstration, modelling, classroom formal observation

Supervisory Practices of the School Heads and the Master Teachers in Classroom Observation: Basis for a Proposed Action Plan

Olivia Atienza

Abstract

INTRODUCTION

Instructional leaders perform dynamic roles and functions in an educational institution. They shape the landscape of a school's performance, motivate teachers and students, link with community partners and improve classroom instruction through administration and supervision. Schools heads and master teachers are in the position to do supervision of instruction. Classroom observation aims to promote and encourage better performance of teachers.

METHODS

There were eight (8) elementary school heads and 35 master teachers who served as respondents in this study from select public elementary schools in Area 3 of the Division of Batangas province. The study employed the descriptive method of research and the questionnaire as the sole data- gathering instrument. The statistical tools used were weighted mean, percentage ranking and t-test.

RESULTS

Based on the findings, the following recommendations were given:

1. The school heads and master teachers may supervise the teachers in terms of the interaction of the students with the learning materials. Accordingly, teachers are advised to familiar instructional aids and use Information Computer Technology instruction to encourage optimum classroom participation and motivation.
2. It is recommended that the school heads and master teachers orient and help new teachers in the usage of appropriate strategy or techniques of classroom management most especially during classroom observation.
3. Experienced teachers are also encouraged to help and guide new beginning teachers in lesson planning utilization of appropriate instructional materials and choosing of authentic assessment and evaluation tools in line with K to 12 Curriculum.
4. The purposes and benefits of classroom observation are advised to be discussed before the onset of pre and post observation in a panel discussion.
5. A similar study is recommended to be conducted to gain helpful insights and information regarding classroom observation.
6. The cooperation and involvement of both instructional leaders and teaching personnel should be solicited for the good of the academic community.

DISCUSSIONS

The result was conducted to ascertain the supervisory practices of school heads and master teachers in classroom observation in selected schools with the end in view of proposing a plan of action that would enhance the supervisory practices of instructional leaders in classroom observation. Instructional leaders reinforce and enhance teaching practices through an effective supervision of instruction.

KEYWORDS: supervisory practices, classroom observation, action plan

SUBMISSION ID: R04A-BATANP-1127

**Supplemental Instruction through Take Home Mathematical Activities in
Statistics and Probability for Grade 11 Students at Anselmo A. Sandoval
Memorial National High School**

Delia Nabor

Abstract

INTRODUCTION

The researcher, a Grade 11 Statistics and Probability teacher used this study to explore the use of take-home mathematical learning activities as supplemental instruction.

METHODS

This action research used a descriptive design to gather the necessary data that revealed the use of take-home mathematical activities as supplemental instruction in the subject Statistics and Probability in grade 11 students of Anselmo A. Sandoval Memorial National High School. Data was gathered from 48 grade 11 students as respondents. The information gathered from the respondents were analyzed and used to make suggestions regarding the different activities to supplement the use of take-home mathematical activities.

RESULTS

The results of this action research indicate that the use of take-home mathematical activities is very effective in the learning of the students. Take-home activities were made by the researcher. Recommendations based on the results of the study include the continuous use of take-home mathematical activities to help the learners retain the information and lessons. This can be use with the different topics in Statistics and Probability.

DISCUSSIONS

Based on the results of the percentage of scores on the evaluation, it turns out that the use of take home mathematical activities are very effective in helping the learners retain the lesson and help them learn to explore solutions. Recommendations based on the results of the study include the continuous use of take-home mathematical activities to help students learn on their own ways.

KEYWORDS: Intervention, Supplemental instruction

SUBMISSION ID: R04A-BATANP-1212

**Supplemental Instructional Materials to Enhance Reading Comprehension
of Grade V Learners in Imelda Elementary School**

Divina Olivar, Imelda Es

Abstract

INTRODUCTION

Findings through the conduct of monthly remedial recovery program for Grade V learners showed that 51 out of 96 learners performed below the expected level of learning competencies. As such, this study aimed to improve the learners' reading comprehension by developing a workbook as supplemental instructional materials.

METHODS

The least mastered reading comprehension skills were identified through analysis of the results from the remedial reading program. The researcher, then developed a compiled workbook that would serve as additional instructional materials that teachers may use. The materials were validated through a survey among expert teachers in the field. The Grade V students of Imelda Elementary School for the SY 2017-2018 were then allowed to use the workbook. To evaluate its effectivity, a pre-test and a post-test, before and after the use of the workbook, were administered. Descriptive and quantitative analysis were done to interpret the results.

RESULTS

The result of the research showed that: First, the least mastered comprehension skills are identifying the main idea and supporting details, identifying themes, identifying the figures of speech, identifying the author's purpose and identifying the text structure. Second, the questionnaire results for validating the workbook showed that all expert teachers believe that the materials are easy to use, includes the competencies required, and are effective. Third, the pre-test results indicate that more than half or 52.94% of the total respondents failed the test. However, a significant improvement was observed after the use of the supplementary materials. All of the students passed the post-test administered and majority were classified as "Satisfactory" and "Very Satisfactory".

DISCUSSIONS

The researcher concludes that using the supplementary materials was able to improve the student performance, specifically on the target reading comprehension skills. Also, the workbook developed could be used to develop these skills and to improve their performance on written assessments. Finally, based from the statistical analysis conducted, there is a significant increase in scores after the use of the supplementary materials developed.

KEYWORDS: Reading Comprehension, Supplemental Instructional Materials

SUBMISSION ID: R005-CAMNOR-0037

Supplementary Instructional Materials in Biology in Relation to Academic Achievements of Grade 7 Students Thru Enriched Module

Reynaldo Linco, San Jose Community High School

Abstract

INTRODUCTION

This study determines the relationship of Supplementary Instructional Material in Biology to the Academic Achievement of Grade 7 students thru enriched module in San Jose Community High School - school year 2016-2017. More specifically, it seeks to find out the level of academic Achievement of the students based on the pre-test and post test results using Supplementary Instructional material in Science G7, traditional method (Control Group) or the use of Biology Module as supplementary Instructional Materials in Science G7 (experimental group)?

METHODS

The study focused on the use of Biology module as supplementary instructional material in Science as correlate to the academic achievement of grades 7 students. For the purpose of this study, the topics were taken from second quarter for the School Year 2016- 2017. The subjects in this study were the Grade 7 students. For the Grade 7 students, the two (2) least sections.

RESULTS

The study was undertaken to investigate the effectiveness of modules as supplementary instructional materials in Biology.

The mean value of the pre-test the of control group is 22.48 which in satisfactory, while experimental group in 22.70 which in satisfactory. The Post Test mean value of the Control group is 42.98 which is very satisfactory, and the mean value of the Experimental group is 47.00 which is very outstanding.

The academic achievement of Grade 7 students in Science Control Group mean value of the Control group is 81.06 which is very satisfactory, while Experimental Group mean value of the Experimental group is 85.78 which is very satisfactory.

The significant difference that existed between pre-test and post-test of Control Group, the Computed t-value of 22.78 which was greater than the critical value at 0.01, 2.326. Therefore, there was significant difference between pre-test and post test results of control group. Pre-test and Post- test of Experimental Group computed t-value of 5.56 which was greater than the critical value at 0.01, 2.326. Therefore, there was significant difference between pre-test and post test results of experimental group.

DISCUSSIONS

Teachers should provide effective materials such as modules to enhance the learning skills of the students. Teachers should prepare more suitable instructional materials to supplement instructions. Enriched Module / Activity in Science was proposed by the researcher and to be introduced to the G7 Science Teachers through In-Service Training and Science Department Training.

KEYWORDS: My Research in Race

SUBMISSION ID: R04A-CAVTP-0869

**Supplementary Materials in Mathematics for Grade V Pupils in Mapulo
Elementary School, Mapulo Taysan, Batangas SY 2016-2017**

Carla B. Marasigan & Ana P. Barte
(Adviser: ofelia P. Driz)

Abstract

INTRODUCTION

Pupils may not love mathematics because of fear of computation, comprehension and **Abstractness** of ideas. Such fear is carried over up to college with students going through the subject with little knowledge. Mathematics is a challenging and much needed subject, so pupils must be equipped with mathematics skills to prepare them for higher learning. When teachers start their lessons, pupils expect to learn and understand mathematics. But, children as they are, they sometimes do not focus their attention in the subject or do not understand it because of the processes involved.

METHODS

To gather the needed data, the researchers prepared a questionnaire. The questionnaire covered two parts. The first part of the questionnaire included the frequency of use of learning materials used by teachers; the second part of the questionnaire included the difficulties in different topics in mathematics. To establish the validity, the researchers made a thorough reading of books, magazines, newspapers, pamphlets and other related reading materials. The researchers sought the assistance of their adviser to check the validity of the prepared questionnaire.

RESULTS

The supplementary material produced were multimedia presentations prepared by the researchers to help the teachers enrich their knowledge and upgrade their ability in teaching mathematics. This will equip the teachers to improve their teaching and learning the subject. With this supplementary material, they will be able to make pupils understand math specifically on topics on measurement, fractions, ratio, decimals, percent, circumference of a circle, area of trapezoid and circle.

DISCUSSIONS

Grade V pupils have learning competencies to be attained in Mathematics V. Pupils find difficulty in learning measurement, fractions, ratio, decimals, percent, circumference of a circle, area of trapezoid and circle. The multimedia presentation with different topics in math which include exercises to enrich mathematics learning may be used to enhance pupils' learning in mathematics. In the light of the findings of the study, the following recommendations are offered: Teachers are encouraged to use the prepared supplementary material to make pupils understand topics in mathematics. Teachers may provide adequate and meaningful exercises by preparing supplementary materials to aid pupils' learning in areas where they find difficulty in their teaching.

KEYWORDS: Mathematics., Multimedia. Learning materials Supplemental materials

SUBMISSION ID: R04A-BATANP-1137

**Supplementary Materials in Teaching Oral Communication in Context for
Grade 11 Learners of Itlugan National High School**

Aila De Castro

Abstract

INTRODUCTION

Supplementary Materials intensify the process of education, stimulates situational aspects of teaching and promotes the increase of motivation and activities of the learners. Educators always aim to evolve into the best teachers in every subject they handle. Yet, this goal seems to be a far concept for some educators due to the lack of teaching and learning materials especially in Senior High School. The teachers are having a hard time looking and searching for learning materials, activities, and supplementary materials that are suited for the curriculum guide of every subject.

Thus, this study aims to determine the suitable supplementary materials that would fit in the needs of the topics of Oral Communication in Context subject in Itlugan National at the same time, it would transform and motivate the learners and allow them to mold their skills, interest, and aspiration to succeed in meeting the curriculum standard.

METHODS

The researcher used the descriptive research design aided by the documentary analysis. Through this, the researcher used the Lesson Planning and Test Administration in analyzing and interpreting academic performance of the 66 Grade 11 learners in Oral Communication in Context subject.

RESULTS

Based on the findings, there is no available speech laboratory at Itlugan National High School. They only have nine books with one teacher's guide that can't accommodate three sections that taking up and teaching Oral Communication subject. The study also found out that majority of the learners were at the below average level of performance of the students with the scores ranging between 2 to 3 that is needed to be aided by supplementary materials.

DISCUSSIONS

Through this, the researcher was able to produce enhanced supplementary materials that were very useful in boosting the academic performance of the students. It served as alternative learning resource to supplement the needs of the school and the curriculum standard of Oral Communication in Context subject.

KEYWORDS: Supplementary Materials, Oral Communication, Teaching, Learning, Curriculum

SUBMISSION ID: NCR1-SANJUA-0000

**Supplementary Materials in Teaching Shielded Metal Arc Welding in
Division of Batangas City**

Melinda Tarcelo, Conde Labac Integrated School

Abstract

INTRODUCTION

Technical and Vocational program plays an important role in raising senior high school students toward employment and entrepreneurship. Shielded Metal Arc Welding will be effective in proportion as it trains individuals directly and in thinking and manipulative habits required in the occupation itself. Thus, the curriculum instruction, tools, materials and equipment and the work environment in the school must conform. This study proposes a supplementary material needed in teaching Shielded Metal Arc Welding In Division Of Batangas City. Specifically, it describes the demographic profile of the respondents, available instructional materials used by the learner and learning module for Shielded Metal Arc Welding be described in terms of content, learning deliveries, and assessment

METHODS

The researcher applied the descriptive method to determine the characteristics of SMAW teachers and their utilization of supplementary materials in teaching SMAW. The respondents of the study are the SMAW teachers in Division of Batangas City. The researcher used a questionnaire in dealing with instructional materials available in the school which can be utilized in teaching SMAW.

RESULTS

Data shows that SMAW teachers are 26-30 years of age and aims to ensure continuous learning which will result to increase students' performance. However, seventy percent of the SMAW teachers have not yet taken up units in graduate school. It is revealed that the instructional materials meet the purpose of its construction to provide application based activity in welding subjects.

DISCUSSIONS

Learning by doing" is the basic foundation of Shielded Metal Arc Welding Program. The content of the learning module meets the purpose of its construction to provide application base activity in the subjects. Aligned with the standards of K-12 curriculum, the content composed of facts and information that are useful in the teaching and learning process. The learning deliveries for applied for the module of shielded arc welding are highly evident. Mastery learning contains the six level of Bloom's taxonomy and levels of understanding which include knowledge, comprehension, application, analysis, synthesis and evaluation. The proposed Supplementary Materials in Teaching Shielded Metal Arc Welding is intended to enhance student learning in welding are design to gain greater interest in the subject.

KEYWORDS: Shielded metal arc welding, supplementary materials

SUBMISSION ID: R04A-BATANC-0515

Supplementary Reading Materials for Grade Seven

Rhea Iidnay, San Nicolas National High School

Abstract

INTRODUCTION

This study proposes supplementary reading materials to motivate students in reading in innovative and more interesting ways through reading materials and activities for the students to enjoy reading and learning at the same time. It also includes the assessment of reading abilities of Grade Seven students of San Nicolas National High School that result in difficulties in handling subjects because of poor comprehension level of the students. The output of the study is different supplementary materials for grade seven students.

METHODS

The researcher utilized the descriptive method of research. As the study was geared to assess reading difficulties of grade seven students descriptive research design was deemed to be the most appropriate to use. Questionnaire and interview were utilized for data gathering.

RESULTS

The findings revealed that the difficulties of reading among grade seven students of San Nicolas National High School are as follows; understanding and reading text effectively, recognizing the meaning of unfamiliar words correctly, pronouncing the words correctly, finishing reading of text on the given time, and reading without the assistance of teacher. The said activities were also highly affected by the students reading performance.

DISCUSSIONS

On the basis of the analysis made, it was proposed that the supplementary instructional materials proposed may help the students learn how to read and carefully. This may be beneficial also in assisting learners to read from their current reading grade level to their actual reading grade level. In view of the findings made, the proposed supplementary reading materials for Grade Seven was hereby designed.

KEYWORDS: Supplementary Reading Materials, Reading, Group Screening Level, Philippine Informal Reading Inventory

SUBMISSION ID:

Supplementary Reading Materials for Learners with Special Educational Needs (Srm for Lsen's)

Jennifer Sinogba, Buhi Sped Integrated School

Abstract

INTRODUCTION

This study is an assessment of the reading level of the learner with Special Educational Needs of Grade 7 Students of Buhi SPED Integrated School using Philippine Reading Inventory (PhilIRI). This study aims at the development of supplementary reading materials that will address individual needs in reading, specifically the grade 7 students of Buhi SPED Integrated School.

METHODS

The descriptive survey method was used. The assessment test was utilized in gathering data. The group screening test and individual reading test was conducted to identify the reading level both in English and Filipino of grade 7 students. The test followed the given instruction in administering the test and how it is being rated. The Phil-IRI reading test uses predetermined set of criteria in identifying the reading level of each student for each passage. These criteria included the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (adapted from Johnson, Kress and Pikulski, 1987).

RESULTS

The materials intended for grade 7 is very high for the current level of reading of the students of grade 7. Based from the instructions, if the child's raw score in the Group Screening Test is 0-7, he/ she must be given a passage that is 3 grade level below his current level. From the total number of Grade 7 who took the Group Screening Test (GST) in English, only 0 out of 39 or 0% got equal to or greater than 14 and will undergo the usual enrichment /enhancement activities while 39 out of 39 or 100 % will take individually administered Phil-IRI passages. It could be noted that most of the learners got 40.7 % in literal as the highest, 23.5 % in inferential and 11.43 % in critical being the lowest among the learners responses to the type of questions in the test.

DISCUSSIONS

The results demonstrate the need for innovations of materials that will help develop and improve the skills in reading of the grade 7 learner with special educational needs. Learning using higher approach and level will only lead to a non-learning environment. Assessment is always the very first step in designing instructional or supplementary materials. A supplementary reading material is proposed for an effective reading environment to happen.

KEYWORDS: assessment, learners with special educational needs, supplementary materials

SUBMISSION ID: R005-CAMSUR-0021

Supplementary School Feeding Program; Its Impact on Severely Wasted Pupils of Batangas City East Elementary School 2016-2017

Elma Celemin

Abstract

INTRODUCTION

One of the factors that affect the attainment of quality education is poverty due to unstable financial status of the family, children do not have sufficient food at home that results to lack of the nutrients they need. The lack of proper nutrients prevents children's potential learning and being lively and active in the school learning action.

To address this and other concerns, the researcher will assess the Supplementary School Feeding Program and its impact on severely wasted pupils in Batangas City East Elementary School, School Year 2016-2017.

METHODS

The study employed the descriptive research design to assess the current level of nutritional status among the elementary school children at Batangas City East Elementary School. Document analysis was also employed to identify the nutritional status of 1647 pupils from Kinder to grade six as well as SPED children.

RESULTS

Based from the findings of this study, the following conclusions were drawn:

1. Severely wasted pupils are greater in the June baseline (2016) than in January (2017). Although the SBFP is implemented, there are still severely wasted pupils as seen on the data.
2. The School Feeding Program gives impact to the pupils' health but need to be improved.
3. It must be closely monitored to improve its implementation.
4. Intervention could be designed better to improve the outcomes.

DISCUSSIONS

Based from the findings of this study, the following are recommended:

1. Involve all the stakeholders in implementing the SBFP to ensure its proper implementation.
2. School administrator could use the monitoring tool for the progress of the program.

KEYWORDS: Supplementary School Feeding Program; It's Impact on Severely Wasted Pupils

SUBMISSION ID: R04A-BATANC-0432

Supreme Pupil Government Leadership Practices in Batangas Province

Yollie Erino, Maricel F. Esguerra, & Gina B. Carillo

Abstract

INTRODUCTION

Young individuals are an integral and indispensable part of a society and a society is half-finished without young blood. Therefore, it is said that today's youths are the force, hope and leaders of tomorrow because they are the future of society, country and community and have important responsibilities towards their country.

METHODS

The study used the descriptive method of research with the questionnaire as its main tool in gathering data complemented with unstructured interview and focus group discussion to substantiate the analysis of data gathered from the questionnaire. The respondents of this study were school heads and SPG advisers from the four city divisions in Batangas, namely Lipa City, Tanauan City, Batangas City and Batangas Province. The statistical tools used in the analysis of data were percentage, weighted mean and t-test.

RESULTS

The findings of the study showed that majority of the SPG officers were 13 years old and above, female and most were from Grade 6 and Grade 5. The SPG officers carried out their inherent tasks relative to school improvement, pupil development, and community involvement to a slight extent as assessed by SPG advisers and school heads. Significant differences on the assessments of SPG advisers and school heads on how SPG officers carried out their tasks were noted. Leadership skills of SPG officers on curricular activities were developed to a slight extent on curricular activities and to a moderate extent on extra-curricular activities. Moreover, the SPG officers encountered constraints to a moderate extent.

DISCUSSIONS

The study showed that there is a need for proposed leadership activities which has to be presented and reviewed by proper authorities for timely and effective implementation in public elementary schools. Once implemented, follow up evaluation on the conduct of leadership activities may be done. A study of a similar nature may be conducted to intensify the abilities of SPG officers in Batangas Province. Doing so will help enhance the leadership potentials of the pupils.

KEYWORDS: leadership, pupils, potentials, activities

SUBMISSION ID: R04A-BATANP-0914

Suri (Strengthening the Understanding of Research Implications) "Building a Research Culture in School"

Marianne Villacater, Reasearch Association of Tanza Educators

Abstract

INTRODUCTION

The Department of Education is strengthening the evidence-based policy development by promoting the culture of research among schools and its personnel. This program provides opportunity to produce and improve positive research outcome, and fosters a more collaborative learning environment. However, out of 30 Master Teachers in Tanza District, only 4 were found to be promoting and creating a research culture in school through transformational and collaborative learning environment.

METHODS

To support the research culture, focus group method was conducted like faculty trainings and mentoring programs.

RESULTS

The teaching institutions that participated, particularly the school personnel, where given a transformational knowledge by strengthening the understanding of research implications among the school and its personnel.

DISCUSSIONS

The results of the study demonstrated a well-balanced culture of research in school setting and maintained a more collaborative and transformative learning environment. Research is one of the most difficult undertakings in school, but if built, research excellence will be increased and research opportunities will be recognized.

KEYWORDS: Research, Culture, Implications, Transformative, Collaborative, Learning, School, Excellence

SUBMISSION ID: R04A-CAVITP-0630

Sustainability Status of Anti- Bullying Policies in Selected Schools in Laguna: Adoption Process Improvement

Maricel Benting, Banlic Elementary School

Abstract

INTRODUCTION

Because of several instances of reported bullying, violence and even, death in schools in different levels, the national government through the Department of Education (DepEd) and the Commission on Higher Education (CHED) has called for an actions to be taken among schools and stakeholders to deal with the existing and emerging threats.

METHODS

The study utilized descriptive research design to determine the sustainability status of Anti-Bullying Policies of selected schools in Laguna as a basis for the improvement of the adoption process during the School Year 2015-2016. The study initially assessed the school's compliance to Anti-Bullying Policies of 2013; determined the problems in the different stages and recommended collaborative strategy programs to sustain the implementation of anti-bullying policies in selected schools in Laguna.

RESULTS

The findings indicated that in its second year of implementation, there are still many areas and processes that need improvement in order to sustain the process of adoption. The over-all weighted mean and verbal interpretation shows that in both public and private schools, anti-bullying policies are only partially implemented. The findings indicated the significance of the present study and will serve as a continuous reminder to everyone that implementation should be sustained to make it successful. A need for a collaborative strategic program to sustain the adoption process of the Anti-Bullying Policies.

DISCUSSIONS

To sustain the adoption of anti-bullying policies, the school administrators should continuously monitor its implementation. Since the summative presentation of the problems encountered during the adoption of anti-bullying policies pointed out the implementation and sustainability stages, the school administrators need to review the process on implementation and revitalize the committee concerned on its implementation. Collaborative strategic program to sustain the adoption process of the Anti-Bullying Policies is needed.

KEYWORDS: anti-bullying policies, adoption process, sustainability

SUBMISSION ID: R04A-CALAMB-0165

**Swear and Improved individual Performance of Grade 12 Students of
Aglipay High School in Research Writing**

Janette S. Tomas

Abstract

INTRODUCTION

SWEAR, Structuring and Writing Empirical and Advance Research Techniques, is proposed as an intervention to improve the performance of Grade 12 students in research writing which is envisioned to have an outstanding and positive effect on individual academic performance.

METHODS

The study used Quasi- Experimental Research Method. The respondents were the Grade12 students. Data were gathered through a Pre-test wherein respondents from both Control Group and Experimental Group performed. After the series of assessment, a focused-group discussion was done to listen to the impacts of SWEAR Approach on the respondents' performance in research writing.

RESULTS

Based on the result, the study implied that the students who received the intervention increased by 15% in their research performance. The given intervention greatly affected the academic performance of students as manifested on their increased percentage of research presentations and grades. Moreover, students voiced satisfaction with the intervention when teacher-involvement was high. Students gained confidence and value was seen in learning. The experimental group recorded a very high research output as seen in their outstanding research paper proposal, individual research presentation and high involvement in research writing activities.

DISCUSSIONS

The study warrants further investigation at hand especially that schools are neophytes in offering research subjects. The results demonstrate the need for support mechanism for research such as funding, partnerships and capacity building in order for the intervention to be effective. In fact, students may realize that the process of writing research paper can be one of the more rewarding experiences one may encounter in academics.

KEYWORDS: research, intervention, approach, performance, research writing

SUBMISSION ID: R002-QUIRIN-0090

**Syntactic Convention Competence in Practical Research 1 of the Select Eim
12 Students of Spshs 1, SY 2017- 2018: A Basis for Proposed Syntax
Enhancement Activities**

Maribel M. Sikat, San Pascual Senior High School 1

Abstract

INTRODUCTION

Even professionals still encounter difficulties in composing organized, coherent, mechanically correct and well-thought written reports. Relative to this, Grade 12 Electrical Installation and Maintenance students who are supposed to be future electrical engineers and other skill-related professions still fail to meet the syntax conventions and standards. With this, the researcher designed a remediation, enhancement and reinforcement activities conforming to the needs diagnosed.

METHODS

Descriptive Method of Research through content and document analysis were utilized in evaluating the selected students' level of mastery of the syntax. Ten groups of five to six students each were involved in this study. Students' Practical Research outputs were used in identifying their weaknesses in writing. These outputs were compared to the properties of a well-written text such as organization, coherence and cohesion as well as language use and mechanics. Likewise, journals and other reading materials related to the topic were instrumental in finding support for the responses of the select respondents.

RESULTS

It was through this study that the researcher was able to unravel one of the pressing issues with regard to communication. The select respondents were found out to manifest great problems on the mechanics that includes the use of correct capitalization, spelling, punctuation and grammar. Despite having taken subjects such as English for Academic and Professional Purposes and Reading and Writing Skills, the said EIM students still experience such syntax difficulties.

DISCUSSIONS

With the aforementioned findings, Syntax Enhancement Activities (SEA) was proposed to help these future professionals improve their communication skills. However, it should be noted that these findings still remain inconclusive since only one teacher checked and assessed their outputs based on her writing style and preferences. Despite its pronounced weakness, being able to resolve this syntactic competence issue will surely contribute a lot to students' personal and professional growth.

KEYWORDS: Syntax, Grammar, Linguistics, Convention

SUBMISSION ID: R04A-BATANP-1967

**Syntactic Knowledge in Relation to Reading Comprehension: Basis for the
Development of English Proficiency Intervention Program**

Crystal Castillo

Abstract

INTRODUCTION

The study aims to determine the relationship of senior high school learners' syntactic knowledge to their level of reading comprehension to come up with a program beneficial to their development and growth.

METHODS

The respondents of the study were senior high school students of Bolbok Integrated National High School, SY 2018-2019. The questionnaire was the main data gathering instrument. It includes: syntactic knowledge of the respondents in terms of identifying syntactic categories, determining syntactic constituents, substituting words or phrases in sentences, deleting or omitting words or phrases, identifying sentence pattern and filling out sentences.

RESULTS

Many respondents have problems in comprehending texts. As the level of syntactic difficulty increased, the correct responses decreased. Many learners still lack skills in sentence patterns, subject-verb agreement and word categorization.

DISCUSSIONS

Teachers must propose an intervention program focusing on syntactic knowledge to enrich learners' reading comprehension. This program should be conducted in a regular basis to ensure the development of all syntax-related skills.

KEYWORDS: syntactic Knowledge, reading comprehension

SUBMISSION ID: R04A-LIPAC1-0200

**Synthesis Reaction: the Science behind the Invisible Ink as Gleaned from
"A School for Unusual Girls"**

Johanna Camille Leyesa

Abstract

INTRODUCTION

The purpose of the paper was to give a full understanding of the novel "A School for Unusual Girls" by Kathleen Baldwin, its characters and settings. It was a novel written to cite the different possibilities of the unchanged history of Great Britain and Europe revolving around the invention of an invisible ink composed of another material different from the already existing ones which can alter the history and the future.

METHODS

Descriptive research was used to enlighten and focus on humanities and literature utilizing novel analysis which was to determine the essential features and to derive the meaning, solutions, ideas and the significant human values which are the issues desired to be induced. The researchers took turns to read and analyze the novel to have a better grasp of the concepts. Important events and details were documented and recorded for reference in the study.

RESULTS

The novel projected the writer's presentation of synthesis reaction through its contents. The merits of the literary elements such as characterization and theme aided in the total make up of science fiction which was also strongly supported by the experiences of the novelist during the American Revolutionary War, and the inspiration of the novel as a piece of art. Significant human values such as acceptance, bravery, wisdom, and love were all extracted from the novel.

DISCUSSIONS

The results of the study demonstrated the author's presentation of the definition of synthesis reaction and other concepts vividly incorporated in it. The use of literary elements such as characterization and theme not only presented scientific truths but more importantly the values very much significant at present making the novel enduring and the values, universal.

KEYWORDS: synthesis reaction, science, invisible ink, school, unusual girls, Kathleen Baldwin

SUBMISSION ID: R04A-LIPAC1-0209

**Synthesis Reaction: the Science behind the Invisible Ink as Gleaned from
"A School for Unusual Girls"**

Theresa Marie Reyes

Abstract

INTRODUCTION

The purpose of the paper was to give a full understanding of the novel "A School for Unusual Girls" by Kathleen Baldwin, its characters and settings. It was a novel written to cite the different possibilities of the unchanged history of Great Britain and Europe revolving around the invention of an invisible ink composed of another material different from the already existing ones which can alter the history and the future.

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DISCUSSIONS

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KEYWORDS: synthesis reaction, science, invisible ink, school, unusual girls, Kathleen Baldwin

SUBMISSION ID: R04A-LIPAC1-0211

**Synthesis Reaction: the Science Behind the Invisible Ink as Gleaned From
"A School for Unusual Girls by Kathleen Baldwin"**

Jan Mark Esguerra & Venus Caiga

Abstract

INTRODUCTION

The purpose of the paper was to give a full understanding of the novel "A School for Unusual Girls" by Kathleen Baldwin, its characters and settings. It was a novel written to cite the different possibilities of the unchanged history of Great Britain and Europe revolving around the invention of an invisible ink composed of another material different from the already existing ones which can alter the history and the future.

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DISCUSSIONS

The results of the study demonstrated the author's presentation of the definition of synthesis reaction and other concepts vividly incorporated in it. The use of literary elements such as characterization and theme not only presented scientific truths but more importantly the values very much significant at present making the novel enduring and the values, universal.

KEYWORDS: synthesis reaction, science, invisible ink, school, unusual girls, Kathleen Baldwin

SUBMISSION ID: R04A-LIPAC1-0213 / R04A-LIPAC1-0214

**Tablet and Skills in Solving Word Problem Involving Finding Percentage /
Rate / Base**

Imelda G. Zamora, Rizal Elementary School

Abstract

INTRODUCTION

The result of the Achievement Test conducted last School Year 2015-2016 of the Grade 6 pupils of Rizal Elementary School met the 60% proficiency level in the competency on solving word problems involving finding the percentage/ rate /base has affected the performance of the pupils in the subject. This prompted the proponent to conduct the Teaching Aids in Building the Problem-Solving Skills of the Learners through Electronic Technology and Workbook (TABLET) to make the learners master the said competency.

METHODS

Descriptive comparative research design was used in this action research. The research used primary data specifically the scores to be taken in the conduct of TABLET. The gathering of data was started by giving the pupils a pre-test with 40-word problems, then gathering the pre-test scores data. After the pre-test was given to the class, TABLET was employed in solving word problem. After the implementation of the intervention, similar test was given to the same number of pupils to find out if there is significant change in their scores. Descriptive-comparative research design was utilized using Mean, Standard Deviation, Paired Sample t-test and Eta² to test the significant effect of the intervention.

RESULTS

Based on the interpretation of statistical data generated in the research, the scores of the respondents before the implementation of TABLET Approach were low. But after the implementation of the intervention their scores were moving toward mastery. This implies that the pupils had improved the skills after the intervention was given. Moreover, it has a large impact in enhancing the skills in solving word problem involving finding the percentage, rate and base.

DISCUSSIONS

Using this TABLET intervention, it will be beneficial to the lesson that deals with solving word problem. It may be adopted as one of the teaching strategies in handling solving word problems lesson. Curriculum planners and teachers teaching Math could make learning materials that integrate the use of TABLET Approach. Furthermore, this intervention will be helpful to pupils to be an efficient problem solver. Likewise, it will be useful to improve mathematics teachings especially problem solving.

KEYWORDS: problem solving, intervention, strategy

SUBMISSION ID: R002-QUIRIN-0071

Tablet-Based Personalized E-Module: Strategy to Improve Students' Learning Performance on Least Mastered Competencies in Araling Panlipunan of Grade Seven Students of Rosario National High School

Mary Ann Pallera & Thelma E. Villanueva, Rosario National High School

Abstract

INTRODUCTION

This research aims to determine the effectiveness of tablet-based personalized E-module in improving students' academic performance on selected learning competencies in Araling Panlipunan (AP) of grade seven students of Rosario National High School (RNHS).

METHODS

This study utilized Quasi-Experimental method. The participants of this study were grade seven students from heterogeneous sections of RNHS. Thirty students were used for control group using traditional remedial teaching and thirty students were used for experimental group using the tablet-based personalized E-module. Purposive sampling was used in selecting the respondents of the study. Pretest and posttest have been used as instrument of the study to determine the effectiveness of tablet-based personalized E-module among selected participants

RESULTS

Based on the findings of the study, it was found out that the experimental group using tablet-based personalized E-module improved the academic performance of the students on least mastered competencies. Since the significance value of .000, it reveals that there is a significant difference on academic performance of experimental group using tablet-based personalized E-module.

DISCUSSIONS

The proponent of this research aims to recommend the use of tablet-based personalized E-module as strategic intervention material for least mastered competencies in A.P. to improve academic performance of the students and make students equipped on using tablet as a learning tool.

KEYWORDS: Tablet-based Personalized E-Module, Academic Performance, Least Mastered Competencies, Quasi-Experimental, 30 Grade Seven Students, Rosario National High School

SUBMISSION ID: R04A-CAVITP-0439

**Taking Actions: Strengthening the Reading Skills of Slow/Non-Readers in
Grade Three of Ulango Integrated School**

Bella Macauba

Abstract

INTRODUCTION

It is said that reading is an important tool subject wherein if taught effectively the pupil's learning and acquisition of necessary skills would become easier and facilitative. The fact that reading is the principal avenue to knowledge one must learn more and study harder on how to read. Development of the reading ability as well as increasing the comprehension skills must be given greater emphasis and so Ulango Integrated School aims to find ways to strengthen the reading skills of the Grade Three pupils and at the same time, increase pupils' achievement in all learning competencies which basically starts with reading and comprehension.

METHODS

Since the aim of the study is to know the contributory factors on why the Grade Three pupils were slow/non- readers as well as to find ways on how to strengthen the reading skills of the slow/non-readers/pupils, the researcher utilized the descriptive-survey and analytical methods of research. Involved in the setting of the study are the five classroom teachers located at Tanauan Batangas.

RESULTS

As a result of the study, the following factors were found out: Teachers should be conscious in order to help the pupils develop their love and eagerness for reading a little bit faster; Failure to teach the foreign language effectively because the main focus of the study in the present curriculum is more on the Filipino and Mother Tongue Language, to supply/ provide varied reading materials that could be very helpful to stimulate the readers' interest which have light vocabulary load due to financial crises, to give positive motivation and ineffective teaching methods in reading.

DISCUSSIONS

Basically, the teacher must be patient and sympathetic, they must help slow and non-readers to overcome their emotional problems, inside and outside the school premises, help them apply the different laws involving teaching-learning processes. A teacher must have a broad field of interest in teaching their clientele no matter what learning competencies she is targeting and teaching. It is the teacher-factor that affects most the reading ability of the pupils, always and forever, the problem of learning how to read becomes the challenge to Kindergarten and Grade. Teachers must always remember that teaching the children on how to read is not enough instead teach them to want to read.

KEYWORDS: Reading Skills, Learners, slow readers , factors ,failures

SUBMISSION ID: R04A-TANAUA-0073

**Talk to Me in English: the Status of the Spoken Second Language L2 of
Grade One Pupils at Balete Central School**

Evory Grace Garcia, Deped Batangas

Abstract

INTRODUCTION

For Grade 1 pupils second language acquisition is a very challenging task because they are not exposed to English as second language at home and they minimally speak the language in school. This study identifies the Grade 1 pupils level of usage of the spoken second language. The researcher aims at identifying pupils' levels in second language learning thus providing some tips in helping them learn the second language.

METHODS

This is a descriptive qualitative research which aims to identify the existing phenomena on second language speakers. The respondents are the 45 Grade 1 pupils of the researcher. A questionnaire was utilized to gather the responses. They were guided in answering the questionnaire. Scores were tallied and interpreted using frequency, percentage and ranking as statistical tool.

RESULTS

Data show that actual presented response in the survey on the learners' spoken English. These are saying courteous statement, singing children's songs, talking to their teachers, talking with their classmates and participating in discussion of lessons.

DISCUSSIONS

When children are first exposed to a second language, frequently they focus on listening and comprehension. These children are often very quiet, speaking little as they focus on understanding the new language-much.

KEYWORDS: SECOND LANGUAGE, SPEAKING SKILLS, PRIMARY PUPILS

SUBMISSION ID: R04A-BATANP-0828

**Tapat O Sipat: Assessment of Students' Understanding on Deped
Memorandum No. 108 S. 2012 (Honesty Is the Best Policy) an Input to
Values formation**

John Raymond Ledesma, Pililla National High School

Abstract

INTRODUCTION

It is important to understand how learners behave and respond to societal efforts of instilling the value of honesty. DepEd released a memo supportive of a Congress resolution saying that "Honesty is the Best Policy" posting should be seen inside the classroom. This study provides information of the students' responses to the agency's attempt to develop value-laden lifelong learners.

METHODS

This qualitative study aimed to assess the students' perception of Honesty is the Best Policy and provide input on how honesty could be caught deeply by the learners.

The researcher purposely identified 11 learners who perform differently in academics. The students were classified as outstanding, proficient, average, and at risk of failing. They were asked to answer honesty indicator checklist, questionnaire, and interview. The researcher kept a record of the answer and interpreted available information based on connection and consistency of the answer.

RESULTS

Everyone is aware of the posting but majority don't pay attention to its essence. Learners came less prepared in exams, thus, they weren't able to focus on their paper which lead to cheating practices. Only one rejected the idea of shared answer. A connection between fear of failure and judgement among peers and parents surfaced from the answer. They cheat because they consider what others would say of failures. Some believe that academic standing is indicator to person's competence. Although they prevent themselves from cheating, they are influenced by peers as everyone does it.

DISCUSSIONS

Even if learners are aware of the posting, it wasn't practiced particularly during times that it is required like during examination. One assumption is they are afraid to fail; they view failure as a journey's end. One of the reasons why they sense it that way is because of lack of a strong support system who will help them realize that failure is an opportunity to do better and learn deeper. It was unfortunate to see that some prioritize getting a high grade not the learning. In the end, they believe of honesty's importance to them and for the future.

KEYWORDS: honesty, values, cheating

SUBMISSION ID: R04A-RIZALP-0358

Tarabay and Reading with Fluency in Mother Tongue of Grade I Pupils of Rizal Elementary School

Mauree Pascual, Rizal Elementary School

Abstract

INTRODUCTION

The study was undertaken to determine the effectiveness of "Tarabay" in improving the reading with fluency skills of grade 1 pupils of Rizal Elementary School during the school year 2016-2017. Specifically, it was directed to determine level of reading fluency in Mother Tongue. The main focus is in the improvement of the reading with fluency skill of pupils through "Tarabay".

METHODS

Pretest-posttest descriptive research design was used with 33 pupils selected as respondents through the universal technique in the form of taking all pupils. The mean, standard deviation, paired samples t-test and Eta-squared were used in the analysis of data.

RESULTS

The respondents showed slow performance with the given task given before "Tarabay" was given and showed improvement in their reading level after "Tarabay" was introduced. It revealed that skill in reading with fluency in Mother Tongue significantly improved through the use of "Tarabay". In improving the skill on reading with fluency in Mother Tongue and in other learning areas, "Tarabay" may be used and tried which can improve the academic level. Thus, intervention is essential in improving the reading with fluency skill of pupils.

DISCUSSIONS

The results flaunted that skill in reading with fluency in mother tongue significantly improved through the use of "Tarabay" which leads to the idea that more teacher-made reading interventions should be made. The teachers' ability of creativeness and resourcefulness were required. And since "Tarabay" is effective to grade 1 class, it may be enhanced and modified so that it may be applicable to other higher grade levels. "Tarabay" may be tested too to large numbers of pupils.

KEYWORDS: Tarabay, Reading Fluency, Ilokano words, Mother Tongue

SUBMISSION ID: R002-QUIRIN-0068

**Tardiness and its Relationship with the Academic Performance of Grade 12
Gas Students in Ettmnhs - Ishs S.Y. 2018 - 2019**

Marc Daniel B. Esta & Rico Hungoy, ETTMNHS

Abstract

INTRODUCTION

Available literature presents that students who arrive at school early have an advantage over classmates who stumble through the door after class has begun and that consistent unexcused tardiness can mean short-term penalties and lifelong consequences. Though there's no question on the validity of tardiness as a school offense and a possible behavioral problem, limited studies are available on the relationship between being late and the academic performance among high school students.

METHODS

The descriptive research study made use of systematic sampling with 30 respondents coming from the General Academic Strand. The respondents were selected according to the pattern of their attendance whether they are consistently coming to class early or coming in late. The academic performance of the respondents were based on the average grade of the participants during the 1st semester.

RESULTS

Scanning over the academic averages of the respondents, it was noted that those who come in early have higher averages than those who come in late. However, correlating the attendance pattern of the respondents (whether they are early or late) with their academic performance using Pearson R, resulted with a value of 0.4334 which implies that being early or late has a low positive correlation with the academic performance.

DISCUSSIONS

Based on the result of the Pearson R calculation, it was concluded that coming in early or late during the first period has no significant relationship with one's academic grade for the entire semester. In other words, a student can still have considerably passing grades even though he/she exhibits a pattern of tardiness. On the other hand, a student can still fail a semester even though he/she exhibits a pattern of being early. However, further validation of this finding should still be done by delving into an investigation focusing only on the first period subjects, as well as compliance in doing school requirements.

KEYWORDS: tardiness, behavior, academic performance

SUBMISSION ID: R04A-CAVITP-1590

**Task-Based Oral and Speech Development Program: A Classroom
Immersion Project in Enhancing Oral Language Proficiency Level of
Learners in English Six**

Marites Ano, Deped

Abstract

INTRODUCTION

Oral language proficiency is an essential competence that should be developed among the sixth grade learners as result of the K to 12 program implementation in the public schools. Based on the post-oral language assessment, most of the learners are either in the beginning or developing level which is an alarming scenario needing immediate action. In response, the researcher introduced and implemented Task-Based Oral and Speech Development (TOSDEV) program wherein learners engage in a task-based English oral communication immersion program that enhance their oral skills and proficiency level.

METHODS

The descriptive method was used in this action research project to answer the main problem and sub-problem of the study. Total enumeration was employed to obtain the 20 sixth grade learners who served as respondents or participants of the current research undertaking. Research questionnaire was designed by the researcher and validated by experts comprised of record or tally form, rubric and survey in checklist form, and was used to gather the data.

RESULTS

Results revealed that the learners attained proficient level in oral English language. Also, the findings showed that the factors affected the oral proficiency of sixth grade learners were the home and their personal attitude towards the language. Moreover, Task-Based Oral and Speech Development (TOSDEV) Program was found highly accepted by the respondents. Henceforth, there was a significant difference on the oral language proficiency among sixth grade learners before and after the implementation of the TOSDEV program.

DISCUSSIONS

Results implied that there was a need to further improve curriculum, instruction and assessment procedures in English 6 focusing on oral proficiency. The language policy formulation on oral English curriculum should support the K to 12 program implementation. The researcher shared the findings during school or district management committee meetings, district, division, regional, national and international research conferences and fora, school governing council conference, and other avenues for professional learning and development program.

KEYWORDS: learners, oral language proficiency, classroom immersion, task-based, speech development

SUBMISSION ID: R005-CAMSUR-0142

Tea Governance Scouters Rock: School Governance Practices in Padre Garcia District

Joey Andal, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

It is the aim of Department of Education to have good school governance in every school in the country. One way of addressing this problem is to identify the causes of truancy. Once they are singled out, understood, and analyzed, these issues may be addressed with specific actions and measures. This will eventually result in the better performance of the students, teachers, and the school in general

METHODS

This study aims to answer the following questions:

- 1) What is the respondent's demographic profile?
- 2) How does the Padre Garcia District's practices adhere to the TEA Governance?
- 3) What action plans may be proposed to address the identified concerns?

RESULTS

It was found that in recognizing and scaling-up research-enabled best practices of exemplary performance to sustain a culture of excellence was never practiced in the District.

DISCUSSIONS

This study recommends to conduct and enhance research for exemplary performance and a sustainable culture of excellence, to organize Team for research per subject area grade/year level and give merit to teachers with exemplary performance in research and sustain the conduct of C2BER/Award.

KEYWORDS: School Governance and Practices in Padre Garcia District

SUBMISSION ID: R04A-BATANP-0139

Teacher-made Reading Materials and Strategies for Effective Reading Learning in Grade One Pupils in the First and Second Quarter of K-12 Curriculum.

Elenita Arayata, Division of Cavite City

Abstract

INTRODUCTION

This study aims to build the reading ability of Grade I pupils to formulate an effective technique to make pupils decode words and to improve pupils performance in reading through the use of teacher prepared / made modules. This study also aims to assist teachers to make use of simple and effective reading techniques based on the needs of Grade I pupils.

METHODS

The researcher will conduct a reading test. Pre and Post Test to determine the effectiveness of the reading materials.

RESULTS

The use of Teacher Made Reading Materials and Strategies for effective beginning reading learning in Grade One pupils in the first and second quarter of K- 12 curriculum is effective.

DISCUSSIONS

It is important to provide early literacy instruction in the classroom and children need reading materials to be read in school and at home. The module prepared by the researcher is based on the needs of Filipino children in Mother Tongue with the combination of phonics, Marungko Approach and the traditional approach the Abakada Approach depending on the needs and capacity of a child to be able to read in Filipino with specific time frame to go further to create a "rich literacy" in our school.

KEYWORDS: Teacher-Made Reading Materials

SUBMISSION ID: R04A-CAVITC-0071

Teacher Attitudes in Climate Change

Jennifer Banda, Deped Sta. Catalina Integrated National High School

Abstract

INTRODUCTION

According to the scientific experts in the field of climatology, climate change is caused by human activities that have resulted in an increased concentration of greenhouse gases in the atmosphere, including carbon dioxide, water vapor, methane, ozone, and nitrous oxide. Scheneider (2009),

METHODS

This study used the descriptive method of research utilizing the questionnaire - checklist to assess the Social Science Teachers Attitude about Climate Change. The respondents of this study are the (109) teachers in Magdalena- Majayjay District in Division of Laguna school year 2015-2016

RESULTS

The overall means of 4.06,3.75, for beliefs 4.05 for commitment, 4.01 for do and 4.26 reveals that the respondents agree and strongly agree respectively on the teacher attitudes on climate change as to actions, beliefs, commitment, do and evaluation.

Teachers' attitudes to climate change as to their action, beliefs, commitment, do and evaluation are significantly related to their climate change intervention program in terms of clean and green, segregation, reduce, reuse and recycle as evidenced by the r-values of 0.521, 0.439, 0.497, 0.597, 0.744, 0.295, 0.328, 0.393, 0.337, 0.399, 0.323, 0.155, 0.485, 0.497, .0616, 0.489, 0.435, 0.550, 0.623, 0.659, 0.381, 0.413, 0.360, 0.393, 0.528, 0.503, 0.320, 0.492, 0.638, and 0.699 which rejected the null hypothesis at 5% level of significance respectively.

DISCUSSIONS

From the result according to the respondents, Teachers in Magdalena-Majayjay district were always positive in the effective implementation of their action, scientific beliefs, commitment by doing serious campaign on the detrimental effects of climate change based on their valid and reliable evaluation of the number of people victimized by natural disaster in the said district.

Teachers attitudes to climate change established significant relationship with their climate change intervention program in Magdalena- Majayjay District.

KEYWORDS: climate change, reuse, reduce, recycle, Action, Beliefs, Commitment, Do, Evaluation and solid waste.

SUBMISSION ID: R04A-LAGUNA-0289

Teacher Development Plan for DepEd Sorsogon City Division

Maria Theresa O. De Castro

Abstract

INTRODUCTION

Students' performance and school achievement in general are apparently linked to teachers' qualification, skills and attitude. Also, the implementation of the K to 12 program and the demands for 21st century teaching require that teachers undergo a variety of activities that will increase and upgrade their qualifications and widen their career outlook as self-initiated professional development. The Sorsogon City Division Human Resource Development Team sees it as a necessity to respond to professional development of teachers, most especially because there is a large increase in the number of newly hired teachers in the Division.

METHODS

This study is generally a descriptive research design. It utilized frequency count, and percentage as statistical tools. This study considered all the population of DepEd Sorsogon City Division for elementary and secondary teachers in all subject areas.

RESULTS

Findings reveal that elementary teachers are trained according to their major field of concentration. There were teachers of Filipino and ESP who still need to be trained. The Division Office has provided enough trainings and seminars for teachers according to their major field of concentration. Along other seminars and trainings attended by teachers were division-wide training on CPP, GAD, VAWC, and Staff Development. Few elementary teachers were granted with scholarship.

On the other hand, secondary teachers were all trained according to their major field of specialization. There were enough seminars and trainings provided for them to enhance their professional skills according to the subject they taught. Only some were able to be granted with scholarship for further professional growth and development.

DISCUSSIONS

From the findings revealed, it is recommended that further seminars and trainings may be offered to elementary teachers especially those teaching in Filipino and ESP. Trainings and seminars may also be provided to newly-hired elementary and secondary teachers to ensure their enhanced teaching competency. A proposed teacher development program is provided to give a comprehensive program that gives teachers opportunities to support their enhancement and growth along their teaching profession.

KEYWORDS: teacher, teacher development plan, trainings

SUBMISSION ID: R005-SORSOC-0004

Teacher Instructional Competence and Pupil Performance in Araling Panlipunan: A Basis for Innovative Instruction

Marivic Calderon

Abstract

INTRODUCTION

The study aims to determine the teachers' instructional competence and its relationship with the pupils' National Achievement Test (NAT) performance. The researcher believes that teachers' instructional competence is crucial in having the best quality of education schools can offer. Furthermore, the result of this study will serve as a benchmark for the improvement of teacher instructional competence towards the attainment of teachers' effectiveness in the Schools Division of Calamba City

METHODS

The study utilized descriptive correlational method of research using survey questionnaire as the main instrument. It involved 33 school heads and 102 public elementary school teachers across the Schools Division of Calamba City. Statistical tools utilized in the treatment of data were percentage, mean, t-test, and regression analysis.

RESULTS

The findings of the study revealed values manifesting significant difference between the Principal's observation and teachers' assessment of their instructional competence in terms of curriculum content ($t_{computed}=13.870$; $p>0.000$); transmitting the content to the learners ($t_{computed}=12.533$; $p>0.000$); preparation of lesson log/plan ($t_{computed}=12.104$; $p>0.000$); pupils' engagement ($t_{computed}=13.238$; $p>0.000$); classroom management ($t_{computed}=12.917$; $p>0.000$); and conducive learning environment ($t_{computed}=9.095$; $p>0.000$).

DISCUSSIONS

The findings of the study lead into conclusions that the Araling Panlipunan teachers are at the prime of their age with ample length of experience in teaching the said subject although most of them are still holding the lowest positions. The teachers assessed their instructional competence in teaching Araling Panlipunan as very satisfactory while the principal's observation reveals teachers' satisfactory instructional competence in curriculum content, transmitting the content to the learners, preparation of lesson log/plan, and classroom management has very satisfactory instructional competence in pupils' engagement and in providing conducive learning environment. The pupils maintained average performance in NAT Araling Panlipunan in three consecutive school years. A significant difference between the Principal's observation and teachers' assessment of their instructional competence was established in terms of curriculum content, transmitting the content to the learners, preparation of lesson log/plan, pupils' engagement, classroom management, and conducive learning environment.

KEYWORDS: National Achievement Test, Araling Panlipunan, Instructional Competence,

SUBMISSION ID: R04A-CALAMB-0409

Teacher Optimism Can Make a Difference on the Grade Six Struggling Readers with the Help of Peer Tutorials

Maria Aurora Ruffy

Abstract

INTRODUCTION

Non-readers as defined by Carmine, Silbert and Kameenui, are students who are unable to decode, who are able to identify 50-100 words by sight; however, they have no generalizable strategy for decoding words. Martin and Pappas believe that non-readers lack the skills of a fluent reader. The presence of grade 6 children who are non-readers, who are going to the high school level in the researchers' school is alarming.

METHODS

The researchers used the descriptive research design. Specifically, the type of descriptive research design used was the survey method. The quantitative and qualitative research designs were also considered. There were five (5) non-readers in the grade six afternoon classes. They came from sections Andres Bonifacio, Jose Rizal, Diego Silang, Lapu-Lapu and Antonio Luna. They were selected after the conduct of the oral reading ability test using the Phil-IRI material. Pretest and post-test were given to obtain the mean and standard deviation. For the remediation purpose, the researchers used the Fuller method, Dolch list words and consonant clusters/blends. Oral test was given to determine the improvement in the reading ability of the respondents. A survey with interview was also used.

RESULTS

Figure 1. The pie graph focuses on the problems encountered by the researchers and the peer group leaders during the nonreaders' remediation

DISCUSSIONS

Five (5) grade six pupils were identified as nonreaders after the conduct of a reading ability test, the Phil-IRI material for Grade 6. Reading materials were limited to the words using the Fuller method, Dolch list from Grade 1 to 6, cluster words and other Phil-IRI materials. The remediation session was from Monday to Thursday only. At least five (5) bright pupils were trained to tutor the struggling readers with the scheduled session. Thirty (30) minutes were allotted in the peer tutorial service. Struggling readers are able to read with the help of TEACHER OPTIMISM or teaching effectively with affection, commitment to help everyone read (teacher) with optimum, timely, meaningful instructional and sufficient materials (optimism). The daily remediation turns to be effective. Self-confidence gradually develops within the respondents. A variety of interventions is recommended in the future related action research.

KEYWORDS: TEACHER OPTIMISM, struggling readers, nonreaders, remediation, tutorial, peer tutoring, intervention, self-confidence

SUBMISSION ID: R04A-CAVITC-0113

**Teacher-Made Science Integrated Story Book: A Tool to increase
Performance Level in Science Lessons of Grade Five Pupils**

Efren Jr Esguerra, Deped Sta Rosa City, Laguna

Abstract

INTRODUCTION

Science is a subject that is fun and exciting to learn for it enables us to explore the world and discover its beauty. However, most fifth graders find it difficult to fully understand science lessons for they can't relate to it or they can't find it emotionally satisfying, resulting to a poor academic performance. Being able to relate to science lessons is important for it lowers passivity among pupils and it offers them the opportunity to appreciate science. Hence, teachers are challenged to identify an effective strategy or tool to help pupils easily understand science lessons.

METHODS

This action research examined whether grade five pupils of Southville IV Elementary School increased their performance level in summative test after the teacher's use of Science Integrated Story Book in teaching science lessons. 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 results of the research. The quantitative data collected through survey checklist and test was analyzed through descriptive statistic.

RESULTS

Findings revealed that the usage of Science Integrated Story Book increased the performance level of the pupils in summative tests. Previously struggling pupils comprehend better the lesson and passed the test.

DISCUSSIONS

Findings of the study offers significant knowledge for teachers of science to use Science Integrated Story Book in helping struggling pupils to easily learn the lesson, master the least-learned competencies in science, and increase their performance in tests.

KEYWORDS: SCIENCE, INTEGRATED, STORY, BOOK, TOOL, INCREASE, PERFORMANCE, LESSONS, PUPILS

SUBMISSION ID: R04A-STAROS-0056

Teacher-Made Strategic Intervention Material (SIM) in Solving Simple Word Problems Using Different Techniques to Enhance the Performance Level of Grade Iv-Lily at Ladislao Diwa Elementary Schools

Ma. Divina Abenir, Deped-Cavite City

Abstract

INTRODUCTION

(SIM) or Strategic Intervention Materials were known to enhance the low level performance of the pupils during the process of remedial session. In this study the researcher would like to know the effectiveness of this intervention as a remedial tool to improve the performance level in solving simple word problem in multiplication using different techniques.

METHODS

This action research used statistical test method design and find the mean and standard deviation for the comparison of the pretest and post-test conducted before and after this research was done

RESULTS

In this study, 20 item quiz were given to the male and female respondents to identify the achievement level of the Grade IV section Lily in solving simple word problem in multiplication using different techniques at Ladislao Diwa Elementary School for the School Year 2016- 2017. 77. 36% was obtained by the male respondents who were given the intervention material and 73.33% was the percentage obtained by the female respondents who were not given the intervention material.

DISCUSSIONS

The result shows a relevant effect of the SIM used in this study, the result signals that using (SIM) Strategic Intervention Material in solving simple word problem in multiplication using different techniques, enhance the performance level of the pupils. There was an increase of 4.03 % in the respondents who were given an intervention material. Using this Strategic Intervention is really a great help to improve the achievement level of the pupils in Mathematics.

KEYWORDS: 1. SIM, Teacher-made 2. Performance 3. Competency -Based

SUBMISSION ID: R04A-CAVITC-0007

**Teachers' Action Plan in the Misbehavior of Pupils at Paaralang
Elementarya Ng Buhaynasapa**

Donabel Dimayacyac, Department of Education

Abstract

INTRODUCTION

Pupil's misbehavior is one of the threats to class order and is also a symptom of crisis in the pedagogic relationship among teachers. This study is designed to propose an action plan in the misbehavior of the pupils of Paaralang Elementarya ng Buhaynasapa. Its concern is the misbehavior manifested by pupils in the classroom as revealed by the teachers. It also focuses in the identified causes of such misbehavior in terms of: Physical Facilities, Peer Pressure and Pupil's Preferences.

METHODS

This study employed the descriptive-qualitative method research to propose teacher's action plan in the misbehavior of pupils at Paaralang Elementarya ng Buhaynasapa. This research involved 22 teachers as the subject of the study thru the use of purposive sampling. The total number of teacher population is manageable enough when subjected to data statistical treatment. The primary instrument used in gathering data in this study was a researchers-made questionnaire intended for the teachers of Paaralang Elementarya ng Buhaynasapa.

RESULTS

The most common manifested behaviors of the pupils in the classroom were speaking foul languages, asking non-sense questions, chatting non-sense during lecture, refusal to answer in oral recitation, yelling or screaming inside the classroom and talking out of turn to classmates. The identified causes of such misbehavior in terms of physical facilities are the seating arrangement in facilitating learning, sufficiency in air ventilation, amount in natural light in the classroom and adequacy of classroom space for collaborative learning. In terms of peer pressure, huge class size in the classroom is in moderately extent that causes the pupils misbehavior. While pupils interest in subject area, pupil's motivation in learning specific lesson, pupil seeking attention from their teacher cause pupil's misbehavior in terms of preferences.

DISCUSSIONS

The proposed action plan may be considered for further review, analysis and implementation to fully prevent pupils' misbehavior inside the classroom. Further support to study, seminars and trainings should be given priority of the school to enrich teachers' skills in dealing with pupils misbehavior. Conduct a similar study using the same variables with experimental method to find out the preventive activities in pupils' misbehavior.

KEYWORDS: misbehavior, physical facilities, peer pressure, pupil's preference

SUBMISSION ID: R04A-BATANP-1173

Teachers and Students' Ideals of a Good Language Class

Noemi Cueto, Deped Calubcub .10 National High School

Abstract

INTRODUCTION

The essential elements in any successful language class are language, learners, teachers, environment (classroom), and the learning process aided with resources such as textbooks. Once concept of a good language class recognizes the important role inherent among three elements- a good classroom, a good teacher and a good textbook and the significant interaction that occurs between them, a successful English language class will be established. In every teaching-learning activity in a good language class, the teacher influences the learning styles of the students. The primary purpose of this study is to access the teachers and students' perceptions of a good language class of Calubcub 1.0 National High School of San Juan East District in accordance to the evaluation made to respondents' personal responses to prepared questionnaires and use this as basis for an effective English Language class program.

METHODS

This study made use of the descriptive type of research that involved a questionnaire as the main instrument for gathering data. English and Filipino teachers of Calubcub 1.0 National High School in San Juan East District, San Juan, Batangas and 25% of the classes in grade 9 served as the subjects of the study. Total sampling was used in the selection of the sample.

RESULTS

This study reveals that the teachers and students have the same perceptions of good language teachers, good language learners, good language lessons, good language textbooks, and good language classrooms. Different elements such as good language teachers, good language learners, good language textbooks, good language classrooms and good language lessons comprise a good language class. There is no significant relationship between the teachers' profile and perceptions towards good language class. There is no difference in the perceptions of the respondents and there is no significant relationship between the respondents and the profile.

DISCUSSIONS

The result shows that competencies should be used in communication skills of English language. Students should be encouraged to participate actively in a good language class. School administrators and teachers should strengthen the contributing factors such as good language teachers, learners, textbooks, good language classrooms and good language lessons in attaining a challenging, engaging and productive language class that will enhance and develop the students' English speaking skills.

KEYWORDS: Good language class

SUBMISSION ID: R04A-BATANP-1575

Teacher's Apt Managerial Approach: Disruptive Behaviors of Pupils

Marilou Mitra, Department of Education

Abstract

INTRODUCTION

Pupils can be hyperactive and very vocal about their thoughts and feelings. This attitude usually causes troubles among their peers and leads to misbehavior during class discussion. This research then is made to address ways to eliminate these kinds of distraction to ensure smooth and positive teaching-learning in class.

METHODS

This study employed a descriptive quantitative research design to capture the awareness of Banaba Elementary School teachers on descriptive behavior of pupils. Self-formulated and self-administered questionnaires based on the descriptive behavior of pupils in each class were used by the researcher. It had three parts: the profile of the respondents, disruptive behavior of pupils and the ways to eliminate these behaviors.

The researcher gathered data for different classes. She asked to list down most disruptive behavior of pupils in class. It included also the ways to eliminate them.

In data analysis plan, the researcher employed simple frequency count to identify the commonly disruptive behavior and the ways to eliminate them.

RESULTS

The common disruptive behaviors are:

(1) roaming around, (2) chatting with seatmates, (3) distracting others, (4) creating excessive noise, and (5) bullying.

On the other hand, ways to address disruptive behaviors are:

(1) talk to pupils, (2) talk to parents, (3) call his attention, (4) give interesting activities, and (5) refer to the guidance teacher.

DISCUSSIONS

The results of the study will help in effective teaching-learning process that may help for a smooth, effective classroom environment and quality education. A close monitoring on behavior of pupils and necessary actions to eliminate then should be strictly applied for its continuous effectiveness.

KEYWORDS: Apt, approach, disruptive

SUBMISSION ID: R04A-BATANP-0283

**Teachers as guidance counselors: students' and teachers' perception
Analysis of guidance functions and techniques employed in tambo
elementary school, sy 2018-2019**

Grace dimaculangan

Abstract

INTRODUCTION

In the Philippine public education system, it is a common place to find teachers who fill in for non-teaching roles, just like in Tambo Elementary School, wherein all teaching personnel take turns in filling the guidance counselor role. In this study, the aim is to gauge teachers' level of understanding of the role they are taking on, and see if their perception of their own performances as guidance counselor is similar or different from that of the students'.

METHODS

The major data gathering technique are questionnaires - one set filled out by teachers, and the other filled out by the students. Using the descriptive analytical approach of research, the proponent wishes to describe, analyze, record, and interpret the conditions that arise from teachers playing the role aside from what they primarily need to fulfill. As mentioned, two points of views were gauged - those of the teachers and the students - via the questionnaire method. The data were then subjected to the analysis of variance (ANOVA) to determine whether there is a significant difference on the two groups' perception on how well the teachers perform their secondary role. Supplementary interviews were also conducted to counter-verify assumptions and to aid in data interpretation.

RESULTS

Results show that there is no significant difference between the teachers' and students' perception on how helpful guidance counsellors are in using the guidance and counseling curriculum, implementing the individual student planning services, and providing system support services to other programs. Also, all respondents agree that having a dedicated expert guidance counselor can truly be helpful in forwarding the interest of students of the school especially now that coordinated team guidance counseling approach is the prevailing technique in the field that requires insights and participation not just from the counselor and the student but from the parents and the community as well.

DISCUSSIONS

The results of the study strongly demonstrate how vital it is to have a guidance counselor. It drives home the point that molding students' minds is equally important to molding their attitudes and characters.

KEYWORDS: guidance and teaching are interrelated processes

SUBMISSION ID: R04A-LIPAC1-0151

Teachers' Assessment Strategies for Students with Disabilities

Marie Ponytail Acar

Abstract

INTRODUCTION

Both in theory and in practice, assessment is recognized as an important aspect of the teaching-learning process. This is manifested with the fact that in most education policies, there is always a section that emphasizes the assessment process and how it should be implemented in the classroom setting to achieve quality learning on both normal and challenged students. Consequently, teachers are guided and are compelled to practice the whole idea of assessment in their respective classes. However, assessment is a complex concept within the teaching-learning process especially if it is contextualized in terms of student's disability and the community's perception about its purpose. It is noted that teachers should look for possible ways and means in order to make the students be equally competitive with one another. As Howell and Nolet (2000) assert, the information obtained from appropriate assessment procedures can be used to enhance the teaching-learning process.

METHODS

This study made use of the descriptive-qualitative method to describe the strategies being used by the teaching in dealing with the students with disabilities. It utilized researcher-made interview guide validated by experts in the field. The interview was conducted to the select teachers of Calamba Integrated School who are handling students with disabilities and considered as challenged ones. The answers given by the respondents were recorded verbatimly to identify the similarities and commonalities to identify the themes that emerged from the study.

RESULTS

The findings of this study indicate that teachers utilize a variety of assessment strategies for children with disabilities in the classrooms in order for them to perform based on the standards and expectations by the curriculum. Among these are diagnostic, formative, and summative. Themes emerged from the study are the assessment content (e.g. use of students' native language, level of difficulty and length of assessment) and assessment delivery (proximity, peer support, use of technology and time element).

DISCUSSIONS

The purpose of conducting this qualitative study was to explore how teachers assess children with disabilities in regular classrooms using constructivist methodology. It was aimed that whatever findings this study has in relation to assessment strategies would significantly contribute in bringing the advocacy of inclusive education forward in Calamba City, Philippines.

KEYWORDS: assessment strategies, students, disabilities, constructivist approach

SUBMISSION ID: R04A-CALAMB-0237

Teachers' Attitude Towards Technology Integration in the Classroom: A Basis for Enhancing Teacher's Instructional Strategies Using Digitized Tools

Vanessa Vasquez

Abstract

INTRODUCTION

This study is designed to explore how teachers are currently using and integrating technology for teaching and learning in the classroom. This study aims to provide solutions on how to improve teachers' instructional strategies with regards to technology integration.

METHODS

A survey was conducted to the 15 teachers from different strands of Talisay Senior High School. The questionnaire pertains to the different technologies used by the teachers and their perception regarding technology integration in the classroom. Utilizing the statistical treatment of Frequency, Percentage and Weighted Mean was decided to be the most appropriate analysis for the data collected.

RESULTS

With this research, we found out that our respondents are not well versed in utilizing digitized tools to promote a better teaching - learning process for their classes. They may use some educational technology but then again it is lacking. The respondents use slide deck presentation, video presentation and social networking site to integrate technology. The respondents also explored other ways in innovating teaching strategy. Coincidentally, it was revealed that most of the respondents believed that using technology is vital in cultivating skills of the 21st century learners.

DISCUSSIONS

It is imperative for the teachers to be open in using emerging digitized tools to be able to provide the education to develop the necessary skills that our learners need. The respondents can have a technology integrated classroom by finding and utilizing digitized tools like online sourcing of instructional material and using online platforms for teaching the students. It may be inconvenient at first but it will be beneficial in the long run. As for the use of mobile learning apps, since technology is now handheld, we should not shy away from it because it is what learners enjoy using - the internet and their phones.

KEYWORDS: technology integration, digitized tools, instructional strategies

SUBMISSION ID: R04A-BATANP-2039

Teacher's Behavior Affecting Students' Attendance as Perceived by the Students of Puro National High School

Maria Lourdes Aranil, Department of Education

Abstract

INTRODUCTION

The positive and negative behaviors exhibited by teachers determine to a great extent their effectiveness in the classroom and the impact they have on students' achievement. Several specific characteristics of teacher responsibilities and teacher behaviors that contribute directly to effective teaching are classroom management and organization, planning and organizing for instruction, monitoring students' progress and potential and professionalism (Stronge, 2016). Without these characteristics, a learner may disengage himself in school and later on may lead to truancy. The main purpose of this study is to identify teachers' behavior that affect the attendance of the students particularly those students who became truants because of their teachers' behavior. Diagnosing the reasons for such problems in truancy with teacher as the main factor will help the school find remedy to address the problem and be given appropriate solution.

METHODS

Checklist survey questionnaires with close-ended questions were distributed to the identified students with problems in attendance and were asked on the reasons of their truancy. The first phase was given to all identified truant learners. Those students with problems in attendance due to teacher factor answered the phase II of the questionnaire. Purposive sampling was utilized by gathering the truant students based on form 2. To analyze the data gathered, for Phase I and II item 1, frequency percentage was used and ranking for items 2 & 3 of Phase II.

RESULTS

The topmost teachers' behavior that affects students' attendance was the teachers' absenteeism and their strictness in checking attendance. As to the qualities of the teacher that could motivate the students to attend the class regularly was the teacher's mastery of the lesson. The favorable characteristics observed by the students in the classroom were teachers discipline students with respect and dignity while the unfavorable was that teacher arrives oftentimes late or absent.

DISCUSSIONS

The results show that teacher influenced students' attendance in class as believed also by Schef (2016) that teachers are one of the causative factors of truancy. This involves teacher student relationship and lacking of respect/fairness among students. Students with poor or conflicting relationship with teachers will avoid school in order to avoid their teachers. Future researchers may conduct qualitative research that focus on the reasons of conflicting relationship among teacher and students that leads to students' truancy.

KEYWORDS: Teachers' behavior, Students attendance, perceived

SUBMISSION ID: R005-MASBAP-0000

**Teachers' Behavior: How It Can Affect the Students' Performance in
Dimasalang Senior High School**

Debra Mae T. Cabatingan & Mellicent Jade T. Arrofo, Students At Dimasalang
National High School

Abstract

INTRODUCTION

One main thing that defines a student is when they struggle in school. Many students have problems when it comes in paying attention in class. Dealing with more than five teachers a day is what the students everyday life is. Each teacher has their own unique behavior, some are strict and some are friendly. This research looks into how teacher's behavior can affect the students' performance in Dimasalang Senior High School.

METHODS

The study used non-experimental design specifically descriptive design to describe the behaviors of the teachers inside the class and how it can affect the students' performance. The study was analyzed based on the questionnaires given to the Senior High School students including the interview to the 3 students. Structured survey questionnaires and semi-structured interview were used to gather data from the respondents.

RESULTS

Senior High Teachers' behavior comprises of three distinct components of behavior: Interaction of the teachers' towards the students, being kind/strict of the teachers inside the class, the charity of discussing the lesson and the pacing. Based on the respondents answers these are the positive behaviors of the teachers: the teachers are kind, they teach well in the class, understanding and caring. Some of the notable negative behaviors of the teachers are: some teachers teach unrelated topic, they are sometimes distracted by their personal agenda and a lot of students said that some teachers are strict. The study found out that the teachers' behavior do not significantly affect the students' performance.

DISCUSSIONS

The results show that the teachers' of Dimasalang Senior High School have a good behavior in class for instance they teach well in class and they are kind. And with positive behaviors of the teachers, the students also have a good performance in class. Despite the negative behaviors of the teachers, the students said that it does not affect their performance in class, instead they take it as their motivation to do more, improve their grades and performance inside the class.

KEYWORDS: Teacher's behavior that can affect Students performance in class

SUBMISSION ID: R005-MASBAP-0022

**Teachers' Competence and Level of Learners' Performance in TLE of
Grade 10 Students in Talisay School of Agriculture: Towards an Enriched
Instructional Program**

Jefferson Padilla, Department of Education - Batangas Province

Abstract

INTRODUCTION

Recent trends in education in the Philippines pose new challenges in the academe for the improvement of literacy rate among Filipinos in response to the challenge to achieve universal primary education. Technology and Livelihood Education intends to develop knowledge, skills, values, and attitudes that will prepare the students for entry into world of work. This will enable the students to gain understanding and acquire competency in various activities. The study of TLE needs redirection to suit to the conditions in today's society and to promote advancement in knowledge and respond to the needs of individuals, families, and community.

METHODS

The descriptive survey method was employed in this study. The study was participated in by all Grade 10 students enrolled in Talisay School of Agriculture wherein all students were tested. The data was gathered through survey questionnaire. In view of ethical standards in research no compulsion was done with the target participants in the research. In addition, the final rating of Grade 10 students in TLE during the second quarter of SY 2016-2017 was also the basis to assess the performance of the Grade 10 students.

RESULTS

In the perception of the respondents with regards to their teachers' teaching method or approach used, instructional materials or ICT integration, Classroom management, and assessment they all agreed that these teacher-related factors have a relationship on how they perceived their teachers. The teaching competence of the TLE teacher as Assessed by the Students are significant and has a weak positive correlation to the second grading grades of the Grade 10 students of Talisay School of Agriculture (S.Y. 2016-2017). Based from the findings of the study, a proposed instructional program may assist them to teach the subject effectively and enhance their instructional competence.

DISCUSSIONS

The results show that teachers should attend seminars and trainings that will help them elevate their learnings to teach assigned subjects effectively and make a research on how to explore the lessons of the skills offered. Students should exert more efforts to study the lessons and not just rely on what teachers give.

KEYWORDS: teaching competence, learner's performance

SUBMISSION ID: R04A-BATANP-1707

Teachers' Competencies and its Relationship to the Level of Interest and Academic Performance of Grade 10 Learners in Science: Basis for Proposed Action Plan

Jordan M. Cardillo, Department of Education - Batangas

Abstract

INTRODUCTION

There are a lot of new trends in education nowadays and there are also a lot of changes on the type of students today. Due to the new trends of learners, the teachers need to adjust and be willing to improve in order to adapt to the new situation.

METHODS

The descriptive survey method was employed in this study. The researcher chose this design in order to determine the teachers' competence as a science teachers based on the National Competency Based Teaching Standards (NCBTS) and the performance of the learners based on their report card (Form 138).

RESULTS

The teacher's competencies are the skills and knowledge that enable a teacher to be successful.

DISCUSSIONS

To improve the interest of the students regarding the study of Science, the teachers needs to constantly evaluate their methods to continuously improve themselves.

KEYWORDS: Teachers Competencies, Students Interest, Constructivism Teaching Strategy

SUBMISSION ID: R04A-BATANP-2186 / R04A-BATANP-2304

Teachers' Competencies in English in Relation to the Academic Performance of the Grade VI Pupils in Buhi District: Basis for a Training Design

Evalor So, Department of Education

Abstract

INTRODUCTION

Several challenges of education require change in the quality and structure of education. Integration of education with corporate sector is required for which course contents needs to be upgraded. And teachers play a vital role in bridging the gap between what is now available in the form of curriculum and the demands of the outside world.

METHODS

This study utilized the descriptive-inferential-correlational method of research with documentary analysis. The Grade VI English teachers accomplished the researcher-made rating scale in gathering the data. Frequency count, percentage, rank, proficiency level, weighted mean, Kendall Coefficient of concordance W, and chi-square (χ^2) were used to treat the data statistically. Significance level was set at 0.05.

RESULTS

Most of the Grade VI English teachers in the different sectors of Buhi District, Division of Camarines Sur are female English teachers, middle aged, married, experienced educators, have earned some units in Master's Degree, and in terms of present position most of them are Teachers I, II, and III. The Grade VI English teachers are very competent teachers. They are capable of developing the skills of the pupils in listening, speaking, reading, and writing and eventually improve their academic performance in English. There is a highly significant agreement on the rank orders of the level of competencies in teaching English among the English teachers in the different sectors of Buhi District. Most of the public elementary schools in the different sectors of Buhi District, Division of Camarines Sur belonged to bracket 51-70 MPS or Average in terms of academic performance.

There is a highly significant relationship between teachers' teaching competencies and academic performance of the public elementary schools in the different sectors of Buhi District.

DISCUSSIONS

This study determined the teachers' competencies in English, as perceived by themselves, in relation to the academic performance of the Grade VI pupils as a basis for a training design. It drew out the personal and professional profiles of the English teachers. Likewise, it assessed the teachers' teaching competencies in English and to what extent have they developed these to their pupils along the four macro skills. It determined the significance of agreement on the rank orders of the level of competencies in teaching English of English teachers in the different sectors. It also drew out the profile of the academic performance in English of the Grade VI pupils. It determined the significant relationship of the teachers' competencies and the academic performance of the pupils. A training design was proposed based on the findings of the study to improve the teaching competencies of English teachers.

KEYWORDS: Teachers' Competencies, English, Academic Performance, Grade VI Pupils, Buhi District, Training Design

SUBMISSION ID: R005-CAMSUR-0149

Teacher's Competency Level and Learners' Performance in the Alternative Learning System in the Division of South Cotabato

Nomie Valencia, Department of Education

Abstract

INTRODUCTION

Equalizing access and opportunities in education is "one of the most important conditions for overcoming social injustice and reducing social disparities, and also a condition for strengthening economic growth" (UNESCO,2008a:24).

Alternative Learning System (ALS) Accreditation & Equivalency (A&E) Program plays a vital role in achieving the educational goal. This also provides learners equivalency alternatives beyond primary level and assist them in work-related activities for improvement of the quality of life.

METHODS

This study aimed to determine the relationship of the teachers' competency level and the learners' performance in the Alternative Learning System 2016. Likewise, it determined the relationship of the socio-demographic profile of teachers such as gender, educational attainment, years of teaching experience in ALS, salary, and Performance rating for CY 2016 (IPCRF) and their Competency Level. The respondents of the study included 39 ALS mobile teachers and 100 learners in the ALS for Calendar Year 2016. Descriptive-correlation method employing survey questionnaire was used. Secondary sources were teachers' performance rating based on their Individual Performance Commitment Review Form (IPCRF) and also the learners' performance in the Competency-Based Examination Accreditation & Equivalency 2016. Frequency, Percentage, Mean, and Pearson r were used as statistical tools to analyze and interpret the data gathered.

RESULTS

Results show that ALS mobile teachers were highly competent. The learners' Passed the Competency-Based Examination A&E 2016. Teaching experience and performance ratings show significant relationship to teachers' competence.

DISCUSSIONS

Results indicate that learners performed better when teachers in the ALS are highly competent. With the findings of the study on teachers' and learners' performance in the alternative learning system accreditation and equivalency, the research proposed an enriched instructional program based on teachers' competence.

KEYWORDS: Alternative Learning System, Competency-Based Examination, teacher's competence, learner's performance

SUBMISSION ID: R012-SOUCOT-0032

Teachers' Deliverance of Child Protection Policies: A Scheme on the Upgrading of Academic Performance of Grade Vi-Pupils in Suba Elementary School

Emma Carrillo, Department of Education

Abstract

INTRODUCTION

World legal luminaries conceived that schools are the only visible institutions in protecting grade school children from all forms of abuses that would gravely threaten and endanger the children's normal development.

METHODS

This action research is descriptive in design. Purposive sampling technique was used. Five - likert scale checklist inquiries was administered to 17 teachers/personnel and 30 grade 6 pupils in the said school. Statistical computations by means of mean, standard deviation, t - test formula and Pearson r formulas were used.

RESULTS

Teachers were "effective" to resolute actions on the effective deliverance of their child protection policies in terms of capacity building, disciplinary proceeding, procedural recording, and appropriate coordinating in the said public elementary school. The level of classroom performance of grade VI - pupils in English was "satisfactory" in terms of written test, "often" in group activities and attendance, and "excellent" in terms of quarterly test as reinforced by the effectiveness of child protection policies, and the more extensive are the resolute actions made by school heads and teachers for effective deliverance of child protection policies the higher are the academic performance of Grade VI pupils in the said public school in Majayjay, Laguna.

DISCUSSIONS

There have been limitations on the knowledge regarding the legal procedures undertaken by school heads and teachers in the implementation of the child protection policies in public elementary school in Majayjay, Laguna for simple reason that they are non-lawyers, they strived their best to minimize abuses victimizing grade schoolchildren through their resolute actions, and therefore the said shortcomings can be covered up by means of enhancement seminar and workshop.

KEYWORDS: child protection against bullying to improve pupil's performance

SUBMISSION ID: R04A-LAGUNA-0355

Teachers' Efficacy and Practices in the K to 12 Curriculum: It's Impact on the Pupils Performance at Tabaco North District, Tabaco City Division, School Year 2017-2018

Jocelyn Yanzon, Department of Education
(Adviser: Jocelyn Yanzon)

Abstract

INTRODUCTION

The implementation of the K to 12 Curriculum has been running for two years now. However, not all teachers could easily adapt to this sudden change. Different teachers with different types of learners have various observations and experiences towards the implementation of the framework. Inevitably, there are some problems met by the teachers in implementing the K to 12 frameworks in teaching.

METHODS

The descriptive method of research using correlation survey design was used in the study to describe the existing conditions of teaching and learning process. The questionnaire checklists were distributed to 51 respondents composed of one school head, five master teachers and 45 teachers. The teachers did the evaluation through self-rating. The researcher utilized the Likert Scale to determine the degree or the best practices of the teachers in instructional planning in the K to 12 Curriculum teaching and classroom management. Frequency and percentage was used to profile the respondents, and weighted mean used to interpret the research data.

RESULTS

Majority of the respondents oftentimes employed the best practices of teachers in teaching the K to 12 Curriculum in terms of planning, implementing, reflecting and possessing positive classroom climate. Teachers used real-life situations as basis for introducing mathematics concepts. Teachers challenged the pupils and they accommodated pupils' questions and additional answers which fostered a very friendly classroom atmosphere. Shared vision, commitment and collaboration, communities of care, positive interaction and teaching performance were the indicators for the effective instructional planning in the K to 12 Curriculum. However, several problems encountered were lack of textbooks and learning modules and not all teachers have undergone in-service training in teaching the said curriculum. Suggested activities to be undertaken by the school by the school include staff development and encouraging external stakeholders to sustain their supports on the delivery of the K to 12 Curriculum.

DISCUSSIONS

Good practices encourage interaction between pupils and teachers and is an important factor in student motivation, involvement and enhancement of student' intellectual commitment. Teachers should establish and maintain classroom environment that are learner-centered, knowledge-centered and community-centered. They must also encourage active learning and cooperation among pupils through collaborative assignments and in-class group exercises, which they could apply to real-world situations. Also, provide prompt feedback for all activities they were engaged to.

KEYWORDS: teachers' efficacy, practices, K to 12 Curriculum, impact, pupils' performance

SUBMISSION ID: R005-ALBAYP-0025

Teachers' Emotional Intelligence in Relation to Some Demographic Variables

Celeste Q. De Guzman, Francisco De Castro Elementary School

Abstract

INTRODUCTION

Teaching is the process of attending to people's needs, experiences and feelings. It involves daily work based on social interactions where the teacher must make great effort to manage not only her own emotions, but also those of others. EI skills are key to managing stress and the daily pressures of life and work. This study is conducted with a view to measure the EI of teachers and to see whether certain demographical variables make any significant relationship in their level of emotional intelligence.

METHODS

A descriptive survey design was used. Data covered were limited to demographic variables and emotional intelligences of forty - eight (48) teachers of F. De Castro Elementary School, District of GMA , Cavite. Percentage , weighted mean, standard deviation and chi- square were applied in the data collected. Modified Baron EI Inventory Test and Questionnaire on Teachers Demographic Profile were the instruments used.

RESULTS

Out of 48 teachers, 22 or 46% have ages ranging from 31-40 years old. Teachers are between thirty -one (31) to fifty (50) years old.

Only 6 or 12% are male and 42 or 88% are female teachers. 9 or 19% are single and 39 or 81% are married. 24 or 50% have some MA units.

Majority of the respondents have an average of 1-10 years teaching experience. Teachers got High level of EI in General Mood, Intrapersonal and Interpersonal and in Moderate level of EI in Adaptability and Stress Management. They obtained an over-all mean of 3.57 with a descriptive rating of "High"

Age, civil status and number of years in service came out to be significantly related to teachers' emotional intelligence while gender and educational attainment were not found significantly related to emotional intelligence.

DISCUSSIONS

Majority of the respondents are between 31-50 years old. Female teachers outnumbered male counterparts. They have been in the service for 1-10 years. The level of teachers' emotional intelligence is high. Married teachers showed higher emotional intelligence than single teachers.

Teachers should be encouraged to enhance their emotional intelligence especially on adaptability and stress management to improve their teaching capabilities.

KEYWORDS: INTELLIGENCE, ADAPTABILITY, STRESS MANAGEMENT

SUBMISSION ID: R04A-CAVITP-1270

Teacher's Empowerment and School Organizational Climate: Basis for Faculty Development Program

Agnes Barroga

Abstract

INTRODUCTION

Empowerment is defined as the opportunities an individual has for autonomy, choice, responsibility, and participation, in decision making.

The study aims to establish the relationship between teacher empowerment and school organizational climate with the conviction that this will result to quality school performance. The final objective is to craft a teacher development program that will develop teacher's empowerment and improve the school organizational climate.

METHODS

The researcher responded to the following sub-questions using the assessments on the school's organizational climate and on the six subscales of the School Participant Empowerment Scale (Short and Rhinehart). The assessments were focused in the relationship between school's organizational climate and teachers' empowerment. The researcher used purposive sampling in the selection of the respondents.

RESULTS

The over-all computed weighted mean was 2.85 with a verbal interpretation of Often Occurs and with an assessment of Very Good. The two (2) areas with lowest mean were institutional vulnerability and collegial leadership. Over-all computed weighted mean of 2.67 with a verbal interpretation of Improved. The highest weighted mean were status and professional growth with an over-all weighted mean of 2.95. The dimension that has the lowest mean was autonomy with an over-all weighted mean of 2.00..

DISCUSSIONS

The study implies that the teachers are not fully given participation in the school's activities; thus, there is a need for improvement in the school's organizational climate. The findings indicated that the teachers were empowered in the sense that they believed that they were good and effective teachers and that they received respect from their colleagues and students. The result on professional growth indicated that teachers' empowerment was provided in terms of training, seminars, and post graduate studies. The two (2) areas with lowest mean were institutional vulnerability and collegial leadership. the highest weighted means for the 6 dimensions were: status and professional growth; while the dimension that has the lowest mean was autonomy. The findings reveal that there was no significant relationship between school's organizational climate and teachers' empowerment; thus, there is enough evidence to reject the null hypothesis. The study recommends faculty development program crafted to improve teachers' empowerment and school organizational climate.

KEYWORDS: empowerment, climate, autonomy, self-efficacy, decision making, impact

SUBMISSION ID: R04A-BATANP-0906

Teachers Facilitating Skills: Influence on Pupil Development

Jennelyn Hufancia, Teacher

Abstract

INTRODUCTION

The study assessed the influence of teacher facilitating skills on pupil development at Tinambac North District. Specifically, it answered the following questions: What is the quality of the teacher facilitating skills on care, motivation, expectation, and commitment aspects? What is the level of pupil development in social, literacy, and numeracy aspects? Are there significant differences in teachers facilitating skills along aspects and among groups? To what extent do teachers' facilitating skills influence pupil development?

METHODS

The respondents of the study were the 510 intermediate pupils and their parents and 36 intermediate teachers of Tinambac North District, Tinambac, Camarines Sur. The study tested the hypotheses that there are significant differences in teachers facilitating skills among aspects and among groups; there are significant differences in pupil development; and the extent of teachers facilitating skills significantly influence pupil development. Descriptive - comparative - correlational method was employed. The data were gathered through questionnaires and statistically treated using frequency count, percentage technique, weighted mean, and Analysis of Variance (ANOVA).

RESULTS

The following were the findings:

- (1) The teachers facilitating skills indicated by AWM of 3.72 were highly skilled. Motivation ranked first with AWM = 3.77; followed by expectation with AWM = 3.76; then commitment with AWM = 3.69, and the last in rank was care with AWM = 3.65.
- (2) The level of pupil development along social- intrapersonal (AMW = 3.08) and social - interpersonal (AWM = 3.17) were moderate; along literacy, 46.1% of the pupils got scores ranging from 13 - 25 reaching the average level; and along numeracy, 69.8% of the pupils got 13 - 25 scores also indicating average level of development.
- (3) The teacher facilitating skills did not differ significantly indicated by an $F=1.612$ and $p=0.238$; the teachers self-rating and pupils-rating on teachers facilitating skills differed significantly indicated by $F = 35.831$ and $p = 0.000$. (4) The teachers facilitating skills had significant influence on the pupils' literacy development indicated by $R = 0.134$ ($p=.028$).

DISCUSSIONS

The conclusions drawn were: The teachers knew their pupils and addressed their needs. The pupils were good in socializing or interacting with classmates and members of the family. The teachers did not vary in the quality of teaching skills along care, motivation, expectation, and commitment.

KEYWORDS: Facilitating skills, pupils development, care, motivation, expectation, commitment, social, literacy, numeracy

SUBMISSION ID: R005-CAMSUR-0006

Teachers Filling Up of Dll Remarks and Reflection: Basis for a Corrective Program

Dearborn Villafranca & Esmeralda Delfinado, Pulo ES

Abstract

INTRODUCTION

The study attempted to find out the reasons of teachers for not filling up the remarks/reflection part in their preparation of DLL or the Daily Lesson Log. A corrective program may be developed to support the teachers in filling up the remarks and reflection.

METHODS

The study used content analysis through interviews. The researchers made observations, took general notes and checklists. A total of 72 teachers of Pulo Elementary School served as major respondents of the study.

RESULTS

The monitoring revealed that there were 23 teachers who were not able to fill up the remarks and reflection of their DLL. The responses during the interview showed that the main reasons teachers were not able to complete their DLL were (1) lack of clarity as to the content of the Remarks and Reflection, (2) lack of time due to paper works and other ancillary tasks, (3) lessons were not taught due to cancellation of classes and other reasons.

DISCUSSIONS

The study may be helpful to SDO Cabuyao in their crafting of policies or standards in filling up the DLL. The research is heuristic since it used the experiences and views of the teachers to improve their practice particularly in the filling up their DLL.

KEYWORDS: DLL, Remarks, Reflection, Teachers, Corrective Program

SUBMISSION ID: R04A-CABUYA-0010

Teachers' Financial Management Assessment: Basis for Technical Assistance

Jeanne G. Acosta, Jezrell L. Fulgencio, & Jose T. Decena III

Abstract

INTRODUCTION

Financial Management is the way a person handles his or her money. It takes discipline, practice and lot of effort to become literate in this field since it considers cash inflow and outflow. Accordingly, financial management has a vital role for an individual's success or failure.

Nonetheless, as per observation, public school teachers faced financial difficulties due to mismanagement in handling their finances. Moreover, a study conducted by the Department of Education revealed that teachers from across the country have incurred P178 billion worth of loans from private institutions.

METHODS

The study used the descriptive method of research. The researchers used a survey questionnaire which consist of three parts, first is the demographic profile, second is the incurrence of loan and monthly allocation of the net income, and third is the Financial Management Assessment Practices. Purposive sampling was employed. Data were analyzed using the frequency and percentage distribution analysis.

RESULTS

Result shows that SHS personnel's monthly salary net income ranges from P20,001 to P25,000. 59% of them incurred loan both government and private lending institution. The average loaned amount is P255,625.00, with monthly interest of 0.98%. The term of loan is 3 years with monthly amortization of P9,965.76. As to monthly net income allocation SHS personnel limit their budget to: savings 20.5%, investment 19.8%, food 13.8%, Education 7.6%, Electricity 6.6%, medical 5.8%, Leisure 5%, clothing 4.7%, Classroom Structuring 4.3%, house rent/monthly amortization 3.6%, Communication 3.1%, transportation 2.6%, and water 2.1%. Assessment of Financial Practices shows that personnel frequently practice or manage their financial records. Familiarization to financial areas (perspective in terms of assets, liabilities, credit status, financial emergencies and financial security) of their life is habitually practiced. SHS personnel regularly meet the budget needs by preparing personal budget spending plan and can normally identify their financial potential problems and provide related solutions.

DISCUSSIONS

The result reveal that most of the SHS personnel are familiar with the financial areas and were able to meet their monthly obligations by following their spending plan. Furthermore, SHS personnel were able to foresee future financial problem and devise solution to overcome such. Nevertheless, managing financial records seminar is needed to further improve the management of financial record.

KEYWORDS: FINANCIAL, MANAGEMENT, ASSESSMENT, TECHNICAL ASSISTANCE

SUBMISSION ID: R012-TACURO-0030

Teachers' Instructional Competence and Students' Achievement in Tanza National Trade School

Belen Sabalas, Tanza National Trade School

Abstract

INTRODUCTION

The success of the educational system depends on the effectiveness of its tripod function: research, extension and instruction. Philosophically, the first two are the engines and the compass that provide the direction as to where the ship heads to, while the third represents the people who take command. And as the ship sails towards its destination, the teachers are the officers and the students are the crew. In order to have safe and successful voyage, they must build good rapport and work well within the bounds of their duties and responsibilities. While the teacher needs to be skillful, students' potentials have to be tapped and applied for maximum use.

METHODS

Descriptive-correlation design was used to correlate the teachers' instructional competencies and students' achievement. It focused on five randomly selected courses being offered in the Technical Vocational Education. Lottery method was used in this study. The parameters for comparison are instructional competencies of teachers in relation to students' achievement which was elicited through standardized questionnaire.

RESULTS

The respondents of this study were from five selected areas of specialization offered in the vocational courses. The level of the instructional competence in terms of skills in the different vocational courses obtained general weighted of 4.59 for automotive; 4.82 for the drafting; 4.55 for food technology and 4.70 for dressmaking which indicate that the teacher "always" practices these skills. The students in electricity only rate their teacher as "Often". The level of the teachers' instructional competence in terms of attitude towards teaching as perceived by their students in automotive technology, drafting and dressmaking rated their teacher having always and obtained a weighted mean of 4.57; drafting 4.71; and dressmaking a weighted mean of 4.67, electricity students rated their teachers on attitude towards teaching weighted mean of 2.99 and food technology with a weighted mean of 3.86 descriptively indicate that they "often" practice having the attitude teaching the course.

DISCUSSIONS

The results of this research showed that there exists a relationship between students' academic achievement and teachers' competencies. This means that the teacher must have a mastery of the subject matter in order for the students to learn. It further found that teacher's skill in teaching is directly proportional to students' academic performance. That, students learn more from a skilled and positive-driven teacher.

KEYWORDS: Institutional Competence, Students' Achievement

SUBMISSION ID: R04A-CAVITP-0334

Teacher's Involvement in Community Activities: its Relation to Teaching Performance

Jonel Francisco

Abstract

INTRODUCTION

The teacher plays a very important role in the development of the children in the community. On the other hand, community participation is a social process in which a group of people interact and take action. It is an important component for the success of the programs and projects.

METHODS

This study employed the descriptive method of research. Questionnaires and surveys were utilized for data gathering.

RESULTS

Results show teachers' involvement in different community activities, that they are committed and dedicated to their duties in terms of the services they render to the community. Most of the teachers in Bugaan Integrated School performed well in the various activities in the community and that there is a harmonious relationship in the dealings of the school and the community. The school head and teachers should further support each other to achieve their objectives in community development.

DISCUSSIONS

That teachers should be given certificates and incentives in the form of service credits for the different community activities that they participated. The school head analyzes the problems, particularly on giving assignment to teachers. Different workshops and in service trainings must be given to teachers to help them progress in the different subject areas assigned to them. Teachers must be motivated in their involvement in community activities.

KEYWORDS: involvement, institution, community, harmonious relationship, workshop, in service trainings, service credit, motivation

SUBMISSION ID: R04A-BATANP-2062

Teachers Involvement in ancillary Services, Teaching Performance and Students Learning Outcome: Toward Intended Guidelines and Supporting Tools

Genelyn Punzalan

Abstract

INTRODUCTION

An effective teacher is one who pushes hard for student success (Liston, Borko & Whitcomb, 2008). Classroom teaching qualities are among the most important factors that affect student success (Creemers, Kyriakides & Antoniou, 2013). This study seeks to identify and to have an in-depth understanding on the involvement and impact of ancillary services to the teaching performance of every teacher in selected public schools in Tagaytay City.

METHODS

The main sources of data came from the 100 elementary and 50 secondary teachers in the selected 17 elementary and 4 secondary public schools in Tagaytay City. The researcher used the whole population of elementary and secondary teachers with ancillary services. Pearson R was used to test the significant relationship among respondents' involvement in ancillary services, their teaching performance and their students' learning outcome. A validated questionnaire was designed for the purpose of this study as means of gathering data.

RESULTS

Teachers are very much involved in the ancillary services of the school. Ancillary services have a moderate impact to selected elementary and secondary teachers. Elementary and secondary students from the selected elementary and secondary public schools in Tagaytay City are proficient in their academic performance and all the teachers have an IPCRF rating of Very Satisfactory. There is no significant relationship between the extent of involvement of teachers in ancillary services to the academic performance of students and their IPCRF rating.

DISCUSSIONS

The intervention mechanism program is needed by all elementary and secondary school teachers who have ancillary services to lessen or eliminate the negative impacts of ancillary services to the teachers. This should be implemented by the administrators in every elementary and secondary school in Tagaytay City.

KEYWORDS: ancillary services, teaching performance, learning outcomes, time management, academic performance, intervention mechanism

SUBMISSION ID: R04A-CAVITP-0549

Teachers' Level of Compliance in the Conduct of Action Research: Basis for Reengineering Skills and Motivation in Writing

Baby Ruth Albo, Concepcion Cervantes, & Jenneth Magpantay, Department of Education - Taysan National High School

Abstract

INTRODUCTION

The Department of Education, particularly in the Division of Batangas Province, has already made several efforts and has promoted an advocacy of nurturing a culture of research in the schools so as to monitor and evaluate school policies, programs and projects towards instructional effectiveness. Teachers need to be strongly motivated and must demonstrate the essential skills in conducting a study focusing on the issues and concerns in the production of versatile, confident and competitive language learners.

It is in this light that this study is conducted to determine the level of compliance of the teachers of Taysan National High School in the conduct of action research as a tool in designing a plan of action for improving motivation and enhancing their writing skills.

METHODS

The research method employed in this study was a qualitative investigation. Primary sources of data were composed of 25 language teachers, from Junior High and Senior High, which comprised 20% of the total population of the school's teachers. Descriptive statistics and narratives were used to analyze the results.

RESULTS

The results of the study revealed that: a) The level of compliance to action research of the Language Teachers in Taysan National High School was moderate. Thus, there is still a need to increase it for the improvement of teaching and learning process.; b) Majority of the respondents were affected negatively with heavy teaching loads and lack of time to undertake action research. Moreover, the existence of inadequate trainings and seminars and insufficient references were the major factors that affect the involvement of teachers in the conduct of action research; c) research-related skills of Language teachers were assessed to be very good. On the other hand, the language teachers demonstrate the basic writing, practical and problem-solving skills as they rated themselves good only on these skills. Hence, they need further enhancement of these skills in order to confidently conduct action researches.

DISCUSSIONS

Based from the results, plan of activities is proposed to motivate more teachers in conducting and writing action research. The school management should not stop updating the teachers, instead they should continue to support the teachers in the conduct of the researches. Moreover, Taysan National High School administration provides more in-service trainings, workshops and seminars for the sake of updating their knowledge and skills in research activities.

KEYWORDS: teachers' level of compliance, action research

SUBMISSION ID: R04A-BATANP-1053

Teachers' Mathematical Knowledge and Instructional Practices in Relation to the Academic Performance of Senior High School Students

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Tagkawayan, Quezon

Abstract

INTRODUCTION

This study seeks to determine the teachers' mathematical knowledge and instructional practices in relation to the academic performance of Senior High School Students. It drew out the level of teachers' mathematical knowledge affecting their instructions along: Making Real Life Connections or Applications, Designing Mathematics Classroom, Utilizing Technology, Applying New Learnings/Skills from Graduate Studies and Seminars and Making Student Assessment; the utilization of instructional practices which includes the following: Teaching To Appropriate Behaviors, Self-Control Strategies, Classroom Design Techniques, Accurately and Timely Consequences and Student-Teacher Relationship; the significant agreement on the rank orders of the teachers' mathematical knowledge and instructional practices used among the different zones in Tagkawayan, Quezon; the profile of the students' academic performance in General Mathematics of Grade 11 senior high school students; the significant difference on the rank orders of the students' academic performance among the different zones; the significance on the relationship between the senior high school students' academic performance with teachers' mathematical knowledge and instructional practices; and the policy recommendations generated based on the findings of this study.

METHODS

This study employed the descriptive-evaluative- inferential-correlational method of research with documentary analysis. The population consisted of thirteen (13) public senior high school mathematics teachers and two hundred forty-three (243) public senior high school students from the different zones of Tagkawayan District, Tagkawayan, Quezon. The statistical tools used were: frequency count, proficiency level, percentage, weighted mean rank order, Kruskal Wallis One-Way ANOVA, Kendall Coefficient of Concordance W and its corresponding chi-square test, Spearman Rho Correlation Coefficient and t-test for correlation analysis. The level of significance was set at 0.05.

RESULTS

The findings of this study were summarized as follows:

1.

T

he level of teachers' mathematical knowledge affecting their instructions in descending order were: Making Student Assessment

3.81 or "Much Evident"; Making Real Life Connections 3.65 or "Much Evident"; Utilizing Technology 3.51 or "Much Evident" ; Applying New Learnings and Skills from Seminars and Graduate Studies 3.44 or "Evident" ; and Designing Mathematics Classroom 3.35 or "Evident" . The overall average weighted mean was 3.55 or "Much Evident".

2.

T

he utilization of instructional practices of the senior high school teachers in descending order were: Teaching to Appropriate Behaviour 4.23 or "Often"; Classroom Design Techniques 4.04 or "Often"; Student -Teachers Relationship 3.86 or "Often" ; Self-Control Strategies 3.60 or "Often" and Accurately and Timely Consequences 3.59 or "Often" . The overall average weighted mean was 3.87 interpreted as "Often".

3.

T

he significant agreement on the rank orders of the teachers' mathematical knowledge among the different zones were: Making Real Life Connections and Applications, computed W was 0.59 and a chi-square of 9.42 ($p > 0.05$); Designing Mathematics Classroom, has 0.35 and 5.67 ($p > 0.05$); Utilizing Technology, 0.57 and 9.07 ($p > 0.05$); Applying New Learnings and Skills from Seminars/Graduate Studies, 0.47 and 7.57 ($p > 0.05$); and Making Student Assessment 0.41 and 6.57 ($p > 0.05$). Accepted the null hypotheses.

4.

T

he significant agreement on the rank orders of the utilization of instructional practices by senior high

school teachers among the different zones had the following results: Self-Control Strategies, computed W of 0.20 and computed χ^2 of 3.16 ($p>0.05$); Classroom Design Techniques, 0.52 and 8.37 ($p>0.05$); Teaching to Appropriate Behaviors, 0.80 and 12.83 ($p<0.05$); Accurately and Timely Consequences, 0.21 and 3.36 ($p>0.05$); Student-Teacher Relationship, 0.48 and 7.67 ($p>0.05$). All the indicators, except Teaching to Appropriate Behaviors, were not significantly agreed among teachers in the different zones in the

District.

5.

T

he profile of the Grade 11 senior high school students' academic performance in General Mathematics of Tagkawayan district were: Logic 81.85; Functions 81.60; and Business Mathematics 81.54. The overall average weighted mean was 81.66 interpreted as "Satisfactory".

6.

T

he Kruskal Wallis One-Way ANOVA was used to determine the significant difference on the rank orders of students' academic performance among the different zones resulted to a computed H value of 9.15 ($p<0.05$). The null hypothesis was rejected in favor of the alternative hypothesis.

SUBMISSION ID: R04A-LUCENA-0009

**Teachers' Mental Health in Relation to Personality Development of
Students: Basis for Action Plan**

Lowel Dalisay, Padre Garcia National High School

Abstract

INTRODUCTION

Good mental health of the teachers is very important in developing the personality of the students. This study aims to do for teachers a self-assessment for their mental health, and the relationship to the personality development in the students. The output of the study was an action plan proposed that will be made a basis for the instruction of the subject on Personality Development in the Senior High School.

METHODS

With the use of descriptive and quantitative research design, the study was conducted to the teachers of the Senior High School in Batangas Province Division.

RESULTS

Findings revealed that they agreed on genetics play a big role in the mental health of a person and that identify current symptoms, diagnostic reasoning about the role of inciting events, and concurrent illnesses and that it is always better to seek professional medical treatment once a person is mentally sick.

DISCUSSIONS

Facebook support group appeared to be best in addressing good mental health and stress management among the students. Recommendations include implementing the plan of action crafted.

KEYWORDS: Mental Health, personality development, Senior High School students and teachers, anger management, stress management

SUBMISSION ID: R04A-BATANP-0251

Teachers' Motivation, Commitment, Work Values and their Impact on Teachers' Performance

Jona Castrillo, Dita Elementary School, Division of Santa Rosa, Laguna

Abstract

INTRODUCTION

The study focuses on determining the impact of teachers' motivation, commitment, and work values in select public elementary schools in Santa Rosa, Laguna. Teachers' commitment is the relative strength and active engagement of an individual wherein he or she is obliged to give his or her time, effort, contributions, ideas and learned experiences in a particular association for specific years (Kanwar et al, 2012, Bakan, et al, 2014, Bashir and Ramar, 2008). Teachers' commitment is characterized as a belief and acceptance of the values and goals of the organization, a strong willingness to put in effort for the organization, and a desire to remain with the organization.

METHODS

The study utilized the descriptive correlation type of research. The method is concerned with the description of the independent variable which may be in the form of current practices, characteristics of groups of individuals as well as their behavioral patterns, attitudes, and opinions and correlating them with quantitative dependent variables.

RESULTS

Standardized structured questionnaires on teachers' motivation, commitment and work values were used as primary data gathering tools. Teachers' performance appraisal tool was adopted from the Department of Education. Based on the result teacher respondents present "average" affective, continuance, and normative commitments. The teachers' work values in general were very good in terms of providing respect, responsibility, care, excellence, tolerance, and understanding, honesty, fairness, cooperation, participation, and democracy.

DISCUSSIONS

The performance of elementary teachers in Santa Rosa, Laguna as a whole was only satisfactory in terms of self-management, professionalism and ethics, service orientation, innovation, oral communication and written communication. However, very satisfactory performance was recorded in the performance indicators namely result focus, teamwork, and computer ICT skills.

KEYWORDS: TEACHERS, MOTIVATION, COMMITMENT, WORK VALUES, PERFORMANCE, VALUES, WORK, EDUCATION, PUBLIC, PERFORM

SUBMISSION ID: R04A-STAROS-0052

Teachers' Pedagogies and Preparation in the Spiral Progression Approach of Science Curriculum

Ronalyn Dela Cruz, Carmona National High School

Abstract

INTRODUCTION

This study aimed to determine the science teachers' pedagogies and preparation towards the spiral progression approach of science curriculum and its relationship to teachers' profile as to age, gender, educational attainment, major and years in teaching experience.

METHODS

The participants of the study were the science teachers of eleven (11) participating public schools in the Division of Cavite. Descriptive method of research was utilized using questionnaires, observations and interviews. The statistical tools employed were frequencies, percentage, weighted mean and Spearman's rho for correlation.

RESULTS

Results revealed that science teachers were generally young adult female with more or less 10 years in the service of imparting science concepts to high school learners. Professional development encouraged the science teachers to pursue masters' program with specialization typically in biology. Science teachers of the K to 12 spiral progression approach were competent in the preparation of subject contents in earth science, biology, chemistry, and environmental and resource issues, instructional materials and learning assessment. However, they showed limitations in the preparation of subject content in Physics and indigenized and contextualized instructional materials.

DISCUSSIONS

Science teachers employed student-centered approach such as problem-based and inquiry learning in their instruction facilitating students to become scientifically literate as innovative and critical problem solver. Findings also showed that the younger the science teachers, the more they become prepared in teaching science concepts in biology, physics and environmental subjects. Moreover, science teachers with more years of teaching experience tend to be more well-prepared in the subject contents, and instructional materials. Moreover, a well prepared science teacher in subject contents, instructional materials and learning assessment are more likely to apply problem-based and inquiry learning approach in science. Likewise, science teachers who apply problem-based and inquiry learning tend to become more prepared in the subject contents, instructional materials and learning assessment of the spiral progression approach of K to 12 science curriculum.

KEYWORDS: Pedagogy, Spiral, Curriculum, Indigenized, Contextualized, k to 12, Scientifically literate, Innovative, Inquiry, Critical

SUBMISSION ID: R04A-CAVITP-0073

**Teachers' Perceived Level of Professional Competence and Performance
Rating in S.Y. 2017-2018 in Pedro Alegre Aure Senior High School**

Aires Rio Chavez, Department of Education, Pedro Alegre Aure Senior High
School

Abstract

INTRODUCTION

The teachers, identified as the frontline in the field of education are constantly being challenged by all sorts of educational problems today. Since they are on the spotlight to deliver effectively and efficiently despite these problems, professional development programs must be initiated, conducted and evaluated regularly throughout the year to ensure constant upgrading of teacher skills.

METHODS

Using the descriptive approach, the proponent was able to determine the level of professional competence and the respondents' performance rating in the previous school year. There were 10 respondents only who were surveyed by means of a professional competence inventory adopted from the CSC-RPMS and Hernandez (2014). They were purposely selected being the workforce of the target school to determine the areas needing technical assistance or any faculty development programs. With the data gathered and interpreted through quantitative analysis, the teachers' level of professional competence and their performance rating were determined.

RESULTS

It has been found out that the respondents' perceived level in the area of self-management, professionalism and ethics, result-focus orientation, and teamwork had an overall mean rating of 3.84, 4.16, 3.70, and 4.70 respectively, which were described as very competent; while, the level in the area of service orientation had a mean rating of 3.60 which is described as competent only. Moreover, the perceived level of competence in the areas of innovation, oral communication, written communication, information communication and technology were found out to have an overall mean rating of 3.62, 4.02, 3.78, and 4.18 respectively. These were verbally interpreted as very competent. Moreover, the teacher-respondents' performance rating in S.Y. 2017-2018 were determined and the overall mean were verbally interpreted as very satisfactory. Meanwhile, only one teacher-respondent acquired an overall mean rating of 4.522 described as outstanding in the performance rating last school year.

DISCUSSIONS

It has been noted that most of them attained a very satisfactory performance rating in the previous year and only one acquired the outstanding performance rating. The results demonstrate the need to continually provide technical support and development programs to the workforce. It is highly suggested for future researchers to also include a larger sample size to attain sufficient generalization of findings.

KEYWORDS: Level of Professional Competence, RPMS, IPCRF, Performance Rating

SUBMISSION ID: R04A-CAVTP-1326

**Teachers' Perception on Class Size in the Delivery of Instruction in Sto.
Tomas North Central School**

Alyn Napoles, Christine Gonzaga, & Ryan Marquez

Abstract

INTRODUCTION

Class size is one factor to consider when evaluating a school's effectiveness. It has been found out that there is a greater opportunity for individual interaction between student and teacher in a small class. Based on Department of Education Order no. 21 s.2006 on the Guidelines for the Organization of Classes, it is stated that ideal class size shall range from a minimum of 15 pupils/students to a maximum of 65 pupils/students per class.

METHODS

Sixty-six (66) teachers across Kinder to Grade Six were included in this study. Using focus group discussion, they were informed of the conduct of the interview, including the research questions. Voice recording of their replies were done one at a time. Narrative Texts were transcribed, translated in English and were assigned with a specific text code.

RESULTS

Among these factors, enrollees/enrollment have the highest tally at 22 whereas dropouts, curriculum, instructional materials, quality education, policy implementation and learner participation are the least factors affecting class size at 1. On teachers' perception with class size towards the delivery of instruction, the number of learners has the highest tally at 24 whereas academic achievement, instructional materials, time management, stress, teachers, good education, facilities and quality of learning have the lowest tally at 1. On contribution of class size in the delivery of instruction, the number of learners has the highest tally at 21 where teachers, policy and quality education have the lowest tally at 1.

DISCUSSIONS

The results demonstrated that due to enrollment turn out it has become a deciding factor whether to increase the number of learners per class or request for teachers and facilities to comply with class size. The bigger the class size, the harder to manage the class because of varied activities that needs to address and the time to accomplish those activities as complied with the recent curriculum. It was found out that reducing the class size will benefit better academic achievement and teacher performance in the teaching-learning process.

KEYWORDS: class size, delivery of instruction

SUBMISSION ID: R04A-BATANP-2265

Teachers' Perception on Performance Rating and Relationship with School Heads in Sto. angel District

Agnes Villanueva, Enrique A. Dioso, & Kristina G. Valenzuela, Sto. Angel District

Abstract

INTRODUCTION

The study aims to determine the teachers' perception on performance rating (IPCRF) and to determine how this rating affects the relationship between teachers and school heads in Sto. Angel District, Division of San Pablo City. This action research intends to come up with an action plan to increase understanding of the teachers' perception on the evaluation process and how it affects their relationship with school heads.

METHODS

The respondents of the study were 70 public school teachers in Sto. Angel District. Teacher-respondents were selected using Stratified Random Sampling in determining the sample size of the population. Researcher-made survey questionnaire was used to gather needed information from the respondents. For the data analysis, statistical tools applied were Frequency and Percentage Distribution, Mean and Pearson Product Moment Correlation. Research Hypothesis was tested at .05 level of significance.

RESULTS

Based on data analysis employed, it was revealed that the teacher-respondents perceived performance rating as an important factor in increasing job satisfaction and commitment. It was further revealed that there was no significant relationship between teachers' performance rating and their relationship with school heads. Hence, teachers believed that assessment of performance is fair, consistent & unbiased. This study is limited to the determination of the teachers' perception of performance rating and relationship with the approving authority. The respondents are teachers in public elementary schools in the District of Sto. Angel, Division of San Pablo City during the School Year 2017- 2018.

DISCUSSIONS

This research is intended to examine and improve the role of performance rating (IPCRF) in encouraging teachers for better performance. Thus, keeping in mind that the purpose of teacher evaluation is to measure real performance against expected performance.

KEYWORDS: Teachers' Perception, Performance Rating, IPCRF, Approving Authority, Evaluation Process

SUBMISSION ID: R04A-SANPAB-0029

Teachers' Perception on Positive Discipline and its Implications to Classroom Management of Selected Senior High School Teachers in Daet Cluster

Aileen Sindac, SDO - Camarines Norte

Abstract

INTRODUCTION

This study aimed to investigate the perceptions on positive discipline as well as its implication to classroom management of the Senior High School Teachers of Daet Cluster for the SY 2017-2018. Specifically, this study answered the following questions:

1. What is the teachers' perception towards positive discipline?
2. What are challenges experienced by the teachers in implementing positive discipline in the senior high school of Daet Cluster Schools?
3. What effective classroom management do teacher employ in implementing positive discipline?
4. Is there a correlation between the teachers' perception towards positive discipline and classroom management?
5. What material can be proposed to enhance further the implementation of positive discipline in Daet Cluster Schools?

METHODS

This research utilized the mixed method of research. The 45 senior high school teachers from the Daet Cluster School were purposely chosen to be the respondents of this study. Simple descriptive statistics which include frequency count, percentage, weighted mean and average weighted mean were utilized. The inferential statistics was used also by the researcher to determine the correlation between the teachers' perception and the classroom management used by the teacher-respondents.

RESULTS

Conclusions derived were as follows: 1) The data gathered reveals that it even if the students are already in the senior high school, there are still misdemeanor that they do or exhibits. 2) SHS teachers in their aim to implement positive discipline, rightly manages their students in accordance to the essence of what positive discipline is. 3) There is a significant relationship between the factors of teachers' perception to that of classroom management. This implies that the higher is the teachers' perception on positive discipline, the higher also is the classroom management; 6) The developed Positive Discipline Trainers' Manual is hoped to enhance the knowledge and skills of SHS teachers and capacitate them to effectively implement positive discipline in SHS of Daet Cluster School.

DISCUSSIONS

Based from the foregoing findings and conclusions, the following were recommended: 1) Trainings about discipline as a system should be given to teachers. 2) Continuous support and education be given to the students. 3) Right perception towards positive discipline of both the students and teachers should be enhanced. ; 4) School heads from Daet Cluster should attend an orientation where this manual will be utilized.

KEYWORDS: Teachers Perception, Positive Discipline, Implications to Classroom Management

SUBMISSION ID: R005-CAMNOR-0025

Teachers' Perception on the Effectiveness of Using E-Classroom in Teaching

Nel Johnson Aguila, Department of Education - San Pablo

Abstract

INTRODUCTION

Department of Education Order no. 78, s. 2010 or "Guidelines on the Implementation of the Department of Education Computerization Program (DCP) aims to provide public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century. This brought about the installation of Electronic Classroom (E-classroom) in schools which are equipped with computers, audio-visual equipments, and internet access. Some problems have risen that put the reliability of the E-classroom into question such as time constraints in setting up computers and dealing with students' questions about how to manipulate the program. Likewise, students become highly dependent on the convenience technology provides, which renders them lazy in their study habits. The study aims to assess the effectiveness of the E- classroom and seek recommendations on how to improve and enhance the program so that it will be more appropriate for the learners.

METHODS

This study was descriptive in nature and utilized a researcher-made survey questionnaire administered to 20 teacher-respondents in San Bartolome National High School in the Division of San Pablo City. Perception of the respondents towards the effectiveness of the E- classroom was measured through the use of mean and standard deviation.

RESULTS

The respondents view the E-Classroom as practical to use in teaching. The E-Classroom is an efficient avenue in attaining lesson objectives, increase students' interests and management of teachers' tasks. Though the E-Classroom provides many learning opportunities, there are still limitations such as the lack of Internet access which is used for researching.

DISCUSSIONS

The respondents perceive that the E-Classroom is user-friendly for students and helps manage many classroom activities and makes it easy to present lessons compared to a conventional classroom. The objectives of the lesson are met since students understand the lesson better with a mean, and feedback from the students to teacher and vice versa is provided since the computer programs allow it. However, respondents were not convinced that the E-Classroom provide enough learning opportunities for the learners with regards to Internet access.

KEYWORDS: E-classroom, learning

SUBMISSION ID: R04A-SANPAB-0090

**Teacher's Perception on the Level of Stakeholders and Parents Involvement
in the School Subsystem of Buenavista West Elementary School**

Ma. Theresa Fornel, Buenavista West Elementary School

Abstract

INTRODUCTION

A school cannot stand alone in providing all the necessities for the learners. It is important for the school to have partners in molding and developing the learners as a whole. Thus, the stakeholders and parents play an important aspect in materializing all the goals and objectives set by the school. In this research study, the researcher seeks to determine the teachers' perception on the level of stakeholders and parents' involvement in the school subsystem; namely economic, social and cultural. Furthermore, the researcher aims also to find out the highest and lowest aspect of stakeholders and parents involvement in the school subsystem.

METHODS

This research study used the descriptive type of research in determining the teachers' perception regarding the involvement of parents and stakeholders in the different school undertakings. The researcher formulated and used a survey questionnaire composed of five (5) items in each school subsystem, particularly economic, social and cultural. Weighted mean was the statistical treatment used for the results. The respondents of the study were the thirteen teachers of Buenavista West Elementary School.

RESULTS

Based from the results perceived by the teachers, the over-all level of involvement of stakeholders and parents in the school system is 3.09 with a descriptive rating of frequently. It revealed also that, based on teachers' perception, the highest level of stakeholders and parents involvement falls on the social subsystem wherein teachers like working with the stakeholders as well in the cultural subsystem which both teachers and stakeholders have the same language that aid them to communicate well. However, the lowest involvement that teachers' perception of parents is their means of helping teachers to inculcate study habits to their children.

DISCUSSIONS

Based from the results it can be discerned that stakeholders really play a vital role in the school subsystem by means of supporting various school undertakings. The school will not be able to work properly without the help of the parents and the stakeholders. Teachers and stakeholders work hand and hand because they have the same language that enables them to communicate well. Furthermore, the teacher and parents should help each other in shaping the mind of the learners to love learning through having a good study habits.

KEYWORDS: teachers' perception, stakeholders and parents involvement, school subsystem

SUBMISSION ID: R04A-QUEZON-0144

Teachers' Performance and Experiences in Handling Out-of-Field Subjects

Junamy Clueh Talingting, Teacher I

Abstract

INTRODUCTION

Globally, educational institutions are beset with high numbers of teachers teaching subjects they are not qualified to teach (Ee-gyeong, 2011). The quality of teachers and teaching is an important factor in shaping the learning and growth of students (Wintersgill, 2006). It is a reality that schools must manage. It is a critical issue for highly qualified teachers, may become highly unqualified if they are assigned to teach subjects for which they have little training or education. Additionally, it produces lower student achievement gains (Hobbs, 2015). This study aims to determine the performance and experiences faced by teachers in handling out-of-field subjects in order to improve curriculum instruction and to propose possible solutions.

METHODS

The researcher used qualitative and quantitative methods of research. The respondents of this study were seven teachers handling subjects outside their area of expertise identified using purposive sampling method. Classroom observation was done in order to determine their level of performance in actual teaching process. Also, a face to face interview of participants was done in order to determine their total teaching- learning experience.

RESULTS

It shows that teachers performed average ($X=3.37$) in teaching subjects outside their area of expertise. Further, the study revealed that teachers faced difficulties in terms of Instructional Materials and Expertise in the subject. There is the absence of learning competencies, teacher's guide and learner's materials while other learning resources are not readily available. On the other hand, teacher's expertise of the subject area affects their teaching performance. It includes their mastery of the subject matter, knowledge in the approaches to use, and the medium of instruction. Moreover, in order to cope with the challenges, respondents engage in individual research and learning partnership.

DISCUSSIONS

The results demonstrate that Teachers face challenges in handling subjects outside their area of expertise, teachers were performing averagely in the teaching-learning process. It suggests a need to provide immediate support to teachers and formulate long term possible solutions. However, the present study is limited to teachers' experiences in Glan-Padidu National High School. Further study is needed in order to determine other experiences of teachers.

KEYWORDS: Teachers Performance, Out-of-Field Subjects

SUBMISSION ID: R012-SARANG-0005

**Teachers' Performance: its Implications to the Schools Internal Efficiency
in Selected Secondary Schools in Area III- Division of Batangas**

Kaycee Ocampo, Department of Education, Balete National High School

Abstract

INTRODUCTION

Every school teacher needs a broad background and deeper understanding of the technical know-how in teaching, the principles and methods, teaching techniques and approaches that must be utilized with ease and effect. All these are provided to future teachers in the subjects that they take in their respective course in education whether in elementary or secondary level. The elucidated provision of the Service Manual particularly of the Code of Ethics for Teachers and School Officials have strongly motivated a large number of seminar workshops of teaching and learning such as in - service trainings of different subject areas. Among others are School Paper Advising in English and Filipino, Classroom Communication Strategies, New Concepts in Teaching Mathematics and Leadership Trainings. The teachers who are employed in the school system are entrusted with certain responsibilities to attain the goals and objectives of the educational program.

METHODS

To attain the objective of this paper, the researcher employed the descriptive method. The primary data-gathering instrument employed by the researcher in conducting this study was the questionnaire supported by interviews and focus group discussion (FDG).

RESULTS

Result of the study implied that one can measure the competence and potentialities of a teacher from the kind of students he/she turns to society. Teachers' performance is most of the time measured through the evaluation of their own students. In addition, teacher leadership has expanded to include roles ranging from assisting with the management of schools to evaluation educational initiatives and facilitating professional learning communities.

DISCUSSIONS

The result employed that the teachers are encouraged to take graduate studies in order to cope with the changes in the educational field. Moreover, more demonstrations lessons, seminars, and conference need to be provided to the teachers.

KEYWORDS: Teacher's Performance, Implications, Internal Efficiency, Teaching Techniques Approaches, Secondary Schools

SUBMISSION ID: R04A-BATANP-2107

Teachers' Planning and Organizing of Instruction for Pupils with Learning Difficulties in the Selected Schools of Tabaco West District B, Division of City Schools of Tabaco, School Year 2016-2017

Roselyn Gutierrez, Department of Education - Tabaco City

Abstract

INTRODUCTION

Educational institution as the backbone of social development has the social responsibility to participate in building a community that is truly marked by reduction if not absence from hunger poverty and crime. By so doing, the institution needs to maintain its competitive status in terms of quality education to meet the demands of the times and share the fruits of its endeavors. From the institution's impact on society's resources it is able to provide allotment for social services sustained by the enterprising spirit to raise funds for the sustainability of its programs for the less fortunate.

METHODS

This study used the descriptive research focusing on "what." According to John W. Best, "what" of a descriptive study is "the presentation and interpretation of the status of something" Teachers' Planning and Organizing for Instruction for the Pupils with Learning Difficulties in the selected schools of Tabaco west District b, Division of City schools of Tabaco, School Year 2016-2017 Teachers have varied practices for instructional planning, teaching and classroom management in the K + 12 curriculum. The descriptive method provides the necessary background for the formulation of a more precise problem for subsequent more specific study for development.

RESULTS

Out of five indicators validated by the respondents two of these were always done by the students such that teachers have identified the problems found in their classrooms with a weighted mean of 4.59 and teachers have identified problems and are accompanied by solutions taken from related teaching materials with a weighted mean of 4.62 or interpreted as always, while the three indicators like teachers have discussed the choice of teaching material, method, and media based mean on students' characteristics and evaluations to be used.

DISCUSSIONS

The following were the suggested activities to enhance the teaching practices of the teachers in the k to 12 curriculum: proving professional, technical and logistical support to enhance teachers' professional improvement, encouraged staff participation in courses and/or seminars that affect the teaching/learning process. Identifying those steps that can foster a positive teacher-student rapport the weighted mean ranging from 4.48, 4.49 and 4.50. The overall weighted mean is 4.50 or always.

KEYWORDS: educative, mentoring, coaching, bench marking,

SUBMISSION ID: R005-TABACO-0067

Teacher's Positive Attitude in Handling Parent-Teacher Relationship

Loida A. Tanguilan, Mary Ann B. Jualo, & Sharon Ordonez, Department of Education

Abstract

INTRODUCTION

Teachers should maintain a positive attitude in handling parent-teacher relationships. For the children's sake, this must be carried on wholeheartedly with love, concern and patience. A good parent-teacher relationship is important to every child's learning journey and helps develop a memorable school experience. It is not that easy on the teacher's part to develop a positive attitude in handling parent-teacher relationships. But it is a must for children's sake. In this regard this action research is made possible.

METHODS

The researchers utilized the quantitative method to gather data. Survey used was done online. A questionnaire with a checklist was prepared too. The respondents were twenty (20) teachers from Julian R. Felipe Elementary School. They were selected teachers from Kinder to Grade 6. Through random sampling with fishbowl technique, the respondents were chosen. The researchers used a questionnaire and a checklist to collect data to be analyzed. Online survey was done.

RESULTS

About 20 teachers ignore parents who have negative attitude when it comes to school activities. There are about 15 teachers who are brave enough to talk seriously with those kinds of parents. Twelve (12) have other means like asking aid from the class officers, requesting the guidance personnel to intervene and having regular meeting with the concerned parents.

DISCUSSIONS

This research study was conducted among the public elementary school teachers in Julian R. Felipe Elementary School. Due to time constraint, the teacher respondents were limited to twenty (20) from Kinder to Grade 6. The study was focused on the positive attitude the teacher should possess when parents' behavior toward school activities appeared negative. Thirty (30) parents especially from the lower grades are supportive/cooperative of the classroom/school activities. About 20 teachers ignore parents who have negative attitude when it comes to school activities. M (Make) a(announcement earlier) t (talk personally) u (use social media) re (request parent officers to remind other parents) - MATURE as an intervention appears effective. More action research similar to this study must be conducted in the future.

KEYWORDS: positive attitude, intervention, parent-teacher relationships, MATURE, relationship, social media, ignore

SUBMISSION ID: R04A-CAVITC-0129

Teachers' Practices and Shs Students' Impression on Home Visitation

Clarice A. Toledo, Donna O. Simpao, & Lucita Bella, Munting Ilog National High School

Abstract

INTRODUCTION

Home visitation is one of the methods in raising the parents' awareness about the students' school related problems which are easily detected by the classroom adviser who is the core person performing home visitation programs. While home visitation aims at establishing a bridge of communication between the school and parents, shouldn't we consider that at the center of this are the students who may belong to different stages of life with different characteristics? This study was conducted to determine the common practices of teachers in conducting home visits and know the impression of Senior High School students regarding home visits. Moreover, it aimed at determining the basis for proposing a home visit program.

METHODS

This study employed descriptive qualitative research design. It aimed to determine the current practices of Senior High School advisers in doing home visit and the perception of Senior High School students. Participants in this study were eight Senior High School advisers and ten Senior High School students who frequently experienced home visitation from June 2017 to February 2018. Interview was used to collect the necessary data. The conduct of interview was always done during lunch break to ensure that the participants were in relaxed and comfortable mood.

RESULTS

Attendance was the top leading basis for conducting home visits which were scheduled indefinitely. Teachers usually did home visits with a companion, brought necessary materials, directly raised the issue to the parents, solicited parents' participation and always reminded the parents of what had been agreed upon before leaving the homes visited. In case the planned home visit was postponed, teachers tried to reschedule it at most a week after. Teachers were willing to do several home visits as long as they see hope for each case of students they were handling. Students didn't want to be home visited especially of group of teachers because of fear and embarrassment on what others may think of them, but embraced the importance and positive effects of home visits.

DISCUSSIONS

The results show that teachers do not do regular home visits but have their individual plans of how to conduct it. Students realize the value and impact of home visits but didn't want to be part of it due to fear and embarrassment.

KEYWORDS: home visits, senior high school, practices, impression

SUBMISSION ID: R04A-CAVITP-1705

Teachers' Professional Qualifications, English Proficiency and Process Skills in Science and Mathematics in Relation to Pupils' Academic Achievement: Basis for Teachers' Capability Building Program

Josephine Canlas, Department of Education - Imus City

Abstract

INTRODUCTION

This study seeks to determine the correlation between Science and Mathematics teachers' professional qualifications, English proficiency and process skills and the pupils' academic achievement.

METHODS

The researcher used the descriptive-correlational analysis method. A documentary analysis, data from Department of Education were examined and interpreted in order to develop empirical data. To seek answers to the problems on teachers' professional qualifications, the frequency and percentage were computed. The English proficiency and process skills levels of the Science and Mathematics teachers were determined using mean and standard deviation. The level of academic achievement of the grade six pupils were found out using frequency, mean and standard deviation.

The study found significant differences along English proficiency, process skills and academic achievement across professional qualifications using Kruskal-Wallis. The significant relationship between and among these variables were determined using Chi- square.

RESULTS

Majority of the teachers are pursuing their Master's Degree, teaching for 1 to 15 years and have attended the division/schools seminars and trainings. Majority have moderate ability both in English proficiency and processing skills. Most of the grade six pupils perform well in Science and Mathematics belonging to the Satisfactory academic achievement level.

There are significant differences along English proficiency across teaching experience, attendance to seminars and trainings, and process skills has significant difference across attendance to seminars and trainings.

There is a significant relationship between and among the variables; teachers' English proficiency across teaching experience and attendance to seminars and trainings; and English proficiency across academic achievements.

DISCUSSIONS

Based from the findings, recommendations were offered: continuing professional development through pursuing higher studies, levelling-up seminars and trainings attendance; conducting School Learning Action Cells (SLACs); intensive instructional supervision and monitoring; collaborating with stakeholders and implementing the proposed Schools Division Teacher Capability Building Program.

KEYWORDS: professional qualifications, English proficiency, process skills, academic achievement, English proficiency Test, Process Skills Test, standard setting

SUBMISSION ID: R04A-IMUSC1-0099

Teachers' Proficiency in English and Process Skills in Science and Mathematics of Selected Teachers in Tabaco City Division

Maricel Mondragon, Department of Education

Abstract

INTRODUCTION

The Department of Education has been working hard to develop the Filipino people through education. Programs and reforms have been introduced and implemented to improve learning of children from kindergarten to high school and to tertiary level. They started to assess the English skills and other proficiencies of teachers through Department of Education Memoranda. These assessments were given to all public-school teachers holding regular plantilla items nationwide to prepare them for the full implementation of the Kindergarten to grade 12 (K to 12) Basic Education Curriculum (BEC) program.

METHODS

The study was descriptive-correlational in nature with the objective of determining and evaluating the level of proficiency of teachers in Tabaco City Division in English and in the process skills in Science and Mathematics.

RESULTS

The study revealed that the mean average rating of teachers in the Teachers' English Proficiency Test (TEPT) was 55.54% described as Moderate while the mean average rating of teachers in the Process Skills Test in Science and Mathematics was 54.50% also described as Moderate. The following least mastered skills of teacher-respondents in the test (TEPT-PST) were observing (74.15%), reading comprehension (67.44%), measuring/quantifying (66.10%), interpreting data (63.12%), classifying (59.52%), predicting (56.31%), structure (53.55%), communicating (52.16%), evaluating (51.67%), making models (50.25%), written expression (45.63%). The above numerical ratings have a descriptive rating of moderate. The skills with low descriptive rating were making conclusions (50.41%), defining operationally (50.25%), experimenting (46.68%), analyzing data (45.14%) and inferring (37.05%).

DISCUSSIONS

The researcher recommended an action plan to improve the proficiency level of teachers. The planned program of activities involves all elementary teachers, school heads, and students and will be monitored by the Public Schools District Supervisors and Education Program Supervisors in English, Science and Mathematics.

KEYWORDS: Teachers' Proficiency and Process Skills

SUBMISSION ID: R005-TABACO-0020

Teachers' Proficiency Level in the Utilization of Information and Communication Technology Under the K to 12 Program in Public Secondary Schools at San Nicolas District

Roland Calabia, Maabud National High School

Abstract

INTRODUCTION

Technology plays a lot in the teaching-learning process especially under the K to 12 program. Competence with technology is now considered a basic literacy requirement for employment and school systems expect teachers to do more with technology. The challenge for teachers is how to become knowledgeable and competent about uses of technology given the constraints on their time. To be able to use new technologies, teachers must be equipped with skills which they need to demonstrate in teaching to cope up with the current demands of the curriculum and their clients, the students.

METHODS

A descriptive design was used in this study. This method suits the nature of this study since it deals on the measurement of the status of proficiency level in the utilization of technology and the different aspects enclosing it. The main research instrument used in gathering the data was the questionnaire. It dealt with the profile of respondents and centered on the computer literacy of teachers.

RESULTS

The proficiency level of the secondary public school teachers of San Nicolas district in using new technologies under the K to 12 program was on the level of satisfactory. The secondary school teachers were seriously affected by the problems and hindrances encountered in using new technology. The problems were unstable internet connection, inadequate training in using new technologies and inadequate number of functional technology in the school. The teachers did not significantly affect the proficiency level of the teachers in the utilization of new technology.

DISCUSSIONS

Teachers must be adaptable and enthusiastic in attending and learning from training's they will be attending regarding the proper usage of new technology for teaching to promote a deeper understanding or learning of the students. The findings implied that the satisfactory proficiency level of the teacher-respondents in utilizing new technology was adequate enough to cope with the serious problems encountered by the teachers in the utilization of new technologies. The school administrators and teachers must be resourceful in looking for sponsors who will help the school in providing the digital teaching tools needed by the teachers and students for better teaching-learning process. The school administrators should find ways and means to resolve problems affecting the use of new technology by acquiring stable internet connection; allocate funds to obtain the necessary technology needed in the classroom.

KEYWORDS: teachers' proficiency level, K to 12 program, information, communication, technology

SUBMISSION ID: R04A-BATANP-0616

Teacher's Quality: its Relationship to Students Performance

Rhea Dacara, Department of Education

Abstract

INTRODUCTION

By recognizing the link between quality teaching and student achievement, this study looked into the relationship between teacher's educational attainment and student achievement. The samples in this study were the grade 8 teachers from the 14 secondary schools in the Division of San Pablo City, school year 2017-2018. Grade 8 teachers who have obtained master's and doctorate degree were included regardless of the subject they teach.

METHODS

Data collection process regarding student achievement was obtained from the teacher participants. Records of grades of students for SY 2017 to 2018 were taken from school teacher's rating sheets and examined through two main statistical tests: the multivariate analysis of variance (MANOVA) and the multiple regression analysis tests. In order to assume confidentiality and anonymity, teacher participants will be identified using code, educational attainment will also be coded for future data computation and analysis.

RESULTS

As these findings are confirm teachers' involvement in post graduate education can be considered as best practice, in the same way, recognition support and rewards seem to be powerful tools to motivate good teachers and consequently enhance the student's achievement. In effect, such information can be particularly valuable in guiding policies on hiring, whom to reward, to retain the best teachers and how to distribute available teachers

DISCUSSIONS

Teachers' educational attainment has a positive correlation with R value of 0.2975. Results of the study revealed that although technically a positive correlation, the relationship between your variables is weak (the nearer the value is to zero, the weaker the relationship related to the student achievement as revealed by bivariate correlations between teacher quality characteristics such as educational background and the student achievement.

Other variables affecting student achievement between and among teachers' with and without graduate degrees was teachers' length of service, although technically a positive correlation, the relationship between variables is low with the value of R², the coefficient of determination is 0.1526.

KEYWORDS: student achievement, educational attainment

SUBMISSION ID: R04A-SANPAB-0111

Teachers' Reactions on the Conduct of Instructional Supervision by School Heads in the District of Maddela I

Alma Del Rio Manuzon, San Pedro Elementary School

Abstract

INTRODUCTION

Instruction is the vein by which rewarding results are arrived at. Thus the teachers, schools and department must be prepared and committed to attain this goal which is part of the mission they avowed to excel in when they entered into the teaching profession. This is where the aspect of instructional supervision finds its place.

METHODS

The Descriptive Method of Research was used. Questionnaires were answered by the 148 teacher-respondents in the district and 5 were picked out randomly in each of the 16 schools for the interview. Data were scored through the 5-Pt Likert Scale. Simple frequency, percentage counts, weighted means and ranks were used

RESULTS

There were different modes by which supervision was conducted and as a result, supervision came out dominant. Supervision was also addressed to different areas and the dominant area covered was on Curriculum Enhance and Assessment of Learning outcomes with a mean of 4.61. On the extent of supervision based on Supervisory types as dominant with an established mean of 4.28(often conducted). Least was on the conduct of action research which gained a mean of 2.12(seldom conducted). The average weighted mean computed was 4.01 interpreting all supervising types as often conducted. In instructional supervision as confirmed by teachers and school heads, no feedbacks given to teachers on the result of the supervision conducted was dominant with a mean of 4.20(serious). Considering as least among the problems considered was on the confirmation that instructional supervision is merely fault findings as evidenced by a mean of 1.81(slightly serious). The average computed mean was 2.97 which compounded that all the problems as serious.

DISCUSSIONS

It is the general objective of education to produce learned and entrepreneurial individuals who could stand as strong arms in the country's bid for progress. This is a noble mission as there must be a proper streamlining of the modes and practices in instructional supervision to come out with the desired goals and objectives. As surfaced in this study, the different modes of supervision and the types that best fit the purpose were considered on varying extents. The results demonstrate the need for a proper and equal distribution of supervision to all teachers and not discriminating in purpose.

KEYWORDS: teachers' reactions, instructional supervision

SUBMISSION ID: R002-QUIRIN-0141

Teachers' Readiness in Mother Tongue Based Multi-lingual Education Instruction

Rhoda Romasanta, Department of Education

Abstract

INTRODUCTION

With the introduction of Mother Tongue Based Multi Lingual Education specifically in Grades 1,2 and 3, it is imperative that teachers are also well prepared for the implementation of the policy. This study seeks to find out the readiness of teachers with the MTB-MLE instruction because the efficiency of instruction relies hugely on them and on how well prepared they are in doing their task.

METHODS

The study applied the descriptive method of research as it aimed to present information regarding the readiness of teachers in handling MTB-MLE instruction. The researcher used Slovincs formula with the 5% margin of error and got the 20% of total population so the researcher arrived to the actual number of respondents. The researcher utilized a questionnaire as main data gathering instrument.

RESULTS

The profiles of Grade 1,2, and 3 teachers in terms of sex, age, educational attainment and length of teaching experience were determined in this study. Out of 21 respondents,100% were female. Majority of them were aged 30-39 years old and held units of Master's degree. Also,23.8% have been in the industry for 10 years indicating their being millennial teachers capable to learn and acquire more techniques and strategies in teaching MTB-MLE. In terms of their lesson preparation and deliberation, they used the teaching guide as reference; administered pre and post-test and gave motivation to arouse the interest of learners. The unavailability of localized books written in MTB became their major problem. This scarcity would only be addressed if teachers will be resourceful and construct and motivate himself in making materials suitable for his learners.

DISCUSSIONS

The readiness of teachers in terms of phases of teaching was evidently attained. Different activities in lesson preparation, delivery of the lesson and evaluation process were often used. The instructional materials were found adequate. Interventions were proposed to address the problems met by the Grade 1,2 and 3 teachers by being resourceful and be technology-friendly through surfing the net. Parallel study maybe conducted in other schools to validate the findings of the study.

KEYWORDS: instruction, intervention, readiness

SUBMISSION ID: R04A-BATANP-0584

**Teachers' Satisfaction of Supervisory Task Performance of Subject
Department Heads in Dacanlao G. Agoncillo National High School**

Maria Jo Ann Casanova

Abstract

INTRODUCTION

This study was undertaken to ascertain the extent of teachers' satisfaction of the supervisory tasks performance of the subject department heads in Dacanlao Gregorio Agoncillo National High School, District of Calaca, Division of Batngas during the school year 2015-2016. It is also the purpose of this study to propose an action plan to enhance supervisory performance of the subject department heads and teachers' satisfaction.

METHODS

The researcher employed the descriptive method of research and utilized the questionnaire as the main instrument in gathering the data needed in the study. In this study, eighty (80) teachers and eight (8) subject department heads were involved. The percentage, weighted mean, t-test and Pearson correlation were applied in the treatment of data.

RESULTS

The study yielded the highlights of the findings such as supervisory performance of the department heads, difference in the assessments of the two groups of respondents on the supervisory performance of the subject department heads, extent of satisfaction of the teachers on the supervisory performance of subject department heads, relationship between the supervisory performance of subject department heads and teachers' satisfaction and an action plan was proposed to enhance the supervisory performance of the subject department heads in order to raise the level of teachers' satisfaction.

DISCUSSIONS

The supervisory performance of the subject department heads was rated very satisfactory by themselves and teachers. The most performed supervisory leadership and human relation. There was no significant difference between the assessment of the two groups of respondents on the supervisory performance of the subject department heads. The teachers were satisfied on the supervisory performance of the subject department heads in all supervisory tasks. There was a significant relationship between the supervisory performance of the subject department heads and teachers' satisfaction. The very satisfactory performance resulted to the satisfaction of the teachers. Then, an action plan was proposed for careful study and implementation.

KEYWORDS: Satisfaction, Supervisory, Task Performance

SUBMISSION ID: R04A-BATANP-1810

Teachers' Teaching Styles: its Effect on Students' Learning and Performance in Itluga Elementary School

Annabelle Diwa, Department of Education - Rosario West, Itluga Elementary School

Abstract

INTRODUCTION

This study looks into the teaching styles of teachers and how it affects the students' learning and performance. This study can help determine teacher's teaching style and the techniques and strategies they use for diverse learners, and help promote a strong learning channel during the teaching-learning process.

METHODS

The descriptive method of research was used. Questionnaire was used as an instrument in gathering data. This served as the main tool to generate data on the status analysis covering the teachers teaching styles that affect students learning and performance.

RESULTS

There were several techniques/ strategies that the teacher used during the teaching-learning process that affected the students learning and performance. The researcher reviewed the findings and came up with the proposed enhancement activities to improve students learning and performance.

DISCUSSIONS

Each teacher has a style of teaching. It is the teacher's responsibility to recurrently analyze their teaching style, reflect on it and implement necessary changes.

These recommendations were based on the findings of the research performed on the teachers in Itluga Elementary School; the proposed enhancement activities were utilized in the teaching- learning process; use differentiated techniques and strategies suitable to the diverse learners; Encourage maximum participation of learners to develop their skills and abilities.

KEYWORDS: teaching styles, learners interest, students' performance, techniques and strategies

SUBMISSION ID: R04A-BATANP-1377

Teachers Teaching Teachers: An Approach to Enhancing Reading Across Content Areas

Marites Aguilar & Noel Anciado, Munting Ilog NHS

Abstract

INTRODUCTION

Reading well is a necessity for academic success and a basic requirement for participation in civic life and in the global economy. The program "Every Child a Reader Program (ECARP)" highlights the significant role of teachers across subject areas to intensify the advocacy of involving all teachers in building a reading community. Hence, this study aims to determine the helpfulness and effect of the Program 3TCAR (Teachers Teaching Teachers on Content Area Reading) in the improvement of comprehension and content- learning skills of the learners.

METHODS

The study utilized action research design observing quasi-experimental method which basically aimed to explore a phenomenon and at the same to investigate impact of the program in understanding of the lesson and in improvement of reading comprehension of Grade 7 students. Data were gathered through administration of pre and post tests both in reading and in the discipline. SLAC sessions were done to capacitate the tool subject teachers with regard to reading integration. Monitoring and evaluation were done to determine the status quo of the program.

RESULTS

It was found that integration of reading in the content area is crucial in developing literacy. The increase in both content and reading tests justifies the importance of collaboration of language and content area teachers in improving learners' ability in the classroom. It was also found that capacity building of teachers across subject areas is a great help in solving not only reading comprehension problems but also in learning the concepts in the classroom.

DISCUSSIONS

The study revealed that the key to improve the learning competencies of the learners is to enhance the most important skill in the classroom and that is reading. Moreover, it also reveals that once the teachers are capacitated we are also capacitating our learners.

KEYWORDS: reading, content area, comprehension

SUBMISSION ID: R04A-CAVITP-1206

Teachers' Video Teaching: An Alternative Tool for Instructional Supervision

Edita Canatuan, Taysan National High School Batangas Province

Abstract

INTRODUCTION

This research aimed to assess the perception of teachers on Video Observation as an alternative tool for Instructional Supervision. Particularly, it aimed to answer the following questions: (1) What is the profile of the teacher respondents in terms of number of years in teaching and frequency of being observed with in the year? (2) What is the degree of the teachers' perception on how video observation will improve the teachers' competence? (3) What challenges do teachers perceived to encounter in video recording as an alternative to actual observation?

METHODS

This study made use of non-descriptive method through a survey to see the perception of the purposively-selected 60 respondents on the teachers' video observation as an alternative tool for instructional supervision. The data which were presented in tables and graphs included demographics and teachers' perceptions on how video observation will improve their competence.

RESULTS

Results show that many of the respondents have 6-8 years of teaching experience and all of them were already observed twice or more than twice. Further, 31 per cent of them have experienced postponement of instructional supervision. It was also revealed that most of the respondents strongly agreed that video observation will enhance their competence as well as highly motivate their classes

DISCUSSIONS

Instructional supervision may be further enhanced through alternative means of observing teachers, for instance, through videos. Implications of the results of the study to effective school management and delivery of instruction were also discussed in the research.

KEYWORDS: supervision

SUBMISSION ID: R04A-BATANP-0235

**Teachers' Work Related Profile, Technical Skills and Pupils' Performance
in Edukasyong Pantahanan at Pangkabuhayan (EPP)**

Andrea Villaraza, Laguna State Polytechnic University - Los Banos Campus

Abstract

INTRODUCTION

The K-12 curriculum was introduced in school year 2012-2013 and slowly introduced every school year thereafter, until school year 2017-2018, all levels already taught the new curriculum. After the cycle, it's about time to check and evaluate the outcome and standards of the quality of enhanced basic education program in the Philippines. This study aimed to determine the teachers' level of technical skills and pupils' academic performance in Edukasyong Pantahanan at Pangkabuhayan (EPP) or Technology and Livelihood Education (TLE) learning areas.

METHODS

The study made use of descriptive method of research. A modified questionnaire was used in gathering the data. The data gathered was computed using percentage and mean values for the statistical computation.

RESULTS

Findings revealed that most of the EPP/TLE teacher respondents are Bachelor's Degree holders and great numbers were non EPP Majors with no National Certificate Training related to EPP/TLE subject. The assessment of EPP teachers' technical skills in terms of Home Economics, Industrial Arts, Agri-Fishery Arts and ICT were very good. The teacher respondent's assessment on the adequacy of school facilities in teaching EPP skills was moderately adequate. The Grade IV, V and VI pupils' performance in EPP was satisfactory. The EPP teachers' work related profile and their level of technical skills were partially accepted. The EPP teachers' level of technical skills, pupils' academic performance and the adequacy of school facilities had no significant relationship. Teachers' level of technical skills and adequacy of school facilities are significantly related.

DISCUSSIONS

The school head needs to encourage the teachers to practice their profession aligned into their specialization and enroll in Graduate Studies. The EPP teachers need to look for means on how to improve their students' performance specifically on different innovations and strategies in teaching. The EPP teachers need to attend more related trainings in order to enhance their technical skills. The school head needs to procure more school's facilities through Special Education Fund (SEF) and Maintenance and Other Operating Expenses (MOOE) fund. The principal needs to conduct In-service Training (INSET) to teachers to minimize their inefficiency in teaching, specifically in Information and Communication Technology (ICT) using spreadsheet (e.g. Microsoft excel) and data bases (e.g. Microsoft access).

KEYWORDS: Technical Skills, Profile, Performance

SUBMISSION ID: R04A-CABUYA-0030

**Teachers' Work Related Profile, Technical Skills and Pupils' Performance
in Edukasyong Pantahanan at Pangkabuhayan (EPP)**

Andrea Villaraza, Laguna State Polytechnic University

Abstract

INTRODUCTION

Findings revealed that most of the EPP/TLE teacher respondents are Bachelor's Degree holders and great numbers were non EPP Majors with no National Certificate Training related to EPP/TLE subject. The assessment of EPP teachers' technical skills in terms of Home Economics, Industrial Arts, Agri-Fishery Arts and ICT were very good. The teacher respondent's assessment on the adequacy of school facilities in teaching EPP skills was moderately adequate. The Grade IV, V and VI pupils' performance in EPP was satisfactory. The EPP teachers' work related profile and their level of technical skills were partially accepted. 6) The EPP teachers' level of technical skills, pupils' academic performance and the adequacy of school facilities had no significant relationship. Teachers' level of technical skills and adequacy of school facilities are significantly related.

METHODS

The study made use of descriptive method of research. A modified questionnaire was used in gathering the data. The data gathered was computed using percentage and mean values for the statistical computation.

RESULTS

Findings revealed that most of the EPP/TLE teacher respondents are Bachelor's Degree holders and great numbers were non EPP Majors with no National Certificate Training related to EPP/TLE subject. The assessment of EPP teachers' technical skills in terms of Home Economics, Industrial Arts, Agri-Fishery Arts and ICT were very good. The teacher respondent's assessment on the adequacy of school facilities in teaching EPP skills was moderately adequate. The Grade IV, V and VI pupils' performance in EPP was satisfactory. The EPP teachers' work related profile and their level of technical skills were partially accepted. The EPP teachers' level of technical skills, pupils' academic performance and the adequacy of school facilities had no significant relationship. Teachers' level of technical skills and adequacy of school facilities are significantly related.

DISCUSSIONS

The school head needs to encourage the teachers to practice their profession aligned into their specialization and enroll in Graduate Studies. The EPP teachers need to look for means on how to improve their students' performance specifically on different innovations and strategies in teaching. The EPP teachers need to attend more related trainings in order to enhance their technical skills. The school head needs to procure more school's facilities through Special Education Fund (SEF) and Maintenance and Other Operating Expenses (MOOE) fund. The principal needs to conduct In-service Training (INSET) to teachers to minimize their inefficiency in teaching, specifically in Information and Communication Technology (ICT) using spreadsheet (e.g. Microsoft excel) and data bases (e.g. Microsoft access).

KEYWORDS: Technical Skills, Profile, Performance

SUBMISSION ID: R04A-CABUYA-0046

Teachers' Work Values and Conflict Management Styles of Elementary School Heads in Dolores District, Division of Quezon: Direction for Successful Management

Marissa Fontanilla, Department of Education - Quezon

Abstract

INTRODUCTION

The school administrator is confronted with various sources of conflicts and must be equipped with capacity to resolve conflicts and anticipate outcomes, must have the knowledge, skill and experience in the activities engaged in by the group he/she leads, ability to use authority and power properly.

METHODS

This study utilized the descriptive correlational research design. The statistical tools such as percent, frequency, mean, and standard deviation were employed to answer the descriptive questions while the Pearson Product Moment Correlation Coefficient was computed to test the relationship between the respondents' related factors and work values.

RESULTS

Only position is significantly related to the success of school heads in managing conflict between them and their teacher. All teachers work values are significantly related on success in conflict management styles of the school heads. This is an indication that values play an important role to the success of the administrator in an organization. Resolution techniques with regards to accommodation, collaboration, and compromise are found significantly related to the success on conflict management styles of the school heads in Dolores District, Division of Quezon. Behavioral approaches such as aggressive, assertive, and passive are found significantly related to the success of the school heads in conflict management. This implies the importance of school heads' flexibility in handling problems.

DISCUSSIONS

School administrators may encourage the teachers to pursue their graduate studies that will help them to grow professionally. The school heads may include in the program of retreat and self-assessment to find out their strengths and weaknesses on how to go about conflict management because understanding this may able them to express more sound judgment while under conflicting situations. Since all the management styles employed by the school heads to their teachers in this study were found significantly related to the teachers in managing conflicts, continuous use of diverse management styles is highly recommend.

KEYWORDS: conflict, management

SUBMISSION ID: R04A-QUEZON-0280

**Teaching and Learning Combating the Factors Causing Poor Study Habits
of Grade V Pupils of Sta. Mesa Elementary School, Mabini District**

Anjanette R. Alolod, Chelenie May O. Ortega, & Marjorie Magtibay, Department
of Education

Abstract

INTRODUCTION

Study habits among Grade V pupils at Sta Mesa Elementary School are fluctuating based on the result of the first and second quarter. The average grade performance of Grade V pupils in all learning areas is 76.57 and the result is not satisfactory based on their performance last year.

The purpose of the study is to determine the factor causing poor study habits of Grade Five pupils at Sta. Mesa Elementary School, Mabini District, Division of Batangas. The combined concepts in this study take the form of the enhancement of intervention and strategies in combatting the factors causing poor study habits of Grade V Pupils.

METHODS

Descriptive method was utilized. Percentage and ranking were used where the researchers collected data from the different samples of population, which was then analyzed. A research made questionnaire was used as the main data gathering procedure.

RESULTS

The result revealed that insufficient education and guidance of parents with the use of gadgets and pupil's addiction to social media such as Facebook, twitters, Instagram, online games greatly affect the poor study habits of the fifth grade learners. The respondents confirmed that they were hooked in online games and they played late at night that is why they were sleepy all the time during day time. They neglected doing assignments and readings at home because they belonged to group games wherein every afternoon after class they needed to go online to compete. Most female respondents were fond of social media applications like facebook, Instagram and twitter. They spend most of their time in exchanging messages and selfie photos for friend's comments.

DISCUSSIONS

Based from the result, innovative teaching strategy and activities shall be developed to engaged learners in studying. Frequent coordination through home visitation with guardians and parents of less advantage learners to monitor the learners progress. Parents and teacher adviser shall monitor the use of gadgets of their pupils and impose strictly the SOP (sign of parent) in every school homework to be submitted to the teacher. Conduct of home visit must be done regularly.

KEYWORDS: habits, combat, innovative, strategy

SUBMISSION ID: R04A-BATANP-1025

Teaching Approaches and Strategies for Senior High School Students

Arvie Jariz Payo, Balete Mentors Association

Abstract

INTRODUCTION

The researcher conducted a study on the teaching approaches and strategies in writing for senior high school students as a supplementary instruction/activity to support the teaching of writing among Senior High School students.

METHODS

Descriptive method of research and triangulation method were used in data gathering with the use of survey questionnaires, documentary analysis, interview and a focus group discussion with the teachers.

RESULTS

Results of the study show that majority of English teacher-respondents are young, females, and still new in the teaching career, CSC legible, with related trainings and seminars attended, but not affiliated to any professional organization and association. The approaches in teaching writing such as controlled to free, free writing, pattern - paragraph, grammar syntax organization, communicative and process and strategies in teaching writing such as pre - writing, writing, revising, editing, and publishing are moderately used by English teacher-respondents. The assessment of English teacher-respondents on their approaches and strategies in teaching writing when grouped according to their profile variables have no significant difference; but with significant difference on their assessment on free writing when grouped according to gender. Thus, with significant difference on their assessment on the approaches and strategies in teaching writing when they were grouped according to educational attainment. As part of language aspects, most of the teachers found difficulty on the mastery of grammar content, where rules can be mastered when there is mastery of the meaning, use, and form. Thus, a module for the approaches and strategies in teaching and learning writing was developed for senior high school students.

DISCUSSIONS

The results demonstrate the need for licensure examination and to join at least 1 - 2 professional organization and association as well as the mastery of the approaches and strategies in writing. Thus, the developed module for senior high school students can be used by teachers and students.

KEYWORDS: teaching writing, approaches, strategies, senior high school students

SUBMISSION ID: R04A-BATANP-0050

Teaching Approaches and Strategies in Writing for Senior High School Students

Arvie Jariz Payo, Balete Mentors Association

Abstract

INTRODUCTION

One of the challenges in teaching English is teaching of writing for senior high school students. English language teachers are said to design material that would best maximize the number of students' participation and quality performance in the target language. The researcher conducted a study on the teaching approaches and strategies in writing for senior high school students as a supplementary instruction/ activity to support the teaching of writing among Senior High School students.

METHODS

Descriptive method of research and triangulation method were used in data gathering with the use of survey questionnaires, documentary analysis, interview and focus group discussion to the teachers.

RESULTS

Results of the study show that majority of English teacher-respondents are young, females, and still new in the teaching career, CSC legible, with related trainings and seminars attended, but not affiliated to any professional organization and association. The approaches in teaching writing such as controlled to free, free writing, pattern - paragraph, grammar syntax organization, communicative and process and strategies in teaching writing such as pre - writing, writing, revising, editing, and publishing are moderately used by English teacher-respondents. The assessment of English teacher-respondents on their approaches and strategies in teaching writing when grouped according to their profile variables have no significant difference; but with significant difference on their assessment on free writing when grouped according to gender. Thus, with significant difference on their assessment on the approaches and strategies in teaching writing when they were grouped according to educational attainment. As part of language aspects, most of the teachers found difficulty on the mastery of grammar content, where rules can be mastered when there is mastery of the meaning, use, and form. Thus, a module for the approaches and strategies in teaching and learning writing was developed for senior high school students.

DISCUSSIONS

The results demonstrate the need for licensure examination and to join at least 1 - 2 professional organization and association as well as the mastery of the approaches and strategies in writing. Thus, the developed module for senior high school students can be used by teachers and students.

KEYWORDS: teaching writing, approaches, strategies, senior high school students

SUBMISSION ID: R04A-BATANP-1318

Teaching Approaches and Students' Attitudes and its Correlation to their Performance in Physics

Hermogeniza C. Baldonado, Department of Education, Quirino General High School

Abstract

INTRODUCTION

Physics subject is measured as the most problematic area within the field of science. Teaching of Physics in secondary schools traditionally attracts fewer learners than other field of science subjects. This prompted the researcher to examine high school students' attitudes towards the subject of Physics, the teaching and learning of Physics, and the approaches in teaching the subject.

METHODS

A teacher-made test was used to determine the performance of the respondents in Physics. An attitude test inventory was used to determine the level of attitude of the respondents in Physics. The different approaches used in this research study were the Conceptual, Experimental, Multi-Modal and Mathematical Approach. In analyzing the data, statistical tools were used. Among these tools are frequency distribution, Mean, Mean Percent Score (MPS) and Analysis of Variance.

RESULTS

The highlights of the study are as follows: 1) The attitude level of respondents towards Physics is generally low. 2) The performance of respondents varies in each group when they are clustered according to attitude towards Physics. 3) The gained scores of the respondents when they are grouped according to attitude showed that those with "very low" attitude gained the highest Mean Percentage Score, followed by those with "very high" attitude towards Physics, then with the respondents having "low" attitude towards the subject. 4) The gained-scores of the respondents when they are grouped according approaches used implies that those exposed to multi-modal approach of teaching gained the highest Mean Percentage Score, followed by those respondents exposed with conceptual approach then with those taught with mathematical approach. The lowest gained score was obtained by the respondents exposed with experimental approach. 5) There is a significant relationship between gained scores and attitude towards Physics by the respondents across approaches.

DISCUSSIONS

Those respondents with "low" attitude towards Physics eventually changed their attitude and performed better as the multi- modal approach was used. On the contrary, those with "high" and "very high" attitude towards the subject performed lower when exposed to the conceptual, mathematical and experimental approaches.

KEYWORDS: TEACHING APPROACHES, STUDENTS' ATTITUDES, PERFORMANCE IN PHYSICS

SUBMISSION ID: R002-QUIRIN-0119

Teaching Basic Literacy to Grade Two Non-Readers through Multi-Media

Junalyn L. Dapar, Teacher
(Adviser: Jomel Montero)

Abstract

INTRODUCTION

One of the techniques to addressing the pupils' academic needs and help them develop Filipino language skills is the use of multimedia during the process of teaching and learning in the classroom. Using multimedia can help the pupils gather information through media that encourages their imaginations, and interests.

METHODS

The researcher employed quantitative research design. Phil-Iri tool was used in conducting pre-test and post-test results in reading Filipino. After the accurate informative data gathering procedure, data collected were organized, analyzed and properly interpreted.

RESULTS

During the oral reading pre-test in the first semester in grade two of Patong Elementary School, it was found out that there are 12 out of 36 pupils who were non-readers. After introducing the "Teaching Basic Literacy to grade Two Non-Readers Through Multi- Media", from 12 non- readers it became 1.

DISCUSSIONS

The increase in reading performance among the Grade Two Pupils of Patong Elementary School is duly attributed to the effective implementation of "Teaching Basic Literacy to grade Two Non-Readers Through Multi- Media".

KEYWORDS: Teaching Basic Literacy, Grade Two Non-Readers, Multi-media

SUBMISSION ID: R013-SURSUR-0213

Teaching Competence of Senior High School Teachers among Carcanmadcarlan Area in the Implementation of K to 12 Program

Alfie L. Santiago, Teacher
(Adviser: Ma. Lady Sol A. Suazo)

Abstract

INTRODUCTION

How teachers instruct students is the cornerstone around which to build effective schools. Teaching competencies to senior high school teachers are essential and may serve as benchmarks on how teaching should be done within a specific scale of acceptable level for it reflects the quality and caliber of teachers in the school. In this light, the present study endeavors to assess the teaching competencies of senior high school teachers. The researcher was prompted to conceptualize and conduct a study on the extent of the teaching competencies of senior high school teachers in the implementation of K to 12 Program particularly in CARCANMADCARLAN area. The current study explores this area, to shed light on the problems of senior high school teachers in terms of teaching competencies that would include teaching strategies and instructional materials used.

METHODS

This study used a descriptive survey. Based on the findings of the study, most of the teacher-respondents belonged to early adult age bracket and mostly females. They have earned a Bachelor's Degree and an equal number also is evident on MA unit earners. Many of these respondents are in their entry level position who attended a Division-level training and have mostly earned their License.

RESULTS

On the competence under instruction, teachers have employed collaborative type of teaching while they assess and develop critical thinking skills of the students gained a slightly lesser mean compared with the other benchmark statements. For the management of resources, the audio-visual resources gained the least mean compared with the classroom and laboratory resources. But the over-all result also gained a seldom description. On the significant relationship between the profile of the respondents and the level of teaching competence, only educational attainment and trainings attended gained a significant relationship with competence for the management of resources. All the other demographic indicators failed to reject the null hypothesis.

DISCUSSIONS

On the significant difference on the level of competence when grouped according to school size, a no significant relationship result was established. On the problems encountered, gaining slightly higher mean above other problems described as serious is the insufficient instructional materials. It was also find out that there was no significant difference among the problems met when grouped by school size.

KEYWORDS: Teaching competence, senior high school teachers, implementation, K-12 Programs

SUBMISSION ID: R013-SURSUR-0069

Teaching Edukasyon Sa Pagpapakatao (Character Education) through Best Practices

Ann Marie G. Ramos & Sherly Alcantara, Department of Education - Sto. Tomas
Batangas

Abstract

INTRODUCTION

Edukasyon sa Pagpapakatao (EsP) is 2 hours a week only compared to other subjects that are given 3 to 4 hours of teaching. With just two (2) hours allotted for the teaching of Edukasyon sa Pagpapakatao, teachers are expected to teach the subject intentionally and purposively and not just do value integration which non Edukasyon sa Pagpapakatao teachers are expected to do. This study aims to generate best practices as part of the intervention package to be designed and provided to improve the performance of low performing students through maximizing these identified best strategies in teaching EsP.

METHODS

The study utilized the qualitative research with phenomenology as approach. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning.

RESULTS

Different methods in teaching EsP are the daily practices of the teachers to impart the needed knowledge for EsP. These practices help the teachers to understand where their pupils are coming from, through the experiences that they are sharing and how they relate the lesson to their daily life. Effective teaching of Edukasyon sa Pagpapakatao begins with a clear understanding of the expected outcomes. It is but right and proper that we begin by focusing on the intended and expected outcomes, in other words, the goal of teaching Edukasyon sa Pagpapakatao.

DISCUSSIONS

The results demonstrate the different methods that are used by the teachers are their daily practices in teaching Edukasyon sa Pagpapakatao. It begins with a clear understanding of the expected outcome and focusing on the goal of teaching Edukasyon sa Pagpapakatao.

KEYWORDS: Values, Best Practices, Teaching Methods

SUBMISSION ID: R04A-BATANP-1762

Teaching Effectiveness and Job Satisfaction among the Teachers of Santa Rosa Elementary School - Central II

Ma Vanessa Millares, Department of Education - Santa Rosa

Abstract

INTRODUCTION

The evaluation of a teachers' performance is identified through various ways like teachers' evaluation, teachers' observation, administrators and teachers reporting, merit rating, performance rating and not recently, teacher performance appraisal.

METHODS

The research design used was a descriptive method of research design. Questionnaires and interviews were used in this study. Respondents were composed of 15 teachers, or $\frac{1}{4}$ of the total population of teachers in Santa Rosa Elementary School - Central II, City of Santa Rosa Laguna. Two different set of questionnaires were given to them. For the research instrument, an interview method was used. The purpose of the interview was for the researcher to find out the development of the teachers' efficiency and their level of job satisfaction among the selected teachers in Santa Rosa Elementary School-Central II. Second method was through questionnaires.

RESULTS

The study concludes the following: 1) Santa Rosa Elementary School Central II teachers show their effectiveness in Individual level, Group Level, and School Level of Effectiveness. The Domains of Effectiveness such as the Behavioral, Effective, and Cognitive Domains shows congruency to each other. There are implications to consider in teachers' effectiveness conceptualized as a continuous life-long process involving not only pre-service but also in-service education not only for individual teachers but also group of teachers and the whole school, and developing not only skills or behavioral competence but also effective and cognitive domains as a community of teaching professionals. 2) Teachers should be supported to give opportunities at the individual, group and school level to reflect on their values, belief and meaning of education and school management.

DISCUSSIONS

The results show that some aspects of Teachers' Effective and Job Satisfaction particularly in some levels should be improve through an enhancement program in Teachers' strategies in teaching and effectiveness. The good performance of a teacher should be continued and or further enhanced. The study may be used as a basis of administrators for their programs in making their teachers satisfied and effective as one.

KEYWORDS: Teachers Job Satisfaction and Effectiveness, performance, administrators, programs , teaching strategies level of performance and domains

SUBMISSION ID: R04A-STAROS-0046

Teaching Effectiveness of Values Education Teachers for Grade 7: A Basis for Re-tooling Program

Annaliza Licot, Balibago Integrated High School

Abstract

INTRODUCTION

This study aims to determine the teaching effectiveness of values Education Teachers which can serve as a basis for a re-tooling program in teaching and learning Values Education.

METHODS

The study used a descriptive method with all the appropriate statistical tools for the study.

RESULTS

The Values Education teachers are effective in terms of pedagogical, learner's assessment, classroom management, and professional development. They are very effective in personal competency, ethics and morale, and social and interpersonal skills. There is no significant difference on the assessments of the three groups of respondents on the effectiveness of the Values Education teachers in Grade 7. The problems met of the grade 7 Values Education teachers are inappropriate teaching strategies and methods of teaching, unable to select contents, unable to diagnose learners needs and failure to manifest sense of belongingness to students.

DISCUSSIONS

There should be a collaboration between the principal and the teachers to find ways and means for the career development of the teachers like scholarship grants for their continuing education. The Values education teachers need to enrich their skills of being effective teachers by equipping themselves with contemporary and innovative approaches in teaching. The school principal, through department heads, needs to design an action plan that will address the problems along with skills in teaching -learning strategies. The Values Education teachers need to improve the interventions the administrations are implementing as counterparts for the problems they met in teaching Values Education. Intensified trainings and capacity building programs for teachers are needed in order for them to achieve excellent teaching performance and develop their sense of responsibility as 21st century teachers.

KEYWORDS: Retooling program, effectiveness of teachers, values education

SUBMISSION ID: R04A-STAROS-0074

Teaching Efficacy and Performance of Selected Master of Arts in Education (MaEd) students in Cavite State University

Klarisse Constante, Tagaytay City Science National High School

Abstract

INTRODUCTION

The significance of self-efficacy in teaching and learning process continues to intrigue researchers and practitioners. Previous research has provided empirical evidence in supporting the effectiveness of teacher self-efficacy, or the extent to which a teacher believes that he or she can influence the students' outcome, in educational contexts.

METHODS

This study used the descriptive research design. It described, recorded, analyzed and interpreted the level of teaching efficacy beliefs and the level of teaching performance of the selected MaEd students at Cavite State University. Moreover, this study used the descriptive- correlation research in determining the relationship between the teaching efficacy beliefs and teaching performance of the respondents.

RESULTS

Public secondary teachers attain a very high level of teaching efficacy in terms of student engagement, instructional strategies, and classroom management. The level of teaching efficacy in terms of instructional strategies, classroom management, and overall teaching efficacy do not affect the level of teaching performance of the Maed students of Cavite State University. However, there is a positive effect between the respondents' level of teaching efficacy and students' engagement of MaEd students.

DISCUSSIONS

Teachers should be updated with the latest trends in teaching. In addition, the Department of Education should implement seminars/trainings and programs whose goal is to maintain or improve the teachers' level of teaching efficacy and performance. Mentoring sessions between the principal, master teachers, and novice teachers be conducted and focus on a) the process of choosing the most effective and efficient teaching strategies to use for a specific situation and b) how to actively involve the students during the learning process and improve his/her own perceived effectiveness on the delivery of the teaching process.

KEYWORDS: Teaching Efficacy, Performance

SUBMISSION ID: R04A-CAVITP-0764

Teaching English with Songs:an Instructional Material for the Speech Enhancement of Grade Nine Students of Casay NHS

Erlinda Sierte, QUELTA Member

Abstract

INTRODUCTION

What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. English has become the principal asset and in demand all over the world as an international language of trade and industry. The researcher has noticed a low speaking proficiency of the English language in ninth grade classes. Thus, an intervention with the purpose of promoting oral proficiency in English through the use of songs.

METHODS

The study is a quasi-experiment adopting the quantitative method. There was an experimental group and a control group. The study took place in a secondary school located at Brgy. Casay, SFQ. A total of 50 students from two sections were selected as the participants in this study. The researcher determined the participants by using purposive sampling.

RESULTS

The tests were done in the two classes, those who were in G9 Silver as the control group and those who were in G9 Gold class as the experimental group. The researcher obtained data from the objective test which was individual task in the form of oral activity shown in flash cards. Both test consisted of twenty items.

There was a significant difference between students' achievement on oral production in experimental group (G9 Gold) which used English songs as their tool in enhancing their speaking proficiency while the control group (G9 Silver) did not use English songs in enhancing speaking proficiency.

Important changes in students' oral production were observed. Some of them expressed ideas freely, spoke more when topic was interesting for them, and gave several reasons and opinions about the proposed songs. These changes are contrasted against what was observed before the project.

DISCUSSIONS

The results demonstrate that in teaching English class, it is important to choose appropriate technique. The application of English Songs is considered as one of the effective ways to enhance oral production as it creates enjoyment in learning process and make students attracted to learn the English Language.

KEYWORDS: Speech Enhancement of Grade 9 Students; English Songs

SUBMISSION ID: R04A-QUEZON-0339

**Teaching Figures of Speech among Grade Nine Students of Anselmo A.
Sandoval Memorial National High School S.Y. 2017-2018**

Bernardita Bonquin, AASMNHS, Department of Education

Abstract

INTRODUCTION

Language as part of communication must be something that is flexible and adoptive to everyone specifically to the millennial. However, most of the students find figures of speech hard and boring.

METHODS

This study aims to look into teaching figures of speech using video clippings to enhance student learning and improve speaking skill.

RESULTS

The results of this action research indicate that the use of video clippings in teaching figures of speech is very effective to the students especially the slow and average learners. It was also found that the performance of the students improved greatly as shown in the scores of the students after each test. Recommendations based on the results of the investigation include the continuous use of video clippings not only in teaching figures of speech but in other lessons in English.

DISCUSSIONS

Since millennial nowadays are fond of new technologies, it is but just appropriate for the educators to prepare something that will get the interest of the students. In addition, the students prefer the lessons that involve themselves in practical activities such as watching videos.

KEYWORDS: reynedrich

SUBMISSION ID: R04A-BATANP-1324

Teaching Fraction Using Models among Grade Five Pupils in Catmon Elementary School

Leilani Maulion

Abstract

INTRODUCTION

Fraction represents a significant extension of children's knowledge about numbers. An understanding of it broadens students' awareness of the usefulness and power of numbers and extends this knowledge of the number system. Research proves that many students' difficulties in Algebra can be traced back to an incomplete understanding of earlier concepts of fractions. This is also the scenario in Grade Five class of Catmon Elementary School. They have difficulty in adding and subtracting fractions when it comes to different denominators or what is called dissimilar fractions and the researcher believes that using model, this problem may be solved.

METHODS

In this study, the researcher used her own Grade Five class comprised of twenty-eight pupils as respondents. There were two lesson plans made by the teacher and executed to the class. The first plan was about solving dissimilar fractions as to addition and the second plan was solving dissimilar fraction as to subtraction wherein models were used in both lessons. Scores of the pupils for every lesson were tabulated and carefully analyzed using frequency, percentage and ranking.

RESULTS

In lesson 1, the performance of pupils in solving dissimilar fractions as to addition, twenty-four pupils out of twenty-eight got a passing rate in the evaluation while in the second lesson, the performance of pupils in solving dissimilar fractions as to subtraction twenty-five pupils got a passing rate. This shows that the models used by the teacher in teaching the lessons helped them to analyze dissimilar fractions. The use of models helped the pupils enhance their mathematical thinking skills. The use of acetate film containing fractions that put together during addition and subtraction of dissimilar fractions helped them a lot in answering mathematics problem about dissimilar fractions. This was also done through drawing on their own paper.

DISCUSSIONS

The results suggest that models can be important tools in helping students to think and reason in more meaningful ways especially in fractions. This will also help the teachers make the lesson more engaging and easy for the pupils to understand the concept of dissimilar fractions.

KEYWORDS: models, meaningful

SUBMISSION ID: R04A-BATANP-2024

Teaching Grade III Orchid Pupils the Topic: How to Get Focused, Be Settled and Be More Responsible

Rowena O. Gulpan

Abstract

INTRODUCTION

Despite classroom rules, pupils misbehave, lose things, forget to comply homework or even go to school lacking notebooks and pens. They also are unsettled and unfocused during classes, while completing individual tasks or complying activities. They are disruptive and quarrelsome. With this, the researcher felt the need of a thorough classroom discipline intervention.

METHODS

Effective classroom discipline is used to prevent misbehavior. The researcher employed "Positive Discipline". A Parent-Teacher Conference was held and a one-one- talk with a child with parents or guardian about the problem and discussed how this problem affects their academic performance and their well- being. Then together, a positive discipline plan was designed to get these kids focused, be settled and improve their attention in class.

RESULTS

Most misbehaving pupils have shown progress in being settled and focused during class hours, paying attention in class and showing span of attention in completing individual or group tasks. They brought things they needed and got homework done, managed to get through the day w/o distracting others, became less quarrelsome and thoughtful and sensitive and considerate of other's needs, and learned to make smart choices. They see the rules as fair and understand "pros and cons" logically. On top of this, they learn to understand that it is one's duty and responsibility to behave and to make better choices because it is humane and right.

DISCUSSIONS

Positive Discipline is effective in managing the classroom challenges and misbehaviors than imposing punishment or rewards. It allows pupils to learn and adapt their behaviors in meeting classroom expectations while honing them to make smart choices lead to being more responsible and productive individuals.

KEYWORDS: Positive Discipline, Punishment and Reward System

SUBMISSION ID: R013-SURSUR-0086

Teaching HEKASI through Educational Video

Angilyn Legaspi, Department of Education

Abstract

INTRODUCTION

Basic knowledge refers to knowledge of reading, writing and arithmetic. Everyone must know how to read, write and compute. Knowledge on these are necessary for further education as well as for effective learning. However, students should not be limited to having these three basics. Teacher Educators and Administrators should always find ways to improve the delivery of lessons, thereby emphasizing quality in education. In today's world in Education, teachers should be in the modernized way of teaching. They should be aware of technology based instructional materials used by most.

METHODS

The purpose of this study was to determine the usefulness of the proposed lesson in HEKASI using educational video in teaching Grade IV pupils in Malitam Elementary School. In order to serve this purpose, the experimental method was utilized since it involved two groups, an experimental group and a controlled group in order to test its usefulness in teaching HEKASI. Pre-test and post-test were administered.

RESULTS

The following results were found: 1) The learning competencies of HEKASI IV are the Kinalalagyan at Katangiang Pisikal ng Pilipinas, Pambansang Pagkakaisa, Pambansang Pagmamalaki at Pambansang Karapatan. 2) The pre-test showed that the pupils in the control group had the mean of 17.50 with a satisfactory level of performance and in the experimental group which got the mean of 17.95 which is also satisfactory level of performance. In the post-test, the control group's weighted mean was 24.95 with a very satisfactory level of performance and the experimental group had the weighted mean of 32.80 with an outstanding level of performance. 3) The computed t-value of 0.390 with a p-value of 0.701 ($p > 0.05$) indicated that the null hypothesis was not rejected in pre-test and the computed t-value of 6.522 with a p-value of 0.000 ($p < 0.05$) indicated that the null hypothesis was rejected in post-test.

DISCUSSIONS

The results demonstrate The learning competencies in HEKASI IV are the following Kinalalagyan at Katangiang Pisikal ng Pilipinas, Pambansang Pagkakaisa, Pambansang Pagmamalaki at Pambansang Karapatan. The level of pupils' performance in the control group was satisfactory in pre-test and very satisfactory in post-test while in experimental group the pre-test was satisfactory and outstanding in post-test. A significant difference was found in the performance of the pupils in posttest. The implementation of this research was effective for teaching HEKASI.

KEYWORDS: Educational video, experimental group, controlled group, instructional materials, learning competencies

SUBMISSION ID: R04A-BATANP-0263

Teaching Management Practices to Junior High Schools in Urdaneta City, Pangasinan

Rina Mischell Santiago, Department of Education

Abstract

INTRODUCTION

Like any other schools in the Philippines, teachers in Urdaneta City also encounter different challenges with the diversity of the learners. Thus, this study aims to determine the teaching management practices of junior high school teachers in the City.

METHODS

Descriptive research method was used. Weighted mean was used to determine the level of teaching management practices of teachers and their performance. In addition, chi-square test was used to determine the significant relationship between the teaching practices and performance of the teachers. There were 161 teachers determined by stratified random sampling who answered a questionnaire where some indicators were constructed by the researchers and some were adopted.

RESULTS

It was found out that among the teaching management practices of teachers, implementing the curriculum is much practiced while utilizing the teaching resources is least practiced. It was also found out that there is significant relationship between the teaching management practices of teachers and their performance.

DISCUSSIONS

The results demonstrate the need for the establishment of interventions that will help the teachers use available teaching resources. Conducting seminars/trainings like contextualization and localization and the use of ICT in teaching is recommended.

KEYWORDS: teaching, practices, management, education

SUBMISSION ID: R001-URDANE-0035

Teaching Methodologies Towards Learning Skills Development

Joel Baterisna, Department of Education - Cabuyao Integrated NHS

Abstract

INTRODUCTION

Our society today needs young people who are flexible, creative and proactive, can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. In order to optimize life-long learning and potential success, it is now widely accepted that young people need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education. In order to ensure that delivery of knowledge to intended recipients who are the pupils /students, it is important to know the teaching methodology that will efficiently develop the students' learning skills.

METHODS

This study was anchored on the theory of confluent education by Hackbarth (1997). The researchers adopted the descriptive method. The number of the teacher-respondents and student-respondents was based from the Slovin's equation of deriving the sample size using the stratified purposive sampling. The sample size of 90 teacher-respondents and 360 student-respondents from the Cabuyao National High School were considered based on the level of significance $\hat{\mu}=5\%$. The selection of the respondents from different schools was done systematically and methodically making it free from biasness.

RESULTS

Based on the findings of the study, the following conclusions were drawn: the activities in the teaching methodologies utilized among grade VII students in National High Schools in the City of Cabuyao, were often observed by the teachers; there is a significant difference in the assessments by the teachers and students on the teaching styles utilized among Grade VII students; there is no significant difference in the assessments of the two groups of respondents on the Peer Tutoring/Peer Teaching style of teaching; the indicators in the learning skills (Communication, Cognitive and Social Interaction Skills) are often observed from the students and there is a significant relationship between the teaching methodologies used and the learning skills developed among grade VII students in National High Schools in the City of Cabuyao

DISCUSSIONS

Based on the results, the teacher should continue enriching his performance in terms of class instruction and methods of teaching, the school heads should be vigilant in enforcing compliance in school plans and regular training of teachers in all facets of human development, provide necessary material, facilities and learning aids; the teacher should always practice different teaching methodologies.

KEYWORDS: Teaching Methodologies, Learning Skills Development, Confluent Education

SUBMISSION ID: R04A-CABUYA-0084

Teaching Methods and Strategies Used by the Public Elementary School Teachers and their Implications to Instructional Supervision

Nitzchelle Marasigan, Department of Education - Tanauan City

Abstract

INTRODUCTION

The method of teaching refers to the regular ways or orderly procedures employed by the teachers in guiding the students in order to accomplish the aims of the learning situation.

METHODS

The significance on relationship between teaching methods and strategies to the academic performance of the elementary pupils, asserts that within the new learning paradigm the schools have entered, learning must be conceived as a meaning-construction process. In order to achieve such significant learning, the process must, firstly, be an active one, and secondly, it must be a constructive process; in other words, the basic activities in the knowledge creation process must be oriented towards the construction of meanings for the subjects themselves.

RESULTS

Therefore, it is necessary to develop new teaching strategies providing students with the tools to build their own learning and contributing towards their integral development

DISCUSSIONS

Administrators and teachers must provide school activities that would encourage all pupils to participate and develop and enhance their logical, analytical and critical thinking skills. Teachers must seek to develop the competence of the pupils in all learning areas through utilizing appropriate teaching methodologies with clear explanation of the objectives and details of the activities

KEYWORDS: methods, strategies, Instructional Supervision

SUBMISSION ID: R04A-TANAUA-0198

Teaching of English in Public Elementary Schools of Batangas: Basis for the Teachers' Enhancement of Instructional Competence

Juvy Gamlanga, Paaralang Sentral Ng Mataasnakahoy

Abstract

INTRODUCTION

The main purpose of this study is to describe, analyze and interpret the relationship between the effectiveness of different instructional techniques/strategies used by elementary school teachers and the learning strategies utilized by the pupils in Mataasnakahoy District, and its effects on their performance of academic activities and learning skills.

METHODS

To achieve these purposes, the researcher employed the descriptive method of research.

RESULTS

Findings revealed that wise and effective utilization of varied instructional techniques/strategies in the teaching-learning situation is a manifestation of professional growth and development, as well as dedication and commitment to the teaching profession. Students' effective utilization of learning strategies helps promote their development of cognitive, comprehension, application, analysis, synthesis and evaluation skills and competencies in relation to their performance of varied school activities. Learning strategies are instrumental in facilitating, accelerating and making more meaningful and enjoyable the students' performance of academic activities.

DISCUSSIONS

Despite the variation in life status and conditions, teachers and school heads should join hands in pushing innovative educational programs and activities for the welfare of the institution, the students, the community and society as a whole. School administrators should also direct their teachers to teach their students the proper and effective use of different learning techniques/strategies that would help them cope with the varying levels of difficulties in the different subject areas. To the utmost, their administrative and supervisory supports to instruction and to all other school activities are encouraged for strengthening of implementation.

KEYWORDS: English Instruction, Teachers' Instructional Competence

SUBMISSION ID: R04A-BATANP-0590

Teaching of Improper Fractions Using Group Activity among Grade III Pupils in Panghayaan Elementary School

Ceziel, Michelle Malaluan, & Yoraidyl

Abstract

INTRODUCTION

The purpose of this action research was to investigate the teaching of improper fractions using group activity among grade three pupils in Panghayaan Elementary School.

Teachers usually experience difficulty in making the pupils understand various concepts and operations especially on lessons of improper fractions. Thus, this research looks into how cooperative learning approach may be used in the teaching of improper fractions. Likewise, the researchers intended to determine if this approach could have significant impact on the learning of mathematics.

METHODS

Descriptive method of research was employed in this study with questionnaire as the main data gathering instrument. The researchers conducted pre-test to identify the status of pupils in terms of teaching improper fraction and administered the post-test after using strategies in improving the solving improper fraction to increase their skills in improper fractions.

RESULTS

Data analysis revealed that to further enhance the pupils' competence in addition, subtraction and multiplication of improper fractions, some supplementary activities were suggested which focused on the use of group activities. Pupils participated in the teaching instruction. Supplementary materials motivated pupils in solving exercises on improper fractions.

DISCUSSIONS

The use of group activities could be a very good tool in enhancing the pupils' competence in improper fractions. Most of the pupils have approaching proficiency level after using collaborative approach. More activities should be provided by the teachers in teaching as well as other approaches and strategies in teaching improper fractions should also be tried by the teachers.

KEYWORDS: group activity, improper fractions, collaborative approach

SUBMISSION ID: R04A-BATANP-0912

**Teaching of Moral Issues through Video Presentation among Grade 10
Molave Students of Governor Feliciano Leviste Memorial National High
School**

Emmanuel Villalobos, Department of Education, GFLMNHS

Abstract

INTRODUCTION

Moral development is an important dimension in the education of an individual and schools are expected to foster various moral qualities among its students. Teachers continuously search for effective strategy or materials in teaching moral values particularly in discussing moral issues. With this, this study aims to assess the use of video clips to students learning of important moral issues.

METHODS

No sampling method was utilized in the study. Forty Grade 10 students from section Molave of Governor Feliciano Leviste Memorial National High School were used as respondents. Documentary analysis, lesson plan about moral issues and test questions were used as data gathering instruments.

RESULTS

The video clips in teaching "Edukasyon sa Pagpapakatao" demonstrated students' understanding of the concepts of the human person, human behavior, moral values and moral issues and deciding and acting with good preference to be established among the issues moral and environmental influences. Those video clips used determined activities contrary to sanctity of life and demonstrated the understanding of moral issues. Also, students can easily get a quick overview of the moral issue presented through the use of video clips. However, video presentation has less impact on the students' ability to clearly assess the complexity of the moral issue. The utmost input of the use of video clips in teaching moral issues is on how students become more responsible of their action and words.

DISCUSSIONS

The results have shown that the utilization of video clips are very significant in teaching moral issues in Values Education (Edukasyon sa Pagpapakatao) classes. Video clips provide a means of interactive instruction and is a very flexible medium. But the purpose of the use of this medium will be nonsense without the guidance of the competent teachers. Implementation of using video clips with the guidance of the teacher will lead to students' realizations of the different moral issues.

KEYWORDS: MORAL ISSUES, VIDEO CLIP,

SUBMISSION ID: R04A-BATANP-1987

**Teaching of Reading through Video Presentation among Grade Two Pupils
in Calicanto Elementary School**

Ronellisa Cathryn Anne Bukis, Department of Education - Batangas City

Abstract

INTRODUCTION

Technology can play an important role for literacy development among persons with disabilities. In this study, video is used in enhancing the reading competence of pupils. This research focuses on how videos could be utilized in teaching sounds, vowel and consonant blends, phrases and sentences and paragraphs among young learners. Teaching reading enhances students' skills to develop phonological awareness, develop a strong phonic base, integrate phonic and structure and read for comprehension.

METHODS

Research made use of the descriptive type of research to describe the data and characteristics about what is being studied and the use of video presentation's beneficial effects in the teaching of reading among 39 Grade II pupils. Frequency, percentage, ranking, arithmetic mean and the Class Performance Level equation were used.

RESULTS

The research process in different class performance in various reading areas with the assessment innovation, which stem comprehensively with (1) the distinct feature of video presentation in the reading performance of pupils, (2) video presentations be used in teaching reading in different lessons, (3) performance of the pupils in each reading level and, (4) the supplementary activities can be suggested to further enhance the reading skills of pupils through video presentation. Identified and determined the areas of reading which were tested included sounds, vowel and consonant blends, phrases and sentences and paragraph through the use of video presentation had an impact on their performance in the lesson.

DISCUSSIONS

The results demonstrate the distinct feature of video presentation in the reading performance of pupils. These could greatly improve the learning of the pupils. The use of video presentations with additional enrichment, assessments and the proposed supplementary activities provided and facilitated by a skilled teacher to develop pupils' reading skills is recommended.

KEYWORDS: teaching, reading, video presentations, pupils, elementary school

SUBMISSION ID: R04A-BATANC-0486

Impact of Teaching Outside the Area of Expertise to Performance and Job Satisfaction of Teachers

Juana Macalagay, Department of Education - Laguna/Cavinti

Abstract

INTRODUCTION

The educational system is plagued with high numbers of teachers teaching subjects they are not qualified to teach. Teaching a subject without specific training in that subject has been common practice few have spoken up against. This study explores reasons on delegating teaching loads that are outside the area of expertise of teachers and its impact on their performance and job satisfaction.

METHODS

A mixed method was used. Using the constructivism theory, 30 teachers from selected schools responded to the researcher-made questionnaire for the quantitative data of the research, and unstructured interviews were done to gather personal perspective and feedbacks from the respondents.

RESULTS

Majority of the respondents indicated that the reasons they accepted the teaching loads delegated to them were due to the following: (1) they cannot refuse what was assigned to them by their school head; (2) they were deemed qualified if they attended a training related to the subject even if it was not their major; (3) lack of qualified teachers in the school.

Respondents were not highly satisfied in terms of their instructional skills and classroom management. They also expressed low satisfaction in terms of their motivation in providing activities for the lesson. As a result, most teachers interviewed expressed their dissatisfaction in their performance and frustration in inability to be more precise and exploratory in the delivery of the lesson in fear of making mistakes. Respondents were also concerned that their teaching might negatively affect the performance of their students.

DISCUSSIONS

The findings of the study indicate the need for schools to manage teachers teaching outside their areas of expertise by continuous support from colleagues and school heads, as well as time to extend content knowledge and teaching approaches through trainings, professional development through Learning Action Cell (LAC) sessions and provision of technical assistance of seasoned colleague. It is recommended that future researches may be done to verify or negate the results to serve as basis to address the problem

KEYWORDS: Teacher, Area of Expertise, Performance, Satisfaction, Teaching Loads

SUBMISSION ID: R04A-LAGUNA-0050

Teaching Panitikang Asyano through Contextualization and Localization

Maricel Gutierrez

Abstract

INTRODUCTION

The success of the students is also the achievement of their former teachers and the reflection of the lessons in their everyday life is a success of an effective teaching. All teachers encounter enormous challenges in the field of teaching. In accordance with this, Filipino teachers must be efficient to prove the essentiality of Filipino subject not just in college but in the different domains of sociolinguistics. This research aims to come up with an active program in teaching Panitikang Asyano with the use of Contextualization and localization. This study aims to identify the profile of teacher-respondents according to: age, major, seminars attended and years in service. It also aims to determine the status of contextualization and localization in teaching Panitikang Asyano and to analyze the significant relationship of the status and the profile of the respondents.

METHODS

Descriptive survey research design has been used in this study. The researcher used questionnaire as a tool, conduct an interview and focus group discussion (FGD) to collect and gather valid data. Furthermore, the statistical treatment used were F-test, T-test and chi-square to determined the significant relationship of the respondents in teaching Panitikang Asyano with the use of contextualization and localization.

RESULTS

The study found out that 25 teachers out of 35 respondents are legitimate Filipino majors are teaching Panitikang Asyano. Many of them are newly hired, have had a few seminars attended and less years in service. Topics and objectives got a composite mean of 3.67, which means that teachers align their topics in the curriculum guide given by the Department of Education while using contextualization and localization got a composite mean of 3.23 which means it is used moderately. Because of this, the study focused on the difficulties in using contextualization and localization to produce an active program for the enhancement and uplifting of the interest of the students in Batangas language and literature.

DISCUSSIONS

The output of the research can lead to intellectualized local language and literature. In accordance with this, it recommends to use the output and the continuous alignment of objectives and topics from the curriculum guide for the success of mentoring, and appreciate the culture and local literature to develop the Filipino together with local language speakers and writers.

KEYWORDS: contextualization, localization, active activity, teaching

SUBMISSION ID: R04A-BATANC-0127

**Teaching Panitikang Asyano through Contextualization and Localization
(Translated: Original manuscript is in Filipino)**

Maricel Gutierrez, Sto. Niño National High School

Abstract

INTRODUCTION

The success of the students is also the achievement of their former teachers and the reflection of the lessons in their everyday life is a success of an effective teaching. All teachers encountered enormous challenges in the field of teaching. In accordance with this, Filipino teachers must be efficient to prove the essentiality of Filipino subject not just in college but in the different domains of sociolinguistic. The researcher conducts this research to come up with an active program in teaching Panitikang Asyano with the use of Contextualization and localization. This study aims to identify the profile of teachers' respondents according to: age, major, seminar attended and years in service, it also determines the status of contextualization and localization in teaching Panitikang Asyano and analyze the significant relationship of the status and the profile of the respondents.

METHODS

Descriptive survey research design has been used in this study. The researcher used questionnaire as a tool, conduct an interview and focus group discussion (FGD) to collect and gather valid data. Furthermore, the statistical treatment used were F-test, T-test and chi-square to determine the significant relationship of the respondents in teaching Panitikang Asyano with the use of contextualization and localization.

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DISCUSSIONS

The output of the research can lead to intellectualized local language and literature. In accordance with this, it recommends to use the output and the continuous alignment of objectives and topics from the curriculum guide for the success of mentoring, and appreciate the culture and local literature to develop the Filipino together with local language speakers and writers.

KEYWORDS: contextualization, localization, active program, teaching

SUBMISSION ID: R04A-BATANC-0408

Teaching Percent to Grade 6 - Matulungin Pupils Using Block Model Approach

Raymond Gerard Jorigue, Dayap Elementary School - Annex

Abstract

INTRODUCTION

In the diagnostic test conducted last June 2017, the Grade Six pupils got a mean score of 22.72 with an MPS of 45.44%. One of the least learned skills is about percent. Even though there are various teaching strategies and problem solving approaches that engages pupils to participate in Mathematics Class, they still spend more time in solving using the usual algorithm.

METHODS

This Action Research explored the use of block model approach in understanding percent to 40 pupils of Grade VI - Matulungin for School Year 2017 - 2018. A pre-test was administered to determine the prior knowledge of the pupils on percent. For this unit, lessons were prepared using the Block Model Approach and the mastery level was determined to measure if the target was achieved. It ran for three (3) weeks and after the unit, a post-test was administered to the class.

RESULTS

The result of the daily assessment of the daily lessons for the duration of the study were taken and its Mean-Percentage Scores (MPS) ranges from 74.67 to 77.58 with an average MPS of 75.72% and at least 20 out of 39 pupils who reached 80% Mastery Level. The topic "Finding the Percentage" gained the highest MPS of 77.58%. On the other hand, the topic "Percentage as Fractions and Decimals (Day 1)" obtained the lowest MPS of 74.67% because of the 2-day class suspension due to Typhoon Maring.

The Pre-Test has an MPS of 34.67% and the Post-Test got an MPS of 75.13% with an increment of 40.46%.

DISCUSSIONS

The results show that the pupils learned the concept of percent and its application using the Block Model Approach better and they have a positive feedback in using the method in understanding and applying the concept they learned in the lesson.

It is recommended to all Mathematics Teachers to use the Block Model Approach in teaching the concepts of Mathematics from Grade 1 to Grade 6. Conduct a Learning Action Cell on the use of Block Model Approach to all teachers.

KEYWORDS: Block Model Approach, Mathematics, Percent

SUBMISSION ID: R04A-LAGUNA-0158

Teaching Predilections: Capturing Best Practices in Teaching MAPEH

Christian Garcia

Abstract

INTRODUCTION

People gain knowledge in different ways and one of the most traditional but effective ways is the classroom teaching is when students listen and interact with their teacher or instructor. Student participation can influence the effectiveness of administering education.

METHODS

The descriptive type of research was used in this study. A 60-item questionnaire was utilized. The respondents were composed of two hundred (200) Grade 9 students from four different schools in Padre Burgos, Quezon namely; Lina Gayeta Lasquety National High School, San Isidro National High School, Danlagan National High School, and Hinguiwin National High School during the academic year 2014 - 2015. Weighted mean and Pearson were used to treat the data statistically.

RESULTS

In terms of instruction, it revealed that teachers always asked their students if they already understand the topic or the lesson that has been discussed. In evaluation, the study found out that giving an assignment greatly enhanced the students' learning. Lastly in teaching MAPEH, study found that using differentiated instructions greatly affect the level of performance of the students.

DISCUSSIONS

The different practices in evaluation and the styles and strategies in teaching physical education and health were said to be useful enough. It was recommended that the correct use of instruction and improvisation of styles and strategies in teaching Music, Arts, Physical Education and Health should be emphasized in teacher training/ seminar for which it can improve the teacher's knowledge about the field.

KEYWORDS: tokni081595

SUBMISSION ID: R04A-LUCENA-0029

Teaching Preferences of Grade 11 Students of Saguday National High School

Kristine Joy A. Sawit, Saguday National High School
(Adviser: Ryan Bryle G. Vicmudo)

Abstract

INTRODUCTION

Teachers' strategies sometimes affect the academic performance of the students. This research aims to determine the teaching preferences of the Grade 11 students of Saguday National High School.

METHODS

The study employed the descriptive type of quantitative research. A questionnaire based from the Multiple Intelligences authored by Howard Gardner was used. Using the Slovin's Formula the study utilized data from 140 respondents. The data was personally gathered and statistically treated using the weighted mean, frequency and t-test.

RESULTS

73 out of 140 respondents were female. The results showed that the teaching preference of Grade 11 students is the social or interpersonal teaching style, wherein the students preferred group activities or worked in pairs, with the highest mean of 3.81. It also showed no significant difference between the teaching preferences of Grade 11 students when grouped according to their gender.

DISCUSSIONS

Teachers need to discuss topics using social style and engage the students more in group or paired discussions and role plays, brainstorming sessions, reflective activities, and experimental activities so that they can help the students to be more productive in their classes and to help them become comfortable to learn.

KEYWORDS: Teaching Preference, Visual (Spatial) style, Verbal (Linguistic) style, Social (Interpersonal) style, Solitary (Intrapersonal) style

SUBMISSION ID: R002-QUIRIN-0045

**Teaching Reading Skill by Using Vocabulary Diy (Do It Yourself)
Workbook to Teenager Deaf Pupils**

Mary Grace Collantes, Pagbilao Central Elementary School SPED Center

Abstract

INTRODUCTION

Teaching teenager Deaf pupils how to read to is very challenging yet very rewarding. But finding reading materials that are suitable to their needs is another story.

The researcher based this study in two approaches- The Sight Word Approach and Learning by Doing Approach. Sight word instruction is crucial for all students, but has proven to be especially successful for students with disabilities. Alberto et al. (2013) found that "the primary format of reading instruction for students with mild to severe intellectual disabilities is sight word instruction" (p. 332). On the other hand, "Learning by doing" is active, hands-on and engaging for students. The goal of this teaching approach is for learners to construct mental models that allow for 'higher-order' performance such as applied problem solving and transfer of information and skills (Churchill, 2003). This study aims to teach reading skill through vocabulary development to teenager pupils in spite of being Deaf.

METHODS

The study utilized the quantitative strategies of inquiry, using the quasi-experimental design and comparative-evaluative method. Researcher-made Survey was the main instrument used in collecting data. Then, to attain the reading skill in spite of being Deaf, the Vocabulary DIY (Do It Yourself) Workbook was utilized in experimental group. Having the control and experimental group, the effect of variables was tested.

RESULTS

The Performance Output of the control group at the end of the school year 2017-2018 was 44.44 while in experimental group got 83.33, which means that there is a significant difference between the performance of the control and experimental group. Using Vocabulary DIY (Do It Yourself) Workbook is effective in attaining reading skill in spite of being Deaf.

DISCUSSIONS

Vocabulary DIY (Do It Yourself) Workbook has 32 activities which are based on everyday life. To add excitement and fun while learning, the learners of this activity book may choose to take photos using the camera of their Smart Phones, print their own catch pictures then cut and paste in the activity book. If the camera is not available, learners may showcase their skills and talent in drawing and coloring, cutting and pasting. Each activity will develop not just vocabulary skills but also creativity and originality in finishing the activity book.

KEYWORDS: Vocabulary DIY (Do It Yourself) Workbook, Reading Skill, Deaf Pupils

SUBMISSION ID: R04A-QUEZON-0314

Teaching Reading Using International English Language Testing System (IELTS) Approach

Leni Hernandez, District VI - San Pedro Elementary School

Abstract

INTRODUCTION

For past three years, the researcher noticed from the result of the diagnostic test that the pupils had low grades in English, particularly in reading comprehension. Consequently, this research seeks to look into using the IELTS as an approach in teaching Reading and enhancing the competency of the learners.

METHODS

Descriptive method of research was employed in the study.

RESULTS

The findings of the action research showed that the distinct feature of IELTS used in teaching reading in Grade 4 at San Pedro Elementary School is its accuracy and effectivity in extracting the information and understanding the meaning in the face of different types of English materials. Furthermore, the researcher demonstrated that the pupils have high performance in reading wherein IELTS was applied in lessons in Vocabulary development, Identifying text type according to structure and Distinguishing facts from opinion.

DISCUSSIONS

The International English Language Testing System (IELTS) measures the language proficiency of people who uses English as a language of communication. Communicative techniques can be used at various stages of the scaffolding process for the development of skills in Reading. These skills involve skimming and scanning, recognizing paraphrase, text analysis, techniques for dealing with the various question types and time management. IELTS is a good approach as it accurately and effectively extracts the information and understand the meaning in the face of different types of English reading materials. Meanwhile, students can apply productive skills to use English language.

KEYWORDS:

COMPETENCY,FACT,LANGUAGE , PROFICIENCY,READING, OPINION, VOCABULARY, TESTING, SYSTEM, INTERNATIONAL

SUBMISSION ID: R04A-BATANC-0323

Teaching Strategies and Classroom Management Skills of Secondary Mathematics Teachers in District III of Division of Batangas City: Towards a Teacher Training Program

Maribel M. Asilo, Natalia V. Ramos Memorial Integrated School

Abstract

INTRODUCTION

Education has been the most effective vehicle for learners to adopt with the demands of a fast growing society. Teaching strategies and classroom management skills of the teachers play a significant role in horning 21st century learners. Reforms in learning approaches and teaching styles are always the foremost concern of education researchers. This research explores the manifested teaching strategies and classroom management skills of Mathematics teachers in District III of Division of Batangas City to come up with a proposed teacher training program to improve the teaching competencies.

METHODS

It made use of the descriptive method of research as it takes care of the circumstances obtaining in the venue of the study relative to the teaching strategies and classroom management and the teachers' training program. The findings of the study were that teachers teaching strategies were utilized and manifested in a great extent as well as their classroom management skills. It was also revealed in the study that the students have an average academic performance in Mathematics.

RESULTS

It was concluded that Mathematics teachers demonstrate very satisfactorily the utilization of different strategies in teaching the subject and possess very good skills in managing time. However, students' academic performance is not directly affected by the teacher's utilization of teaching strategies.

DISCUSSIONS

It is recommended that teachers consider making an extra effort on being creative and versatile in the use of ICT and other instructional materials that would capture the interest and enhance the creativity of the 21st century learners. It is also recommended that teachers get involved in workshops and trainings to refresh them on the latest trends and innovations with regards to strategies and classroom management. In addition to that, teachers possess very good classroom management skills. And lastly, student-centered approaches, differentiated activities and individualized instructions that enhance individual's multiple intelligence may be provided to students during Mathematics class to make them enjoy the learning of Mathematics and to perform well in this subject area.

KEYWORDS: Teaching Strategies, Classroom Management, Mathematics Difficulties

SUBMISSION ID: R04A-BATANC-0378

**Teaching Strategies Employed by Kinder to Grade 3 Teachers and its
Relationship to Developmental Progress of Learners in Tanauan City
Division**

Joyce Ann Miranda, Department of Education

Abstract

INTRODUCTION

This study explores the strategies that Kinder and Grades 1, 2 and 3 Teachers use in teaching students. Its results would bring out fresh knowledge and new theories that may enhance teacher's competencies and skills in teaching young students.

METHODS

This study employed the descriptive method of research. The researcher tried to give sufficient information about the new approaches and strategies of teaching.

RESULTS

Majority of the primary respondents perceived their teaching strategies among primary pupils in terms of knowledge, attitudes and skills, to have a positive effect on children's learning, levels of achievement and readiness to face problems.

DISCUSSIONS

(1) Teachers may be provided with the results of this research to give them insights of the effectiveness of their teaching strategies to pupil's performance. (2) Teachers and parents need to keep in mind that students' readiness is the foundation of everything for children in school. (3) Teachers can extend help to learners social, moral, spiritual, or psychological matters.

KEYWORDS: strategies, developmental progress, seminar-workshops, perception

SUBMISSION ID: R04A-TANAUA-0101

Teaching Strategies Employed by Teachers of Araling Panlipunan for Grade Three Learners

Teodora Ditalan

Abstract

INTRODUCTION

This study aims to find out the extent of teaching strategies employed by teachers such as lecture method, direct instruction, role playing and computer aided instruction in Araling Panlipunan.

METHODS

Descriptive Survey Research Design were used by the researcher, to find out the extent of teaching strategies employed by teachers in Araling Panlipunan. Survey questionnaires containing different strategies were given to the teacher respondents and pupil respondents.

RESULTS

It was found out from the study that majority of the teacher-respondents were young and predominantly female. Their trainings attended indicated that most of them attended different seminars in regional, division and district levels. Majority of the pupil respondents were aged 8-9 years old. It was concluded that there was a significant difference on the extent of effect of the strategies employed in teaching Araling Panlipunan with respect to computer aided instruction in terms of the teachers' educational attainment as perceived by the teachers. There was a significant relationship between the academic performance and the perception on the strategies employed in teaching Araling Panlipunan with respect to role playing. No significant difference was found on the strategies employed by the teachers with respect to lecture method, direct instruction and role playing in terms of age, sex and length of service. The academic performance of the grade three pupils was found to be approaching proficiency. Role playing contributed to the academic performance of the pupils while lecture method, direct instruction and computer aided instruction were determinants of pupil's performance.

DISCUSSIONS

It is strongly recommended that teachers should utilize other teaching strategies to enhance the facility of the teaching-learning process. Pupils should be exposed to varied activities for better performance in Araling Panlipunan.

KEYWORDS: employed strategies

SUBMISSION ID: R04A-RIZALP-0284

Teaching Strategies in Improving Reading Skills and its Relationship with Pupils' Academic Performance

Susan Garcia, Teacher III

Abstract

INTRODUCTION

Teaching strategies refer to methods used to help pupils learn the desired course contents and be able to develop achievable goals in the future. These identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. Assessment of the learning capabilities of pupils provides a key pillar in development of a successful teaching strategy (Armstrong, 2012).

One of the greatest challenges facing today's school leaders is the challenge of raising the expertise of their teachers. The call for teachers' effectiveness is becoming a significant part of the national discussion on education

This research aims to assess the different teaching strategies utilized by teachers in improving reading skills. This study will further give answers to the relationship of those strategies to the pupils' academic performance

METHODS

The researcher employed the descriptive survey process.

RESULTS

The variations gained on achieved relationship between the employment of teaching strategies in improving the reading skills of pupils and academic performance of pupils depend on the academic subject that utilizes the approach. The findings of the study imply the necessity of teachers' competency and preparedness in using different teaching strategies to fully achieve the goal of the K-12 curriculum, along with the schools' consistent monitoring and evaluation of the status of pupils reading skills.

DISCUSSIONS

There was no significant difference between the perceptions of school heads and teachers on the teaching strategies employed by the teachers in improving reading skills of their pupils and no relationship between the perceptions of the two-groups of respondents on the teaching strategies employed by the teachers in improving reading skills of their pupils and academic performance of pupils.

KEYWORDS: Teaching strategies, pupil's academic performance, reading skills

SUBMISSION ID: R04A-LIPAC1-0128

Teaching Strategies of Sped Teachers in Teaching Children with Difficulties Specifically in Writing, Comprehension and Language and their Level of Effectiveness in Cavite

Ma. Gebelle Encarnacion, Department of Education

Abstract

INTRODUCTION

The study determined the level of effective of teaching strategies used by SPED teachers in teaching children with learning difficulties specifically in writing, comprehension and language in Cavite S.Y. 2015-2016. Specifically, it aimed to determine the teaching strategies used by Special Education teachers in handling children with learning difficulties specifically in writing, comprehension, and language, the effectiveness of teaching strategies used for children with learning difficulties, and the difference of teaching strategies of the teachers in special education and early childhood education.

METHODS

Descriptive research design was used in the study. The SPED teachers of children with learning difficulties in writing, comprehension and language were selected as respondents using the total enumeration technique.

RESULTS

The teaching strategies of SPED teachers was measured through rating from the students, peers, alumni, employer and administrator. Self - evaluation, videos, teaching scholarship, teaching awards, learning outcome measures, and teaching portfolios and related research of the other researchers using some various instruments were also looked into.

DISCUSSIONS

According to Department of Education (2008) in Cavite, there are only three public special education schools that are teaching students with learning and behavioral problems, Dr. Jose P. Rizal School in Dasmarinas, San Jose Elementary School in Gen. Mariano Alvarez (GMA) and lastly, in Indang Central Elementary School. However, there are four private special education schools that are accepting students with learning and behavioral problems. In Trece Martires City - God's Gift Learning Center and Amore Academy, Holy Nazarene Christian School in Tanza and Blessed Ville in Alfonso.

KEYWORDS: SPED TEACHERS TEACHING STRATEGIES

SUBMISSION ID: R04A-CAVITP-0600

Teaching Struggling Readers and Creating a Supportive Classroom through the Use of Peer Tutoring Strategy

Shiela Marie Realo

Abstract

INTRODUCTION

Alnay Elementary School is one of the twenty-five schools in Polangui North District, in the Division of Albay that adheres to "Every Child a Reader" program. However, there are still non-reader pupils even in intermediate level. With this, this study looks into how peer tutoring strategy can be delivered efficiently and effectively to raise the level of word recognition and reading comprehension of the Grade 5 pupils and consequently, enhance pupils' confidence and motivation in reading class.

METHODS

The study was a Combination of quantitative and qualitative data collection methodologies. This research made use of descriptive statistics such as frequency and percentage to describe the reading development of the pupils along word recognition and reading comprehension. The data needed for this study were generated primarily through Pre- Reading Assessment and Post-reading Assessment results to measure the effectiveness of Peer tutoring strategy, and through an interview with the use of journal to the twenty-three (23) Grade V- Venus Pupils who were struggling readers.

RESULTS

The reading post assessment result publicized that along word recognition, two of 23 learners became independent or 8.69% and the number of non-readers declined to 8 or 34.78%. As to reading comprehension, 7 pupils or 30.43% made it to be in the independent level and 3 pupils or 13.04% were included in instructional level. Journal entries revealed that pupils appreciated the peer tutoring because they received feedback immediately and more frequently when they had questions to clarify.

DISCUSSIONS

The implementation of peer tutoring to struggling readers was effective in raising the reading level of the pupils along word recognition and reading comprehension. Thus, it is recommended for this intervention to be institutionalized.

KEYWORDS: Peer tutoring strategy, struggling readers, creating a supportive classroom

SUBMISSION ID: R005-ALBAYP-0010

**Teaching Style and Classroom Climate, its Relationship to Mathematics
Performance of Grade V Pupils: Basis for Reinforcement Program in
Mathematics**

Lea Dacao

Abstract

INTRODUCTION

The study aims to examine the relationship between teacher's teaching style, classroom climate and academic performance of the grade 5 pupils in Bienvenido R. Fojas Memorial Elementary School. It seeks to answer the following problems: What is the demographic profile of the teachers in terms of Age, Gender, Teaching Experience, and Educational Attainment? What are the teaching styles and classroom climate of the Grade 5 classes/teachers in BRFMES as assessed by the pupils and teachers? What is the performance of the Grade 5 pupils in Mathematics for the 1st and 2nd grading of the school year 2017-2018? Is there a significant relationship among the variable: teaching strategies and pupils' performance, classroom climate, and performance of the Grade 5 pupils in Math? What reinforcement program in teaching mathematics can be proposed?

METHODS

Descriptive-Correlational Design, Survey Questionnaire.

RESULTS

Teachers were mature individuals, experience and education prepared them for the job. They use a variety of teaching strategies. Teachers and students have the same observation with regards to the pupils' classroom climate, teachers' personality and attitude towards teaching and the teacher-parent relationship. Teachers used different approaches in dealing with their pupils. They created positive teaching and learning atmosphere to develop pupil's unique talent and skill. Teachers provide a peaceful and happy atmosphere in the classroom where everyone is friends. There is a positive relationship between the classroom climate and the pupils' performance. Classroom climate has a positive impact on the learning of the pupils. There is a positive relationship between the teaching style and the pupils' performance.

DISCUSSIONS

In teaching mathematics, teachers have a variety of strategies to use as reinforcement activities for students to developed positive attitude for math, thus making math fun to them. The following are recommended: 1. When making adaptations to the classroom, the teacher should bear in mind the emotional environment. It is advised that a conducive atmosphere must be created by the teacher. This cover things such as creating lesson plans which the students will find more engaging and motivating them to use their skills. 2. Overall, the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom 3. Teachers must be aware of the areas of classroom environment that might be hindering their students' learning 4. The teacher must be resourceful.

KEYWORDS: Teaching Style

SUBMISSION ID: R04A-CAVITP-0609

Teaching Style and Learning Satisfaction of Senior High Students of Calamba Integrated School During Academic Year 2017-2018

Janet Kay Q. Llorera & Shiela Lashie M. Mascariñas
(Adviser: Vina Retusto)

Abstract

INTRODUCTION

Student participation is usually dependable on teaching styles, yet some of it fails to match with the learner's styles of learning that leads to poor comprehension, competency, and excellence. As enhanced Basic Education Act of or K-12 program was introduced to the Philippines, additional two years in high school resulted to the expectations of senior high school students that they will be academically treated like those in their junior college.

METHODS

A multiple methods design was used; Qualitative and Quantitative. Limited students who experienced different teaching styles and teachers who used different teaching styles from senior high school department participated. A hundred and fifty students from different strands across the senior high school responded to the semi-structured questionnaire and unstructured interviews as to what kind of teaching styles satisfied them. The teachers also responded to the personal and unstructured interviews about what kind of teaching styles they usually used.

RESULTS

Among the five different kinds of teaching styles, Senior high school teachers usually used lecture teaching style/approach based on the data gathered from the interview. They mostly used PowerPoint presentations during class discussions, so they could effectively share all the information that they want the students to understand. Fortunately, this matched the type of teaching style the students wanted since it met their satisfaction and suited their learning style as well. The students wanted their teachers to give all the necessary information about the topic during class and it's usually done through the lecture approach.

DISCUSSIONS

As demonstrated by the results, the lecture approach is the teaching style that educators mostly used and is also the teaching style most students expect. Thus, students are already experiencing the best teaching style suitable for their learning. This assessment is intended for the pupils that are in physical contact with their teachers. A further inquest is needed for online learners since other pedagogical approaches are often used in those cases.

KEYWORDS: Module, validity, acceptability

SUBMISSION ID: R04A-CALAMB-0154

**Teaching Styles in Grade V Mathematics in Lipa City North District,
Division of Lipa City: Basis for an Intervention**

Mark June Alejandro

abstract

INTRODUCTION

Today, education is facing great challenges due to the recent change in the Philippine Educational System - K to 12 Basic Education Program, which was signed into law in 2013 for immediate implementation by President Benigno S. Aquino III. Thus, the Philippine government recognizes the new distinctive feature of the K-12 curriculum, which is likewise the guiding principle emanating from the idea of learner-centeredness that gives prime importance to the development of learners' self-propelling intercultural cognitive skills for independent life-long survival. As a response to this need, the schools applied different teaching styles to effectively teach Grade V Mathematics. In connection to this, the researcher urges to identify the teaching styles used in teaching Grade V Mathematics in Lipa City North District, Division of Lipa. The study also seeks the significant relationship of teaching styles in teaching Grade V Mathematics.

METHODS

The research strategy employs the use of a quantitative design, which requires the gathering of data using questionnaires from a target group of respondents that matches the respondents' qualifications. The quantitative method was chosen for this research as the variables in the research are quantifiable and measurable (Creswell, 2009) and through the chosen targeted population, generalizations can be made after data collection and analysis (Zikmund et al. 2010). Additionally, using a questionnaire, numerical data can be analyzed to be able to interpret the results into graphs and tables.

RESULTS

The respondents perceived that the teaching styles such as Whole Class Activities, Individual activities and small group activities used in teaching Grade V Mathematics are in Moderate Extent. Lastly, the result shows that teaching styles have a significant relationship in teaching Grade V Mathematics.

DISCUSSIONS

Since the result shows that teaching styles have a significant relationship in teaching Grade V Mathematics, the researcher recommends that the teacher needs to understand children's thinking in order to be able to arrange meaningful learning situations. A teacher also needs additional pedagogical knowledge: the ability to arrange successful learning situations (for example, the ability to use group work in an effective way), knowledge of the context of teaching and knowledge of the goals of education. Teachers should start to develop specific interventions to circumvent the occurrence of mathematics learning difficulties.

KEYWORDS: teaching styles, curriculum

SUBMISSION ID: R04A-CALAMB-0154

Teaching Styles of Science and Technology Teachers and Learning Styles of Second Year Students From Selected Public Secondary Schools

Cirilo Vista, Jr, Department of Education Laguna

Abstract

INTRODUCTION

This study aimed to identify the teaching styles of science teachers and learning styles of high school students using the Felder-Soloman model. The second purpose was to evaluate the relationship utilizing questionnaires to understand their merits and deficiencies in the implementation of the Secondary Science Education Curriculum.

For Teaching-Learning Style, the following etymology Dimensions were utilized: Active-(try something out, social-oriented), Reflective - (think about material, impersonal oriented), Sensing - (existing ways, Concrete materials, Careful with details), Intuitive -(New ways, Abstract materials, Not careful with details), Visual - (Pictures), Verbal - (Spoken words, Written words, Difficulty with visual style), Sequential - (Detail oriented, Sequential progress, From parts to the whole), Global - Overall picture, Non-sequential progress, Relations/connections)

METHODS

The descriptive method of research was utilized in the conduct of this study with the 2-tiered questionnaire as the main tool in the gathering of the data. The simple stratified random sampling technique was used to determine the respondents from Year 2 science high school teachers and students in Santa Cruz, Laguna District. 16 teachers and 196 students responded. Chi-square analysis was used to determine the relationship of the teaching-learning styles to students' performance from 1st to 3rd grading periods.

RESULTS

Chi-square revealed only one significant relationship within the four teaching style dimensions between visual-verbal and level of performance of students (14.93, 3, 7.82). This result suggests that visual teachers influenced the level of performance of students. Other computed chi-square values of 4.96 for active-reflective, 5.06 for sensing-intuitive and 4.64 for sequential-global, do not exceed the critical chi-square value of 7.82 at 5% level of significance

DISCUSSIONS

The study showed the existence of parity in teacher-student learning styles. Both teachers and students had a strong preference for the sensing, visual, and sequential learning styles. While certainly only empirical, irrespective of the preferred learning style, students preferred instruction with active participation as the primary mode of teaching. Not all learning styles are able to establish a significant relationship with students' performance. Though it yielded limited statistically significant results, it should help to provide insights into how learning styles may affect student performance in science.

KEYWORDS: Teaching Style, Learning Style, Students' Performance

SUBMISSION ID: R04A-LAGUNA-0017

Teaching Styles of Teachers and Learning Styles of Pupils in Mathematics
II; their Relationship with Pupil's Achievement

Joan Malata & Khristine De La Vega, Lcapstei

Abstract

INTRODUCTION

Mathematics is one of the indispensable tools in the development of academic, intellectual, technical and manipulative skills of pupils. It is for this reason that it became one of the basic subjects in the curriculum in all levels of education.

As such, the main objective of this study was to determine the teaching styles of teachers and learning styles of pupils in Mathematics II; their relationship with pupil's achievement.

1.
- What is the performance level of students in Mathematics II based on their average in the second quarter?
2.
- To what extent are the demonstrated styles utilized by teachers in teaching Mathematics II as perceived by school heads and by themselves characterized in terms of:
- 1.1
- Formal Authority
- 1.2
- Demonstrator
- 1.3
- Facilitator
- 1.4
- Delegator
3.
- What are the different learning styles manifested by the pupils as learners which are described in terms of:
- 3.1
- Auditory
- 3.2
- Visual
- 3.3
- Kinesthetic or tactile
4.
- Is there any significant difference in the manifested learning styles of pupils based on the components mentioned in question no. 3?
5.
- Is there a significant relationship that exists:
- 5.1
- between the teachers teaching styles and student performance,
- 5.2
- between the students learning styles and their performance in Math II.

METHODS

Downloaded questionnaires from the internet were distributed to 35 Grade Two teacher respondents and 162 Grade Two pupil respondents from thirteen schools in Lipa City North District. Pupils' second-quarter grades were used in this study to determine whether the teaching styles of teachers affect their academic performance. The research design that was used in this study was the descriptive method. The

different statistical treatments used in this study were: percentage, ranking, weighted mean, ANOVA, Pearson Product Moment Correlation Coefficient, and Correlated T-Test.

RESULTS

Further perusal of the findings disclosed that almost half of them act as the facilitator of learning. It could be inferred from the results that urge students to perform physically. It could be deduced from the findings that pupils were more interested to do activities which required challenge on them. The best of which was when the teachers act as Facilitators of learning wherein the focus was more on guiding and directing pupils.

DISCUSSIONS

That the performance in Mathematics II of pupils under study is still in the developing stage. That majority of the teachers teaching Mathematics II perform the role of being the facilitators of learning.

KEYWORDS: Mathematics, Teaching Styles, Learning Styles, Achievement

SUBMISSION ID: R04A-LIPAC1-0149

Teaching Styles, Adequacy, and Extent of Use of Instructional Materials in English Subject in Relation to Pupils' Academic Performance: Basis for Action Plan

Ronalyn Agang, Baliwag Elementary School

Abstract

INTRODUCTION

This study determined the effectiveness of teaching styles, adequacy & extent of use of instructional materials in English subject in relation to pupils' academic performance as a basis for an action plan. This sought to answer the following questions: 1.) How are intermediate English teachers' teaching styles categorized? 2.) How adequate are instructional materials used by the teacher-respondents in teaching English? 3.) What extent are the instructional materials used? 4.) What is the level of intermediate pupils' academic performance in English? 5.) How significant is the relationship between teaching styles and pupils' academic performance; adequacy of instructional materials used by the teachers and pupils' academic performance and; extent of use of instructional materials used by the teachers and pupils' academic performance?

METHODS

To explore the relationship between teaching methods, students' attitude and academic performance, the descriptive-correlational research design was chosen. The survey instrument used in this study was adapted from the Grasha-Riechmann's teaching style survey questionnaire (2015) which was adapted from the internet. It consisted of 40 item questions with 5 sub-categories as the expert, formal authority, personal model, facilitator, and delegator. The instrument was administered and interpreted.

RESULTS

Based on results, the intermediate English teachers' teaching styles are high on being expert (mean = 4.39) high on being formal authority (mean = 4.16), high on being personal model (mean = 4.38), high on being facilitator (mean = 4.30), and high on being delegator (mean = 4.30). The general level of pupils is average level. There is a highly significant correlation between teaching styles and the academic performance of pupils. There is a moderately significant correlation between the adequacy of the use of instructional materials and academic performance of pupils in English. There is a moderately significant correlation between the extent of use of instructional materials and the academic performance of pupils.

DISCUSSIONS

The school head should consider continuous encouragement of teachers to upgrade their profession and be updated on changing trends in teaching for the benefit of learners. Teachers should strive more & find ways to improve teaching styles by making effective strategies to the extent that pupils will be influenced and properly motivated to study harder. The proposed action plan is recommended for utilization in the school to improve more academic performance.

KEYWORDS: academic performance, teaching style, instructional materials

SUBMISSION ID: R04A-CAVITP-1624

**Teaching Styles, Attitude and Academic Performance of Selected Grade 8
Students at Tagaytay City National High School**

Annaline Martinez, Tagaytay City National High School

Abstract

INTRODUCTION

The study is concerned with the teaching styles, attitude towards Science and academic performance of randomly selected Grade 8 students at Tagaytay City National High School.

The preliminary step to effective planning in teaching Science is to identify the students' interest or attitudes towards the subject. Proper diagnosis of the strengths and weaknesses of the students would guide the teachers in selecting appropriate strategies on how to teach Science more effectively.

METHODS

A total of 335 from randomly selected Grade 8 students at Tagaytay City National High School were involved in this study. The descriptive-correlational research method was used in this study. Questionnaires were the primary instruments used in data gathering. The instrument used in this study was patterned from the questionnaires made by the different authors to suit the purposes of the study. Expert validation was done to determine the validity and reliability of the instrument. This study used frequency, percentage, mean, chi-square test, biserial correlation coefficient, and contingency coefficient to analyze the data.

RESULTS

Findings indicated that: the majority of the respondents perceived democratic teaching styles; the attitude of students towards biology was a "highly favorable" and academic performance of students was "satisfactory" as rated by their teachers.

No relationship was found between the demographic profile of the respondents as to age, sex, parents' educational attainment, and parents' occupation and attitude towards Science. These findings suggest that the demographic profile of the respondents do not affect the students' attitude towards Science. Moreover, no relationship between academic performance and teaching styles was found. These findings may imply that whether the teachers are autocratic, democratic, laissez-faire, and indifferent, the students' academic performance may not be affected by the teaching styles employed by their teachers.

DISCUSSIONS

The relationship between academic performance and the attitude towards Science was found significant. This finding implies that the student with high achievement in Science has developed a positive attitude towards the subject.

The findings of this study may serve as a reference for further researches that are relevant to teachers and students.

KEYWORDS: Science, Academic Performance

SUBMISSION ID: R04A-CAVTP-1223

Teaching Subtraction of Two Digit Numbers by Two through the Use of Model among Grade One Pupils in Malagonlong Elementary School

Leonor Yponla, Department of Education Division of Lipa City

Abstract

INTRODUCTION

Effective learning of mathematics can be achieved only through proper understanding of its structure and underlying construct. The researcher intends to explore their knowledge in teaching subtraction using models to easily attract the attention of the pupils and surely make them understand the lesson. The researcher used the model in teaching Subtraction of 2 digit numbers by 2 among the Grade One Pupils in Malagonlong Elementary School. The study focused on the teaching of "Subtraction of 2 digit numbers by 2 through the use of model among Grade One pupils in Malagonlong Elementary School. It discussed the distinct feature of the model as used in teaching "Subtraction of 2 digit numbers by 2 with lessons about "Subtraction with and without regrouping."

METHODS

The researchers use the descriptive method to know that the students easily understand the lesson. The grade one pupils were the respondents of this study. The study applied the documentary analysis about the model and writing a lesson plan using two lesson plans with each part starting with objectives, subject matter, procedures, evaluation, and assignment. The objectives were "Subtract 2 - digit number with or without regrouping". The strategy used was a model of an object like a chips sandwich. The statistical tools used were frequency, percentage, and ranking.

RESULTS

Mathematical modeling can be taught at every stage of a student's mathematical education, from kindergarten to undergraduate school and beyond, as a basis for developing problem-solving skills and mathematical habits of mind. The researcher used Modeling in teaching Subtraction to retain more information, understand the concept more rapid and productive. The study revealed that Modeling strategy helped the learners understand the lesson easily on subtraction without regrouping and with regrouping. The lessons about subtraction like subtraction with regrouping and subtraction without regrouping were discussed using symbolic model. Majority of the pupils who had an average performance on subtraction without regrouping and with regrouping manifested great improvement in working with numbers after using the Model strategy.

DISCUSSIONS

Modeling strategy used in teaching Mathematics lessons in the primary grades was deemed to be a successful way of improving Mathematical skills of children. Pupils do not only learn but enjoy the activity as they become well aware of the process as demonstrated by the teacher before challenging the pupils to perform on their own.

KEYWORDS: model, drill, role-playing, games, strategy, trade-in, subtraction with and without regrouping

SUBMISSION ID: R04A-LIPAC1-0042

Teaching Techniques of Science Teachers of Wenceslao Trinidad National HS: Its Implication on K-12 Learners' Achievement

Florentina Malabanan, Department of Education

Abstract

INTRODUCTION

Teaching is attained only if learners learn. The teacher, being the primary figure in education must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the students as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators play varied and vital roles in the classroom.

METHODS

The descriptive survey method was used in this study. The researcher used a questionnaire, interviews, students' class work, and other student outputs. The questionnaires were administered before and after strategies were applied. Student interviews were done informally in the classes.

RESULTS

As obtained in the study, the following are the teaching techniques of Science teachers that affect k-12 students' motivation

- 1.) Inquiry-Based Learning
- 2.) Lecture-Discussion
- 3.) Technology-Integrated
- 4.) Active Learning
- 5.) Collaborative Learning

DISCUSSIONS

From the data collected, it is shown that the technology-integrated teaching techniques have the greatest effect on students' motivation towards the Science subject with 80%. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for teachers and students. On the other hand, collaborative learning is also an effective technique in teaching Science, 67% of the response of the Science teachers. Some other responses were: Lecture-Discussion, the traditional method of motivating the students with 60%, active learning and inquiry-based method with 53%.

In table 2, it is shown that 93% of the respondents answered that the most effective factor that motivates the students to learn Science subject is through incentive. Meanwhile, 80% of the respondents responded that the students' involvement in the class is also an effective way to motivate the learners to learn the subject. And the other responses were teacher's encouragement and connecting each lesson to real life both with 67%.

It has been determined that the teaching strategies used are successful because most of the respondents responded that the teaching and learning process becomes effective in the students' achievement in the Science subject.

KEYWORDS: teaching techniques, learners' achievement

SUBMISSION ID: R04A-BATANP-1014

Teaching Writing Orientation of Esl Teachers

Joselito Quintana, Trece Martires City Senior High School

Abstract

INTRODUCTION

Approaches to teaching writing would best improve the learners' writing skill. According to Parina (2011), the Philippines is still stuck with the traditional product approach to teaching writing. This strong claim should be verified as it seems to oppose the education ideology of the Department of Education which is biased towards the combination of process and genre-based approaches.

METHODS

Thus, this study which used mixed method research design was conducted to investigate the preferred approach to teaching writing among **Department of Education** ESL teachers and how they use the approach to teaching writing to maximize students' learning experience. A self-made checklist elicited quantitatively the ESL teachers' preferred approach to teaching writing and an interview was conducted to qualitatively underscore how these teachers use the approach to teaching writing.

RESULTS

It is very apparent that among the three approaches to teaching writing, the product approach is the least approach with a mean of 2.61 and a verbal interpretation of sometimes preferred approach. While the genre-based approach got a higher mean of 4.45 compared to the process approach with a mean of 4.40, both are preferred approach to teach writing among ESL teachers. Interview with the respondents revealed that they actually practice their preferred approaches to teaching writing in their classes in all aspects of their teaching.

DISCUSSIONS

Generally, the results of this study contradict the claim made by Parina (2011) that the Filipino ESL teachers prefer the product approach. Apparently, the results of this study suggest that ESL teachers in the Philippines are starting to realize the effectiveness of both process and genre-based approaches.

KEYWORDS: ESL writing, product approach, process approach, genre-based approach

SUBMISSION ID: R04A-CAVITP-0128

Team-Based Learning for Improving Students' Performance in Mathematics 8

Nerissa Nañadiego

Abstract

INTRODUCTION

Education aims to create teaching and learning environments that would bring about desired changes in learners, whether to be more knowledgeable, better skilled or to influence their attitudes and values positively. It can be construed then that the greatest and inevitable challenges educators face is determining the most effective strategies for their students. Teachers, then, must think of using a modern instructional approach such as team-based learning, which is one of the most commonly used forms of active pedagogy.

METHODS

The experimental type of research using post-test only control group design was applied in this study to determine the validity and appeal of team-based learning on student's performance in Mathematics 8. Prior to the experiment, the researcher attempted to determine the level of proficiency of the respondents in terms of their grades in Mathematics 7, scores in a diagnostic test, grades in Mathematics 8 for the first grading period and pre-test scores. The study likewise included determining the significant difference in the achievement level of the experimental and control group after the experiment. The data gathered were tallied and presented through tables and text. The t-test for independent samples, mean, standard deviation and t-test for dependent samples was used as statistical treatment.

RESULTS

Based on the matching made by the researcher, the study showed that the students in the experimental and control group exemplified the same level of proficiency. The significant difference between the performance of the experimental and control group in the post-test was indicated by the computed t-value of 15.80 which is higher than the critical t-value of 2.014 at .05 level of significance. The findings also revealed that the developed team-based learning activities helped the students in the experimental group to perform better in Mathematics 8. Thus, team-based learning enhances understanding of a lesson in Mathematics.

DISCUSSIONS

This action research had seen the value of using team-based learning approach as an instructional strategy in improving the performance of Talipan NHS Grade 8 students in selected Mathematics 8 topics. It is recommended to strengthen the use of team-based learning in teaching Mathematics in all grade levels. In addition, it is also recommended to enhance the team-based learning activities by making its difficulty adjusted to the needs of the students and emphasizing that it is vital to have positive learning outcomes.

KEYWORDS: Team-based learning, Students performance, Mathematics 8, Grade 8 students in Talipan NHS

SUBMISSION ID: R04A-QUEZON-0315

Technical Assistance Needs on Multiple Choice Test Construction of Esp Teachers in SDO Imus City

Feliz Tayao

Abstract

INTRODUCTION

So much have been said and written on why teachers administer tests on students. According to Kelly (2017), "At the school level, educators create tests to measure their students' understanding of specific content or the effective application of critical thinking skills. Such tests are used to evaluate student learning, skill level growth, and academic achievements at the end of an instructional period such as the end of a project, unit, course, semester, program, or school year. These tests are designed as summative assessments". Given this premise, test writers should be adept in writing good test questions and instructional supervisors should determine if needs for technical assistance exist among test writers to ensure that the test instruments satisfy the characteristics of a good test.

METHODS

Anchored on Derek Bruff's concept on multiple choice exams, this action research aimed to determine the priority needs for technical assistance of the Edukasyon sa Pagpapakatao (EsP) teachers as test writers in the Schools Division of Imus City. Using a self-made yes-no checklist based on Cynthia J. Brame's guides on writing good multiple choice test questions, this research evaluated 20 teacher-made instruments in EsP across all grade levels. This paper utilized a descriptive design and quantitative method to show the details on some errors in constructing the multiple choice test which deviated from the principles of test construction. Results were tabulated and sorted according to frequency to determine the priority areas. Findings of this study were validated by the researcher's unit head.

RESULTS

The study revealed that the top 5 aspects of multiple choice test construction that are considered priority needs for technical assistance are presenting alternatives in a logical order, writing HOTS questions, writing clear and concise alternatives, writing meaningful stems, and writing plausible alternatives. Recommendations included providing training on test construction to the teachers, intensifying item banking, and creating a pool of internal test evaluators in the schools who could serve as coaches or technical assistance providers to test writers.

DISCUSSIONS

This research was the first of its kind to be conducted in the division. The interventions recommended to address the technical assistance needs of the teachers could result in effective and efficient planning and writing tests/assessment tools that are competency-based and correctly written.

KEYWORDS: EsP, test construction, technical assistance

SUBMISSION ID: R04A-IMUSC1-0073

**Technical Skills and Academic Performance of Grade 11 Electrical
installation and Maintenance Students of San Juan National High School**

Jeffrey San Esteban, San Juan National High School
(Adviser: Avram Gutierrez)

Abstract

INTRODUCTION

Technical Vocational Livelihood (TVL) students are expected to acquire skills in line with their chosen specialization or strand. However, the issue of meeting the learning competencies arises because the curriculum is still considered new. This study aims to identify the level of abilities on the technical skills in electrical installation and maintenance and its corresponding relationship, if there is, with their academic performance.

METHODS

Using a validated researcher-made questionnaire, a survey was conducted to the randomly selected Grade 11 Electrical Installation and Maintenance (E.I.M.) students. Pearson r and T-test was then used to test the null hypothesis.

RESULTS

It was found out that installation of different kinds of switches such as 4-way and 3-way switch as well as installation of special purpose outlet and ground fault current interrupter were the least mastered technical skills of the students. On the other hand, the assessment on the preparation of schematic diagram and identification of electrical tools have been found out to be as their most mastered skills obtaining a rating of satisfactory. The students under consideration had a satisfactory academic performance with an average grade of 84 on their specialized subjects.

DISCUSSIONS

The findings of the study showed that there is, indeed, a significant relationship between the technical skills and academic performance among the Grade 11 Electrical Installation and Maintenance students. Consequently, collaborative interventions on the part of the school administrator, teachers, and students are highly recommended by the researcher to better improve the learning outcomes of the students, most particularly, on meeting the technical skills aligned to their specialization.

KEYWORDS: Electrical Installation and Maintenance, Technical Skills, Academic Performance

SUBMISSION ID: R005-CAMSUR-0141

Techniques and Strategies Employed by Multigrade Teachers in Mahabang Gulod Primary School

Rizaldy Ernelson Maralit, Kenny Rose H. Deomampo, Barigon Elementary School, & Hilaria Lenie D. Tolentino, Mahabang Gulod Primary School

Abstract

INTRODUCTION

Multigrade teaching is a situation in which one teacher has to teach many grades, all at the same time. As a facilitator of learning in multigrade class, a teacher multiplies his responsibility in creating harmonious and effective teaching and interaction in a class. He should engage everyone to develop their self-esteem and be confident to share opinions and ideas. He also has this responsibility to be creative in making activities that will catch the attention of the learners and make them focus on the activity they engaged in.

METHODS

This study used questionnaires as a tool to gather data. The researchers sent letters of approval to the school administrators or school heads. Moreover, questionnaires were issued to the respondents. The researchers used sampling design which allows the selection of an available group of respondents. In this study, the selection of the respondents is based on the years of service.

RESULTS

Based on the result gathered from the questionnaire issued, 50% of multigrade teachers from Mahabang Gulod Primary School had to serve the Department of Education for 3 years. 25% of them served for 2 years and another 25% serve for 15 years. A great number of them agreed that the most effective technique and strategy in multigrade teaching are by Organizing Group and Activity. They believe that this help students develop their sense of belongingness with their classmates and share their ideas and opinions. This was followed by using Positive Discipline; they consider this strategy because they believe that this can motivate children to study harder. They also Give extra attention to children with special needs. This is very effective with students with special needs. In a class, there is always a fast learner, average learner, and slow learners. This helps students interact with everyone and be involved with the teaching and learning process.

DISCUSSIONS

This study shows that there are many teaching techniques and strategies a multigrade teacher uses to deliver the lesson efficiently and effectively. Among those strategies, the most commonly used are Organizing Groups and Activity, Using Positive Discipline and Giving extra attention to children with special education needs. The teachers find these techniques useful and helpful to the students for their better understanding. This also showed that students developed their sense of belongingness and developed their sense of responsibility.

KEYWORDS: Multigrade Teachers, Techniques

SUBMISSION ID: R04A-BACOR-0006

Techniques and Strategies Employed by Multigrade Teachers of Mahabang Gulod Primary School: Basis for Enhancement Program

Rizaldy Ernelson Maralit, Kenny Rose H. Deomampo, Barigon Elementary School, & Hilaria Lenie D. Tolentino, Mahabang Gulod Primary School

Abstract

INTRODUCTION

Multigrade teaching is a situation in which one teacher has to teach many grades, all at the same time. As a facilitator of learning in multigrade class, a teacher multiplies his responsibility in creating harmonious and effective teaching and interaction in a class. He should engage everyone to develop their self-esteem and be confident to share opinions and ideas. He also has this responsibility to be creative in making activities that will catch the attention of the learners and make them focus on the activity they engaged in.

METHODS

This study used questionnaires as a tool to gather data. The researchers sent letters of approval to the school administrators or school heads. Moreover, questionnaires were issued to the respondents. The researchers used sampling design which allows the selection of an available group of respondents. In this study, the selection of the respondents is based on the years of service.

RESULTS

Based on the results gathered from the questionnaires issued, 50% of multigrade teachers from Mahabang Gulod Primary School had to serve the Department of Education for 3 years. 25% of them served for 2 years and another 25% serve for 15 years. A great number of them agreed that the most effective technique and strategy in multigrade teaching are by Organizing Group and Activity. They believe that this help students develop their sense of belongingness with their classmates and share their ideas and opinions. This was followed by using Positive Discipline; they consider this strategy because they believe that this can motivate children to study harder. They also use Giving extra attention to children with special needs. This is very effective with students with special needs. In a class, there is always a fast learner, average learner, and slow learners.

DISCUSSIONS

This study shows that there are many teaching techniques and strategies a multigrade teacher uses to deliver the lesson efficiently and effectively. Among those strategies, the most commonly used are the Organizing groups and activity, Using Positive Discipline and Giving extra attention to children with special education needs. The teachers find this technique useful and helpful to the students for their better understanding. This also showed that students developed their sense of belongingness and developed their sense of responsibility.

KEYWORDS: Multigrade Teachers, Techniques

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Techniques and Strategies in Teaching Statistics and Probability among Senior High School Students of Camp Vicente Lim Integrated School

Belinda Nazareth & Melencia Rosario Coronel, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

The teaching and learning aspects in statistics instruction have caught great and growing attention in the past decades. Statistics is widely recognized as one of the most important quantitative subjects in a school's curriculum but also known to be very challenging because they serve students with varying experiences and capabilities. More so, many of them have had negative experiences and unfavorable attitudes towards learning statistics and mathematics. The aforementioned contexts motivated the researchers to investigate contemporary techniques and strategies of the teachers in teaching statistics with the end view of drawing out implications which will help students improve their learning in statistics.

METHODS

This research utilized a descriptive - correlational research design to assess the teaching techniques and strategies of the Statistics teachers and its relationship to the Statistics performance of the students. The self - constructed questionnaire was used to assess the teaching techniques and strategies while content analysis was used to identify the performance of the students. The 136 SHS students who were drawn randomly served as the respondents of the study. Frequency, percentage, weighted mean, and Pearson's r were employed in statistical analysis.

RESULTS

The results disclosed that in terms of strategies the Statistics teachers rarely integrate schemes for assessment of statistical thinking and literacy into the curriculum and they rarely shift the focus of the course to tasks of a practical nature. Meanwhile, they were found to use often problem-based learning strategies giving students open-ended problems and taking the role of facilitator in the learning process. As to teaching techniques, teachers utilized to the full extent collaborative and active learning strategies while developing the use of technology and online resources were at a moderate extent. The students' performance in Statistics was satisfactory. Moreover, a significant relationship between the teaching techniques and strategies and academic performance of the students was noted.

DISCUSSIONS

It can be inferred based on the results that teachers may use strategies such as the integration of media reports and newspapers articles to assess students' ability to interpretive statistical thinking. As to techniques, teachers may ask students to explain terminology and to interpret the statistical results in everyday words. They may be asked to present new material with the use of statistical software.

KEYWORDS: Statistics and Probability, Teaching Strategies, Teaching Techniques, Academic Performance

SUBMISSION ID: R04A-CALAMB-0317

Technoguiding and Senior High School Learners' Competencies in Local Guiding Services

Lovely Edelweiss Hao

Abstract

INTRODUCTION

Cabarroguis National School of Arts and Trades was one of the schools in the Province of Quirino that offered Local Guiding Services in its implementation of the Senior High School curriculum. The teaching-learning process in the subject Local Guiding Services was mostly limited to the four corners of the classroom. Thus, performance tests became so unrealistic. Hence, the researcher introduced Technoguiding as innovation and tested its effectiveness in improving the competencies of the students in the subject. In TechnoGuiding, students take a tour through the internet and discover local destinations online.

METHODS

The researcher used the descriptive- experimental method. The study used a survey questionnaire which was based on the learning competencies in the Local Guiding Services Training Regulations provided by the Technical Education and Skills Development Authority (TESDA). Interviews were conducted to clarify the answers of the 15 Local Guiding Services students who were enrolled for the Second Semester, SY 2016-2017. The questionnaires were distributed twice to know the level of competence of Local Guiding students before and after the implementation of Technoguiding. In describing the effectiveness of Technoguiding as a teaching strategy in Local Guiding Services computations of means, significant differences and qualitative descriptions were done.

RESULTS

It has been found out that Technoguiding was very effective in improving the Basic, Common and Core Competencies in Local Guiding Services. With an overall p-value of .000, there was a significant difference in the level of competence of the participants in Local Guiding Services before and after the implementation of Technoguiding as a teaching strategy. This clearly means that there was a positive improvement in the students' skills in the subject.

DISCUSSIONS

The results indicate that Technoguiding as a teaching strategy in Local Guiding Services was very effective in improving the Basic, Common and Core Competencies of the participants. This study proves that integrating technology in education is powerful in meeting the needs of ever-more-diverse students' population. This technology-driven and student-centered approach empowers students to enhance their knowledge as well as their skills and enables them to think critically, improve their communication skills, work in teams, and solve problems collectively.

KEYWORDS: technoguiding, skills, senior high school, local guiding services, competencies

SUBMISSION ID: R002-QUIRIN-0012

Technological and Operational Mobile Learning Readiness of Secondary Teachers: A Basis for Secondary Teacher Professional Development Training Program

Alvin Insorio, Department of Education, San Pedro Relocation Center National High School

Abstract

INTRODUCTION

Mobile learning is one of the new trends in delivering the lesson due to the interest of the students towards mobile devices. Before it must be implemented in basic education, the readiness of internal stakeholders must be established first especially the teachers because they act as a middle component between the curriculum and the learners. The effectiveness of a mobile learning program will depend on how the teachers accept it. Their readiness on this kind of 21st-century learning will contribute significantly to deliver the lesson effectively and efficiently. This study focused on technological and operational mobile learning readiness of secondary teachers particularly English, Science, and Mathematics. It also aimed to propose a professional development training program to make mobile learning implementation successful.

METHODS

This was a descriptive cross-sectional design where a survey questionnaire and interview guide questions were the instruments for data collection. Content validity and internal consistency were established before data collection. Stratified sampling and Slovin's formula for sample size at 5% margin of error were employed to determine the 120 respondents of the study from the four secondary schools. Ethical considerations were strictly followed such as informed consent, the anonymity of the participants, confidentiality, and security of data. Statistical treatment was used for the analysis of quantitative data, while thematic coding for the qualitative part.

RESULTS

It was found out that secondary teachers were much ready in terms of accessibility and affordability of mobile learning. They own mobile devices like smartphones and laptop computer with internet connectivity. They can afford to buy devices if they don't have, but they were not willing to buy a mobile app. In terms of operational skills, secondary teachers were skilled in operating mobile devices. Secondary teachers were very much ready in reading documents and using mobile as calculators. When it comes to awareness and attitude, they are much aware and have a positive attitude towards mobile learning. They believed that mobile learning has an impact on learning and they were looking forward to engaging in mobile learning. However, they much need training and support from the institution both help desk and online.

DISCUSSIONS

Secondary teachers were ready on the implementation of mobile learning as an alternative delivery mode in teaching. A three-day mobile learning training program was proposed focusing on ethics in mobile use, strategies, and techniques on using a mobile gadget, operating mobile devices properly, and programming of mobile app and creation of school-based training and support staff.

KEYWORDS: Mobile learning, technological readiness, operational readiness

SUBMISSION ID: R04A-LAGUNA-0273

Technological and Pedagogical Content Knowledge of Ilat National High School Teachers

Jocelyn Manset, Department of Education

Abstract

INTRODUCTION

Technological Pedagogical Content Knowledge (TPCK) was introduced to the educational research field as a theoretical framework for understanding teacher knowledge required for effective technology integration. In this study, the researcher conceived and looked for the variables associated with instruction of Ilat National High School teachers that would open up avenues for a more purposeful, efficient teaching that can consequently improve the status of learning of the students, thus the conduct of Technological and Pedagogical Content Knowledge of Ilat National High School teachers.

METHODS

This study made use of the descriptive method of research using a researcher-made questionnaire as the main gathering tool. Focus group discussion and data analysis were done to further validate the data provided in the questionnaire.

RESULTS

The results showed that the teachers displayed high understanding and apply knowledge of content within and across curriculum learning areas, enact appropriate approaches and strategies in teaching, equipped enough in using technology in teaching, able to blend content knowledge with the pedagogy, tune their teaching practices, improve subject matter knowledge and help them in assessing their students' learning, have understanding regarding different technologies which varies from very simple, low technologies like the use of pencil and paper to more advanced and sophisticated technologies, have knowledge of how various technologies can be used in teaching, and to understanding that using technology may change the way teachers teach.

DISCUSSIONS

The results demonstrate the need for the enhancement of technological and pedagogical content knowledge of Ilat National High School teachers to acquire the knowledge required by teachers for integrating technology into their teaching in any content area. Teachers have an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies.

KEYWORDS: content, pedagogy, technology

SUBMISSION ID: R04A-BATANP-0876

Technology Application Integrated with Cooperative Approach in Teaching Reading in Grade Four Pupils in San Felix Elementary School

Rosemarie Penaflor

Abstract

INTRODUCTION

Technology is a ubiquitous part of pupils' lives. It is transparent. Most homes have connected computers or Internet-enabled devices. As prices of technology drop, computers and digital devices may replace television as we know it. When pioneering educational technology advocate Jan Hawkins wrote an essay for Edutopia in 1997, "The World at Your Fingertips: Education Technology Opens Doors," about how technology brings the tools of empowerment into the hands and minds of those who use them, she couldn't have known her words would be even more relevant today.

METHODS

This study presented the research design, the population, research instrument, data gathering procedure and statistical treatment of data.

To attain the purpose of the study, the researchers used the descriptive survey type of research.

RESULTS

This part of the study presented the responses to the research objectives heaved in the research.

1.

Th
e strategies applied to the teaching of reading in Grade Four pupils under Cooperative Approach were the following:

1.1

Us
ing Think-Pair-Share; 1.2 Jigsaw Groups for Cooperative Learning

2.

In
spite of the many benefits of technology in teaching, teachers have also encountered a lot of challenges.

2.1

Th
e facilities of the classroom; 2.2 Lack of teachers; 2.3 Teachers' computer competence; 2.4 Teachers' heavy workload; 2.5 Pupils attitude;

2.6 Pupils' computer competence

DISCUSSIONS

Findings revealed that the pupils increased their performance in reading as indicated from the over-all means score of 13.98 interpreted as very satisfactory. This implied that technology enhances pupils reading performance.

KEYWORDS: technology, cooperative approach, integrate

SUBMISSION ID: R04A-BATANP-1840

Technology-Based in Teaching Shapes among Grade II Pupils in Mapulo Elementary School

Jenny P. Mendoza & Emelita P. Buno, Department of Education
(Adviser: ofelia P. Driz)

Abstract

INTRODUCTION

Technology has played a vital role in educational innovation that's why teachers nowadays use this as a learning tool. Despite the innovation, yet some still failed to incorporate its benefits. In the implementation process, this learning tool explored the creativity and passion of the pupils in using the technology and appreciated its capabilities. In this study, there is an evident success in putting learning to the pupils.

METHODS

The researchers were granted permission to use human subjects in the study. Participants were pre-tested and then taught using technology-based teaching method. Motivation questionnaire and interview guide, achievement tests, and attitude survey were used as instruments. Test scores were conducted, with the data collected through the qualitative descriptive method to add insight into people's attitudes, value system, concerns, motivations, aspirations, ethnicity or lifestyles.

RESULTS

Technology can be described as "the combination of various digital media types, such as text, images, sound, and video, into an integrated multisensory interactive application or presentation to convey a message or information to an audience." Well-designed multimedia helps learners build more accurate and effective mental models than they do from text alone.

DISCUSSIONS

The results demonstrate that the majority of the pupils can interpret and understand the lesson with the use of technology-based approach. Pupils show creativity and passion in using educational technology, they differ in perception and responses in concepts of teaching shapes and appreciate the integration of educational technology in teaching shapes in grade two pupils. The use of educational technology in teaching should emphasize the increase it does to pupil's achievement in Mathematics.

KEYWORDS: technology, shapes, teaching

SUBMISSION ID: R04A-BATANP-1156

Technology-Based Instructional Materials in Teaching Araling Panlipunan in Kumintang Elementary School

Niño Adam Dilay, Kumintang Elementary School

Abstract

INTRODUCTION

For any educational institute, pupils are the most important asset. Quality education is the best way to achieve the development that everyone is looking for in the near future. And it is a fact that there is a great responsibility in giving quality education to the children so they become competent and responsible citizens in our country. The teacher must be knowledgeable, capable and creative enough in teaching lessons in the classroom. They must be dedicated to their chosen profession. Pupils cannot learn better without the use of instructional materials. It is a great help for them to study harder. This material serves as a tool for the discussion in a classroom setting.

METHODS

This study used the descriptive method of research to gather information about the technology-based instructional materials used in teaching. According to Valdez (2010), descriptive research is concerned with the description of data and characteristics of 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 controlled. The said method which is the most common and widely used in gathering data regarding the opinions of a group of persons, provided sufficient information the researcher absolutely needs.

RESULTS

1) The available technology-based instructional materials utilized by the teachers used in teaching Araling Panlipunan were determined. 2) Based on the assessment of the advantages of Technology-Based Instructional Materials in Teaching Araling Panlipunan in Kumintang Elementary School, the table shows that the instructional materials mentioned above helped to a highly evident. 3.) Technology really helped pupils to be active in class though there are still problems encountered due to inappropriateness of some of the technology medium of instruction.

DISCUSSIONS

1.) Computer especially PowerPoint Presentation was the most available technology-based instructional material utilized by the teacher-respondents' in Kumintang Elementary School having 4.00 weighted mean score. 2.) Pupils can learn their subject with interest obtained a weighted mean of 3.93 which ranked first among the ten items. 3.) Pupils can assume that learning is simply a collection of facts and figures ranked first with a weighted mean of 3.07 and interpreted as agree.

KEYWORDS: instructional materials, assessment, technology, Araling - Panlipunan, Multi-media, teachers, guidelines

SUBMISSION ID: R04A-BATANC-0415

**Technology-Based Instructional Materials in Teaching Mathematics for
Grade Three Pupils: Its Acceptability**

Christine Mary Ramos

Abstract

INTRODUCTION

Mathematics is an interesting subject that needs so much attention in the elementary. This subject class seems to develop into fearing subject to many of us. Students frequently lose their interest and find Mathematics to be outside of their concern. They just ignore its importance to their future. This situation can be solved by creating a diverse learning approach where both the teacher and the students can interact, collaborate, and cooperate without the sense of fearing the subject.

METHODS

The study used descriptive research. Descriptive research is fact-finding with adequate interpretation. The descriptive method is something more and beyond just data-gathering; the latter is not reflective thinking nor research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the project underway.

RESULTS

The extent of utilization of instructional materials was much utilized with an overall weighted mean of 3.44.

DISCUSSIONS

The following conclusions were drawn based on the result of the study:

1. The identified instructional materials in teaching mathematics for Grade 3 pupils were much utilized.
2. Technology-Based instructional materials were developed.
3. The developed technology-based instructional materials were acceptable.
4. Post-test results are higher than the pretest results signifying the effectiveness of the developed technology-based instructional materials.

KEYWORDS: assessment innovations, activity instructional materials, activity sheets, workbook in arts

SUBMISSION ID: R001-PANGA2-0004

Technology-Based Intervention Activities in Kindergarten in Gulod Elementary School

Cherry Fantilagan, Department of Education

Abstract

INTRODUCTION

The study aimed to assess the technology-based intervention activities in public kindergarten class in Batangas City in the context of the extent of application of technology integration in Kindergarten ECCD. Specifically, the study sought an answer to the following questions: What are the technology-based activities that Kindergarten teachers used in teaching? How the technology-based intervention activities may be described relative to appropriateness, usability, and layout? What is the level of performance of Kindergarten pupils in their different domains? To what extent are problems met in utilizing technology-based intervention activities in the Kindergarten ECCD? Based on the findings, what learning plan may be prepared to address low-level performance in Kindergarten ECCD using technology-based intervention activities?

METHODS

The descriptive design will be utilized in this study to determine the different techniques used in teaching kindergarten, characteristics of technology-based activities and the status of implementation and problems met in using the technology-based intervention activities.

RESULTS

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

1. Among the different activities integrating technology in presenting the lesson, the majority of the respondents used DVD/ CD player and LCD Projector/ LED TV in presenting the lesson.
2. The assessment of technology-based intervention activities was described in terms of appropriateness, usability and layout were highly evident.
3. The level of early childhood development of Kindergarten pupils revealed that Gross and Fine Motors had shown Suggest Advanced Development while Cognitive Domain indicated Suggests Significant Delay in Overall Development.
4. The major problem met by the teachers in utilizing technology-based intervention activities in Kindergarten is the inadequacy of computers for hands-on activities.
5. Project KIM was proposed to address the low level of performance in Kindergarten ECCD.

DISCUSSIONS

The main data gathering instrument used was a researcher-made questionnaire. The study had two parts, the first part discussed the description of technology-based intervention activities concentrating on appropriateness, usability and layout of the educational computer programs and the second part focused on the problems met in utilizing the technology-based intervention activities.

KEYWORDS: technology, intervention activities, kindergarten, early childhood education

SUBMISSION ID: R04A-BATANC-0074

Technology Integration to Word Recognition in English among Grade One Pupils in Plaridel Elementary School

Mary Grace Padura, Plaridel Elementary School, Division of Lipa City

Abstract

INTRODUCTION

It is widely identified that many students have problems in recognizing words. This affects their ability to decode words, hence read accurately, fluently and automatically.

Since we are dealing with 21st-century learners, integration of technology is now timely and relevant. There has been a remarkable improvement in access and rate of adoption of technology in education. It is vital that children learn how to use it at an early age. When children use technology tools in elementary schools, a sense of confidence and competence in their computer skills will grow as they get older.

With this study, school personnel especially the teachers may be more willing to integrate technology in teaching besides it is stated previously that children nowadays are more likely to study with gadgets.

METHODS

The study utilized descriptive design to gather data towards a child's educational performance as affected by their socio-economic status of Plaridel Elementary School.

The researcher prepared the questionnaire which she thought would give answers to the statement of the problem.

The final copy of the questionnaire was then checked by the professor for some revision to make. After the approval of the professor on the final draft of the questionnaire, the researcher sought help from some education experts for the validation of the questionnaire.

Upon the approval of the instrument, the researcher sought permission from the principal of the Plaridel Elementary School for the distribution of the questionnaire.

In order to interpret the results, the researcher used the Likert scales in treating the result of the study.

RESULTS

Children of today much prefer to use gadgets at all times and rather study with technology than other materials. They tend to remember easier the lesson especially the alphabet and sounds with technology integration. Most of the teachers utilize and maximize resources as a tool for establishing reading habits among the children and utilize the use of multimedia in the classroom in teaching word recognition effectively.

DISCUSSIONS

We are now dealing with 21st-century learners who are exposed to different technological equipment. The traditional way of teaching is somewhat not applicable anymore. Limited access in technology in teaching seems to be a hindrance for efficient teaching and learning process. Children recognize words easier through repetition, therefore, the use of multimedia would be a great help in learning how to read. Enhanced remedial activities are prepared.

KEYWORDS:

ord

mprehension

Technology
W
Recognition
Co

SUBMISSION ID: R04A-LIPAC1-0107

Technology-Aided in Teaching Phonics among Kindergarten Pupils in Bawi Elementary School

Maricel Bobadilla, Bawi Elementary School

Abstract

INTRODUCTION

Philippine Education today is rarely different from the traditional way of the Educational System. It is said that we belong to an emerging country. In the past few years, we teachers used to embrace the Basic Education Curriculum (BEC) in teaching. Due to the influence of other countries, we are now implementing the new curriculum which is the K to 12. K to 12 aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. "K" stands for Kindergarten and "12" refers to the succeeding 12 years of basic education. It is the period of greatest growth and development when the brain of the young learner develops most rapidly and almost at its fullest must be supported. The researcher conducted a research on how to improve the strategy in teaching phonics by the use of technology-aided among Kindergarten pupils in Bawi Elementary School.

METHODS

The researcher used a descriptive type of research. The respondents were 27 pupils in the Kindergarten section Aquino in Bawi Elementary School. The purpose of the study is to evaluate the use of technology aided in teaching phonics. To achieve the purpose, the researcher used a daily lesson log and ECCD checklist to measure the pupil's performance. To be able to gather data needed in the study, a test was administered by the researcher after the lesson has finished.

RESULTS

The results were statistically treated, classify and tabulated. This aids the better visualization and interpretation of data. In determining the results of utilizing the proposed technology-based supplementary materials in Reading Instruction, Frequency, Percentage, and Ranking were the statistical tools applied. By means of utilizing different technology aided devices, the researcher observed that the pupils were apparently enjoyed watching and listening to the letters and sounds. Normally in class settings, pupils were individually different. Through Utilizing technology gadgets, the teacher achieved his or her goal of instruction about letters and sounds discussion.

DISCUSSIONS

The proposals of the study may be shown to other teachers as suggestions before using it. Technology Aided in Teaching Phonics used in the lesson may be applied to enhance basic reading instruction. A similar study may be conducted using or applying the experimental method of research to test the validity and reliability of using Technology Aided in Teaching Phonics for reading instruction.

KEYWORDS: Technology -aided, phonics, curriculum, ECCD checklist

SUBMISSION ID: R04A-BATANP-0390

Technology-Aided Instruction in the Teaching of Mathematics in Public Secondary Schools District IV, Division of Batangas Province: Basis for an Enhancement Program

Hermelina Celemin, Department of Education

Abstract

INTRODUCTION

The advent of computer technology opened new trends and avenues in teaching and learning. Inspired by the scientific inventions and technological development in every sphere of life, creative teachers replace the traditional methods of teaching with novel emerging instructional paradigms. In this study, the effectiveness of technology-aided instruction is to be proven.

METHODS

The descriptive method involves the gathering of information about existing conditions through a normative approach, supported with a descriptive analysis of data gathered from the said survey. On the other hand, the experimental method of research uses to control and experimental groups from which the results will be obtained from applying testing procedures. The respondents of the study include 105 school heads and 197 Mathematics teachers from selected public secondary schools. The subject students were selected heterogeneously.

RESULTS

Keeping up with innovations is one of the important challenges that teachers face in changing education. Individuals tend to learn better and faster when they love what they are doing, as they are greatly motivated. There is an evident clarity on the effects of the utilization of technology-aided instruction in teaching Mathematics in the areas related to the presentation of the lesson, as a motivational tool, in classroom activities, and on students' learning outcome. The test performance of the students is better after exposure to technology-aided instruction than that of being taught in the traditional chalk and board method.

DISCUSSIONS

The result demonstrates that learning Mathematics with technology will be more enjoyable rather than a mind-numbing subject. Teachers could prepare an interesting and motivating lesson that will catch learner's attention. The use of computers in a learning media strengthens students' motivation and educational processes. It gives opportunities to both students and teachers to learn and teach more quickly and to combine active learning with computer technology.

KEYWORDS: technology, instruction, Mathematics

SUBMISSION ID: R04A-BATANP-0680

Technology-based Instructional Materials in Teaching Science Grade IV: its Acceptability

Shela Marie Sarmiento, Department of Education Cavite, Isidro Cuadra Elementary School

Abstract

INTRODUCTION

The Periodical Test results of the grade 4 pupils in 2016 had shown low scores in Science and Health and displayed an alarming status of the subject. Because of this, designing varied technology-based instructional materials in teaching Science and Health Grade 4 and testing its effectiveness and acceptability in the teaching-learning environment is the aim of this study. The result and findings revealed that technology-based instructional materials are effective in improving Science skills but choosing suited materials for every unique group of learners must also be considered in further studies.

METHODS

The persons involved in the study were the Science Teacher and the forty Grade IV pupils of Isidro Cuadra Elementary School. To evaluate the effectiveness of the implementation, quantitative (achievement tests) and qualitative (interviews, observations, and documents) data were collected and analyzed. The MPS was compared after the given period to know if there is a significant difference between the results of the examination.

RESULTS

The results obtained to examine the acceptability of technology-based materials for students in learning. It showed that it promotes an active and engaging lesson for students' best learning experience with a record of the lowest mean score of 1.67. In the previous section, most teachers agreed that the use of technology-based materials enables students to be more active and engaging in the lesson. This shows that both teachers and students agreed that the use of technology-based materials provide the chances for students to be active and take more parts or roles for their best learning experience.

DISCUSSIONS

The survey suggested that when the teacher had integrated technology effectively into the curriculum, students' attendance increased. Teachers gain a perspective on how profoundly they can change the learning experience; students have highly evolved technology skills and can learn on their own, and student work patterns and communication become collaborative rather than competitive.

Despite its many advantages, using technology tools does have its drawbacks and obstacles. Primarily, the teachers' knowledge of information technology is the most crucial factor in determining the success of such technology in the classroom. The student and teacher survey suggested the degree of comfort the teacher had with the use of technology and the students' benefits from its use.

KEYWORDS: acceptability, technology-based, quantitative, qualitative

SUBMISSION ID: R04A-CAVITP-0723

Technology-Based Instructional Materials in Teaching Social Studies for Grade 8: its Acceptability

Karen Joyce Solomon, Alfonso National High School

Abstract

INTRODUCTION

The growth in the use of multimedia within the education sector has accelerated in recent years and is set to have continued expansion in the future. Utilization of Technology-based Instructional Materials had already been used in Alfonso by teachers and students, but since there's just limited materials or facilities available, teachers and students still deal and use traditional method (chalk and board) in instruction, as well as instructional materials. This study had focused on the acceptability of using Technology-based Instructional Materials in teaching Social Studies with the end in view to improve teaching and learning and to attain the objectives for meaningful learning.

METHODS

The study employed the descriptive research method. Forty-seven school heads and department heads and forty-eight teachers in South Unit of Cavite answered a questionnaire and ninety students from Alfonso National High School answered the pre-test and post-test given by the researcher.

RESULTS

The respondents assessed the instructional materials as fairly utilized in teaching Social Studies for Grade 8 students with a composite mean of 3.16. It can be noted that out of eight instructional materials assessed by the respondents, 5 got a fairly utilized assessment and one was assessed as poorly utilized which are the online strategies/approaches. Because of this, Technology-Based Instructional Materials were developed to improve teaching and learning Social Studies. This was assessed by the respondents as acceptable. Furthermore, there is a significant difference between the result of the pre-test and the post-test. It can be concluded that the utilization of Technology-based Instructional Materials in teaching Social Studies significantly improve the performance of Grade 8 students.

DISCUSSIONS

The research demonstrate the need to promote full utilization of Technology-based Instructional Materials in teaching Social Studies as well as other subject area considering its positive effect on teaching and learning, addressed and prioritized the most pressing problems encountered by teachers in teaching Social Studies so that appropriate intervention plan and implementation can be made, enriched and enhanced the developed Technology-based Instructional Materials to make it very acceptable and beneficial to teachers and learners, and make a parallel study regarding the effect of Technology-based Instructional Materials across subject areas and grade levels.

KEYWORDS: Technology-Based Instructional Materials, the traditional method

SUBMISSION ID: R04A-CAVITP-0501

Technology-Based Instructions: Connecting to Grade One Pupils Reading Abilities at Casimiro A. Ynares Sr. Elementary School

Jonalyn Arabit & Melody A. Aran, Department of Education Rizal, Casimiro A. Ynares Sr. Elementary School

Abstract

INTRODUCTION

As time flies, we are experiencing many changes and transformations most especially on the ways, strategies, and techniques on teaching our students. Teachers play a vital role in this transformation. Their effectiveness of transmitting the knowledge and acquired skills to every student is the primary objective to cater to the changing global needs. This is the reason why the researchers conduct this study to determine the suited strategies and techniques to be used for them to develop their reading ability.

As educators, our aim is to get students energized and engaged in the different reading process, and technology-based instructions such as powerpoint presentation, videos and the like clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material.

METHODS

The study utilized experimental research using pretest-posttest design. In a pretest-posttest design, there is only one group and all of them are in the experimental condition. For precise and fruitful research work, the researchers developed reading materials which are the main instrument used in this study. The reading materials measured the effect of technology-based instructions on the reading ability of grade one pupils.

RESULTS

The study revealed that technology-based instructions influenced the reading ability of grade one pupils. The pretest of the controlled group got 31.55 weighted means with the standard deviation of 13.49 while the experimental group got 65.15 as weighted mean and 7.99 as standard deviation. While during their posttest the controlled group garnered 42.65 and 12.98 as the standard deviation and 77.84 and 4.59 respectively. Based on the results the reading ability of the experimental group increased by 12.69 after exposed to technology-based instructions while the controlled group increased by 11.10 in their weighted mean.

DISCUSSIONS

The study concluded that pupils who are exposed to the technology-based instructions enhanced their reading ability compared to those pupils exposed in the traditional way of teaching. The study recommended that pupils should be exposed to more meaningful activities especially using the technology-based instructions to improve their reading ability. Teachers should also employ a variety of teaching techniques through technology based-instructions and strategies to enhance their performance in reading. Further studies considering other variables may be conducted.

KEYWORDS: race research

SUBMISSION ID: R04A-RIZALP-0487

Teenage Work Habits and Attitude: Input to the Development of Learning Module for Senior High School Work Immersion

Magnon Dionell Domingo

Abstract

INTRODUCTION

The study was an attempt to determine the Work Habits and Attitude of Grade 12 Senior High School students who undergone work immersion. The respondents of the study were thirteen (13) supervisors and officers in charge of different partner industries of the Senior High school in the District of Victoria, Laguna

Specifically, it sought an answer to the following questions: 1. What is the level of the Grade 12 work habits and attitude in terms of 1.1? Human Relations and Interpersonal Skills, 1.2. Attendance and Punctuality, 1.3. Expertise and 1.4. Willingness to Learn, 2. What is/are the least work habits and attitudes of the Grade 12 students as assessed and evaluated by the respondents from the immersion partner industries and students? 3. What content area among the four criteria should be included in the development of a learning module for Senior High School Work Immersion?

METHODS

The researcher used a descriptive triangulation method or the combination of qualitative and quantitative research design with the census to analyze the data systematically. The research instruments used was a questionnaire consisted of questions regarding the work habits and attitudes of the students in the District. More so, the researcher employed interviews and Focus Group Discussion among students to validate the result of the respondents. The data gathered in each respondent were treated using mean, and standard deviation.

RESULTS

It was found out that the students performed low in both the criteria Human Relation and Interpersonal Skills and Attendance and Punctuality which was verbally interpreted as Sometimes Observed. Meanwhile, the criteria Expertise and Willingness to Learn showed that the grade 12 Senior High School students in the district of Victoria have enough skills in performing their task which include productivity and good quality of work.

DISCUSSIONS

In view of the findings, the following are to be recommended: 1. Through the help of the teachers, Senior High School students in the district of Victoria should develop a good sense of human relation and interpersonal skills to fully equip them in their work experience. 2. Grade 12 Senior High School students should also practice the value of punctuality and regular attendance for them to develop professionalism on their career choice and 3. Immersion industry partners should also guide the students as to how to communicate properly to the customers and other employees as this is really their task as immersion partners. 4. Module writers/developers should focus their content on how to build a successful career emphasizing on human relations and punctuality of the employees.

KEYWORDS: Senior High School, Work Habits and Attitude, Work Immersion

SUBMISSION ID: R04A-LAGUNA-0209

Teenagers Interaction on the internet: Student and Teachers Perceptions on Cyberbullying in Emiliano Tria Tirona Memorial National High School Integrated Senior High School

Camille Vergara & Rica Mae Velasco

Abstract

INTRODUCTION

Cyberbullying happens when someone uses technology to send mean, threatening or embarrassing messages to or about another person. It might be in text, email, messages or an online post. Yilmaz H. (2015), Cyberbullying can be anonymous, which can sometimes make it even worse; whereas it also has a wider audience and can spread quickly. Most often, targets of cyberbullying often feel like they cannot get away from bullying. It affects millions of people through the use of different social media accounts. The definition of bullying is slowly expanding this form of cyberbullying which falls beneath typical teachers and parents radar and can continue for years without intervention. Hence, this study focused on identifying the perceptions of students and teachers about cyberbullying.

METHODS

For the purpose of this study, the researchers used a Descriptive research design to know the perceptions on Cyberbullying of the students and teachers in Emiliano Tria Tirona Memorial National High School. Using cluster sampling, 98 students of Grade 11 and Grade 12 from different strands and 17 senior high school teachers were included as respondents of the study. A survey questionnaire was distributed among the selected respondents and the data collected were subjected to quantitative analysis.

RESULTS

As revealed on the results, various forms of cyberbullying such as sending mean emails, text or instant messages, sending neutral messages to someone to the point of harassment, posting hurtful things about someone on social media, spreading rumors gossip about someone online, pretending to be another person by creating a fake online profile are highly recognized by the researchers. However, attacking character on online games, constantly and on purpose are not recognized as forms of cyberbullying. Meanwhile, more than 75% of the respondents agreed that Cyberbullying affects the behavior of a person while the remaining 25% think otherwise.

DISCUSSIONS

Based on the results of the survey, most of the respondents are highly aware of the different forms of cyberbullying based on their social media exposure and personal experiences. This study then recommends for the school to raise awareness programs among students of the effects and forms of cyberbullying. It is further recommended that each student takes it easy in using social media and become more responsible netizens.

KEYWORDS: Student and Teachers Perception/Cyberbullying

SUBMISSION ID: R04A-CAVITP-1720

Teleologic Explanations and Anthropomorphic Language of Students in Human Reproduction and Reproductive System

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Abstract

INTRODUCTION

Teleologic explanations and anthropomorphic language are generally part of inducing prior learning that befits one's own knowledge. Howbeit, these could be carried out until adolescence if not corrected. Withal, this study determines the teleologic explanations and anthropomorphic language of students in Human Reproduction and Reproductive System as influenced by their age, sex, the high school they graduated from, ethnic affiliation, and place of residence and their effect on the classroom pedagogical intervention.

METHODS

With the employment of One Group Pretest-Posttest Design of the Pre-experimental Designs and Explicative-Reductive Method, the cruxes of this study are the teleologic explanations and anthropomorphic language of the respondents' in human reproduction and reproductive system in terms of :penis; vagina; menstruation; semen; masturbation; pre-coition; coition proper; post-coition; conception period; giving birth and postnatal routine. 38 respondents from the Bachelor in Secondary Education, Quirino State University were subjected to a validated questionnaire where data were treated with Mean, t-test, and Analysis of Variance and Covariance.

RESULTS

Employing dependent t-test, it reflects that teleologic explanations and anthropomorphic language of the respondents in the concept of Penis (.013), Post-coition (.046), and Conception Period (.001) posted significant difference at .05 level of significance. By means of classroom interventions, it accounted for 19.4% to the corrected model of the study; hence, no significant effect on the dependent variable but the Pretest-Posttest gained .011 score which notes a significant difference.

DISCUSSIONS

Albeit the teaching model failed to interact with the variables set forth in the study, e.g. age, sex, high school graduated from, address, and ethnicity, Pretest-Posttest gained significant score which means that there are other potent learning factors that interferes the concordance of the respondents which are not considered in this study. Anthropomorphism and teleology post-academic threats on the academic performances of students; hence, teachers must provide a recuperating measure to combat these concordances.

KEYWORDS: teleologic explanations, anthropomorphic language, human reproduction, and reproductive system

SUBMISSION ID: R002-QUIRIN-0117

Teleserye

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Abstract

INTRODUCTION

Teleserye programs appeal to many TV viewers especially the young children. A recent study shows most Filipino children still prefer watching television when they get home after a long day of school, and they like watching teleseryes (television series) or adult-oriented shows. Most Filipino children watch television for close to 3 hours during weekdays, and 6 hours during weekends, the same study showed. Both are beyond the internationally-prescribed daily exposure to television which is only 1 to 2 hours. A timely

METHODS

The researchers used a descriptive research design. Specifically, the type of descriptive research design used was the survey method. The researchers used a survey to gather data. A face-to-face or individual interview was utilized. The never-sometimes-always Likert scale was used to determine the frequency of watching the teleserye done by the respondents. The t-test was used to find out the difference between the two means for the significance of the teleserye on the respondents' academic performance.

RESULTS

Figure 1. The graph presents the improvement with the chosen interventions in relation to teleserye viewing. Those who respond negatively are not included in the graph. The interventions used are DSBWT (Doing Schoolwork Before Watching Teleserye) and LNHV (Limited Number of Hours in Watching). For DSBWT, some of the respondents favor it. There is a decrease of ten (10). About 50% of the respondents consider it. For LNHV, it is consistent. Most of the respondents agree with it. It is evident for 100% approval.

DISCUSSIONS

The only 30 pupils selected were from the Grade V afternoon session. They were categorized as achievers and struggling pupils. The category was based on their first quarter grade in Math. Respondents whose grades were from 80 and above were the achievers. Those with 79 and below were the struggling children. Teleseryes shown in the primetime, specifically at 8 o'clock in the evening up to 10 o'clock either on Channel 2 or Channel 7 were considered. There are achievers and struggling children who watch teleserye always, sometimes and never. About 41% of the achievers sometimes watch teleserye. Among the struggling children, around 50% who always watch teleserye get 76 and 78. A similar research study in other grade level is recommended.

KEYWORDS:: teleserye, achievers, struggling pupils, adult-oriented, primetime, Likert scale, frequency, television

SUBMISSION ID: R04A-CAVITC-0123

Television: Teaching Aid of 21st Century Teachers as an Innovation of Ict Aided Instruction

Dianne Arit

Abstract

INTRODUCTION

The goal of k-12 basic education is to provide quality education, whereas, teachers should be equipped with 21st-century teaching strategies that will enhance the knowledge and skills across different learning areas.

The teachers must deal concurrently with individual learner's level and appropriate to use. Since the students have different learning styles, they must be exposed to different teaching strategies that can catch their interest and attention and engage them in the learning process. But in recent years, it is quite alarming that with the different programs concerning seminars, conventions, in-service training and the like about strategies in teaching, teachers are still getting back on the traditional method of teaching.

Traditional method refers to the conventional method, the transmission approach. Most commonly known or referred to as the lecture method, they are sometimes called a customary method or usual method because they have withstood the test of time and have endured to this day.

Negative attitudes and poor achievement in different subjects are not created simply because of the nature of the subject. Poor teaching strategies such as skill and drill, copying from the board and memorizing create low motivation in students which in turn leads to low academic performance. Teachers need to avoid these monotonous traditional approaches in order to create a more positive view of math in their students.

METHODS

The study generates results using a descriptive method which is used to discover facts on which judgment could be based.

RESULTS

As a result, the teachers' perceptions on how technology aided helps them to develop their professional skills in view of teaching- learning-related tasks. It makes them more competent as how they see themselves standing in front of pupils as high-end facilitators and educators. Although some may see it difficult to apply because of their preparations and somehow, it is because of the adjustments that the educator has to perform, the result of the survey reflects how the majority of teachers agreed on the positive effect of technology.

DISCUSSIONS

The teachers rating on the effect of technology in pupils shows that the facilitators of the teaching-learning process are ideal since the majority of the learners were able to cope up with the learning style being introduced to them. However, this does not mean that technology will be used alone. The teachers see it as a helping tool to provide differentiated activities and instructions.

KEYWORDS: ICT Aided instruction, 21st-century skills

SUBMISSION ID: R04A-TANAUA-0135

**Tertiary Education Readiness of Stem Students of Florita Herrera-Irizari
National High School: An investigation**

Philp Arth B. Arquion

Abstract

INTRODUCTION

Preparing students for tertiary education has become a higher priority in schools as parents, business leaders, and politicians emphasized the importance of a highly educated workforce and citizenry. Based on the study of Lambrina, James soland, and Maribel Santiago, many students are not ready for college in less academic ways. Some lack either the attitudes or skills essential to succeed in a post-secondary setting. Other lack of knowledge of how to, finance, and navigate college. Also on the observation and by the reality that most STEM graduates of Florita-Herrera Irizari National High School struggles to fit-in in college, hence the researcher conducted the study.

METHODS

The researcher utilized descriptive quantitative research. The respondents of the study were the first batch of STEM graduates of Florita Herrera-Irizari National High School for the School Year 2017-2018 and were identified through purposive sampling. The data were gathered through a researcher made a questionnaire and was validated by the research adviser. The unstructured interview was also employed to the identified respondents and contacted via social media. Data gathered were analyzed by the researcher thoroughly.

RESULTS

The researcher presented 2 tables namely "Students behavior is managed to enable learning" and "Students receive support and scaffolding" that has 10 indicators each. Table 1 shows the average mean of the student's evaluation on the student's behavior is managed to enable learning was 2.51 which means good. Among the items indicator, it is on the item "participating in every activity in class" has the highest mean rating of 3.25. Table 2 shows the average mean of the student's evaluation on "students received support and scaffolding" was 3 which means outstanding. Among the items indicator, it is on the item "my teacher challenged the student's to do their best work" has the highest mean rating of 3.38.

DISCUSSIONS

In view of the findings, this study concludes that there is no significant relationship between the grade to the behavior towards the subject and the teacher and there is a significant relationship between the grades to the teaching strategies on the subjects. With that, the researcher believes that that teaching strategy plays a vital role in the academic performances of the students. Therefore, teaching strategies should be improved and must be implemented seriously.

KEYWORDS: Keywords: Tertiary education, STEM

SUBMISSION ID: R013-SURSUR-0059

**Test Anxiety and Proficiency of Grade 11 STEM Students in Mathematics:
An Empirical Analysis**

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(Adviser: Jed Tolentino)

Abstract

INTRODUCTION

In the Philippines, with the Senior High School curriculum that the students are still trying to adapt to, so many afflictions are getting involved most especially to some of the math related courses, Calculus, General Mathematics, and Statistics to name a few. Simply, test anxiety can be characterized as an unreasonable degree of fear, worry, and apprehension before, during, and/or after testing situations. The researchers would like to examine the combined effects of having test anxiety to the performance and behavior training of the students and to what extent does it could merely affect an individual in their academic performances.

METHODS

The researchers used a descriptive method with a quantitative approach. This study involves the development of the hypothesis regarding the collected information on how having test anxiety could affect academic performance among the selected respondents. Standardized and self-constructed questionnaires were used as the main data gathering instrument. The collected data was tallied and used Chi-Square to verify the validity of the data.

RESULTS

The data gathered from the survey questionnaires shows that most of the students were male with grades that are satisfactory (80-84) and very satisfactory (85-89) in Mathematics. Among the different manifestations of test anxiety, worrying about the result got the highest weighted mean, suggesting that it is the most experienced manifestation of test anxiety by the Grade 11 STEM students. The results also show that the students are most proficient in terms of understanding mathematical concepts, knowing how to expand the expression, determining the domain, range, and characteristics of the graph and determining what is asked. It can be gleaned from the results that test anxiety has a significant effect on the math proficiency of the students. This serves to be true as well between gender and test anxiety.

DISCUSSIONS

The results demonstrate that the presence of test anxiety on students greatly affects and influence their Math proficiency. With this, when an individual has experienced this anxiety or fear, it is more likely to have a great impact and influence on how they will perform in class. The students were advised to be mindful of their well-being at the same time know that they are not alone in dealing with test anxiety. Test anxiety on other subjects may also be considered by future researchers as test anxiety can not only be present in math related subjects.

KEYWORDS: test anxiety, math proficiency, math anxiety, academic success, mathematics

SUBMISSION ID: R04A-BATANC-0181

**Test Construction Skills of Public Elementary Science Teachers and
Science Academic Performance of Pupils in the City Schools Division of
Cabuyao: Basis for Developing an Assessment Program in Science**

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Department of Education Cabuyao, Pulo National High School

Abstract

INTRODUCTION

The essence of being a teacher is to successfully transmit learning among the students, and that the learner exhibits the realization of the learning outcome. Assessment is the only way to determine if learning had really taken place. This study determined the test construction skills of public elementary science teachers in formulating multiple-choice test items that assessed the academic performance of pupils in Science during the First Quarterly Exam for the SY 2018-2019.

METHODS

The study utilized survey design in evaluating the test construction skills of teachers using a survey questionnaire that includes the skills in constructing a table of specifications, writing the stem, options, and formatting. The participants in the study are 13 Grades 3 to 6 Science test writers, evaluators, and validators in the City Schools Division of Cabuyao.

RESULTS

The results of the study revealed that respondents have highly acceptable test construction skills ($x = 4.33$) in terms of formulating TOS ($x = 4.50$), stem ($x = 4.29$), option ($x = 4.21$), and format ($x = 4.31$). Although their skills were highly acceptable, the analysis for the quality of the test items constructed revealed that it did not attain a well-built proportion of test items where the index of discriminating power is only 35% very good, 20% good, 13% satisfactory and 32% poor. More so, difficulty index was found to be 71.60% easy, 18.90% average and 9.40% difficult and an over-all item analysis that only 55.00% items were suitable for the test. Moreover, the academic performance of the pupils ($MPS = 55.55\%$, average) is comparable to the proportion of the suitable items in the test.

DISCUSSIONS

Based on the findings of the study, the Multiple Choice Test Construction Skills of elementary Science teachers in the Division of Cabuyao is perceived to be highly acceptable. However, the quality of the test as indicated by the item analysis is not ideal in providing real assessment and evaluation of students' performance. More so, the test quality might have an effect on the students' performance as indicated. The education bureau should provide intensive training workshops in test constructions primarily in standardization and validation. Furthermore, information on developing and utilizing other assessment practices will widen teachers' knowledge. As a consequence, students who were practiced in answering standardized and well-validated test might perform better in other nationwide examinations such as the National Achievement Test.

KEYWORDS: multiple choice test Items, test construction skills, discriminating power, level of difficulty, learning outcomes, assessment program

SUBMISSION ID: R04A-CABUYA-0000

Test the Effect of the Module as an Intervention

Miriam Bautista, Department of Education Cavite

Abstract

INTRODUCTION

In the present times, many students find Mathematics difficult to understand. Different instructional techniques and strategies have been deployed to enhance the teaching-learning process in a Mathematics class. One skill that a teacher should develop is the ability to organize and develop materials suited to the students' level of readiness and understanding. An example of such material is a self-instructional module. The primary purpose of this action research was designed to Test the effect of the Module as an intervention in enhancing the Mathematics performance of the Grade 4 pupils of Buna Lejos Elementary school. The researcher noticed that the results of the Periodical test and Learning Outcomes Assessment (LOA) during the First Quarter in Mathematics showed that most of the pupils had no mastery in some of the competencies. Self-Instructional Module was then introduced to increase their academic performance.

METHODS

The participants of this study were the fifteen Grade four pupils of Buna Lejos Elementary School. They were divided into two groups: control and experimental group. The experimental group was instructed with modules in problem-solving while the control group was given the same lesson without the use of modules. To determine the significant implications of using the instructional module in the performance level of Grade IV pupils in Mathematics, Teacher made-test was implemented. To test the validity of the outcome index of mastery, mean, sd, mps and t-test was used.

RESULTS

On the basis of findings obtained through the analysis of data gathered, the Performance level of the experimental group who were instructed with modules showed significant improvement compared to the control group who did not undergo module instruction.

DISCUSSIONS

The outcome of the study revealed that the use of Modules as an intervention is effective in the sense that it helped the pupils improve their performance level. This study can be a basis for teachers to use this kind of instructional material in teaching. Continuous implementation of this intervention is highly recommended.

KEYWORDS: strategies, module, intervention, effectiveness, implication

SUBMISSION ID: R04A-CAVITP-0968

Testing the Waters: Revealing the Senior High School Students' Track Choice

Anthony Pol Fulache

Abstract

INTRODUCTION

Many students find it difficult in choosing what track or strand to take in senior high school level. Choosing a course is really a hard decision to make. Your future depends on it and the decision you will make would determine what life you will have in the future. This is the first step in your life as an independent person and this is the first step to your success. You should be careful in choosing a course because when you have started on it, there is no way of getting back. You can shift to another course but a lot of things will be wasted: your effort, money and time. So, from the start, you should pick the right one and you should make up your mind that this is the track for you and this will lead you to success.

METHODS

This phenomenological qualitative design study was conducted to determine the lived experiences of the Senior High School Grade 11 students' track choice. The student's track choice, as the central phenomenon was generally defined that choosing the perfect career track is one of the vital and crucial decisions a student has to make. This can be viewed as one of the measures of success in future careers. The major findings were drawn from the 14 participants, seven for an In-depth interview and seven for focus group discussion.

RESULTS

The In-depth interview revealed that the peer influence, availability of courses, uncertainty in track choice and financial stability are factors affecting in choosing their track. Moreover, in the focus group discussion, it showed that the track interest, peer pressure, career planning, parents' advice, and skills alignment are the essential insights that can be given to the incoming senior high school entrants.

DISCUSSIONS

It is indicative that intensifying the implementation of a structured career-assessment and aptitude tests, and an occupational- interest inventory will remarkably show the student's strengths and interests. In essence, this research reflects to craft an a tuned- career advocacy program that suits the needs of the senior high school entrants, that suggestively strengthens students meaningful track choice deemed realizing their goals and dreams in life.

KEYWORDS: Senior High School, Career Choice, Strands, Tracks, Career

SUBMISSION ID: R011-COMPOS-0004

Test-Taking Anxiety and its Effect on the Academic Performance of the Junior High School Students

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Abstract

INTRODUCTION

Anxiety is the most common psychological turmoil facing school adolescents' in everyday life. It is a common phenomenon which plays a crucial role in human. In school life, every school adolescents in one way or another is a victim of anxiety disorders. Students with an anxiety disorder are so much afraid and worried that they cannot function normally. The academic achievements of the students are badly affected and there is no denying to the fact that anxiety has increased and affects education as well as students' personalities which linger throughout their lives. Thus, this study was conducted to examine the causes and effects of anxiety among secondary students in relation to their academic performance for which the researcher came up with Innovative Teaching Approaches to improve their academic performance.

METHODS

The researcher adopted a descriptive-correlational study using a Universal Sampling Technique hence the 150 students both in Grades 9 and 10 of Matho Integrated Secondary School at Matho, Cortes, Surigao del Sur as participants. It utilized a survey instrument in gathering data which sought answers on test-taking anxiety and its impact on academic performance. Simple Percentage was used in determining the profile of the participants while Weighted Mean was used both for test-taking anxiety and academic performance.

RESULTS

Grade 9 and 10 of Matho Integrated Secondary School are composed of 56% males and 44% females. Male students of MISS have an anxiety scale of 1.9 (comfortably low test anxiety) and females a scale of 3.6 (high test anxiety). The English performance of male students in MISS was 84.72 (satisfactory) and the female students have 86.91 (high). Both males and females had their Test-Taking Anxiety related to their English Performance.

DISCUSSIONS

Females are more inclined and concerned in English Tests than males. Students who have low anxiety are students who have low study and thinking skills. A considerable and healthy amount of anxiety is needed and is helpful for the students to device efforts in performing well especially in tests. Students will improve inclinations and appreciation of English classes if their learning styles and multiple intelligence will be incorporated.

Male students may be given equal attention to females in English activities. Teachers can give a little sort of imposition on the study habits of male students because of low anxiety. It can be imposed on a prescribing amount of study habits.

KEYWORDS: test-taking anxiety, academic performance, junior high school

SUBMISSION ID: R013-SURSUR-0138

**Text to Teach Program in Relation to Academic Achievements of Grade 6
Mapagbigay Sy: 2017 -2018**

Gracita De Joya, Sapang Elementary School

Abstract

INTRODUCTION

Despite the significant economic growth that the Philippine economy has experienced in recent years, the country struggles to decrease the national poverty rate in rural areas. In order to tackle these problems, MoE has launched several initiatives and programs among which figures also plans to use ICT in order to impact positively on the quality and access to education. In this context, the project BridgeIT, the result of the partnership between the Pearson Foundation, Nokia, the International Youth Foundation and ANDP, approached the Ayala Foundation in 2003 in order to pilot BridgeIT in the Philippines. BridgeIT had developed a program in which teacher's access to quality education material could be improved through the creation of videos that are downloadable on traditional mobile phones. The project combines mobile technology and wireless technologies in order to deliver educational programs to those teachers and students who are often deprived of access to quality educational material.

METHODS

The study was conducted using the semi-experimental method. Students were divided into two classes and were given the same lesson but with different approach. One uses the traditional method of teaching while the other uses Text2teach Program. The experimentation took place for one day. At the end of the day, an exam with 20 questions, was given to the students to determine if there is a significant difference in the learning growth of the students. The result was gathered and the Mean and the Standard Deviation of the two sets of students were made to determine if there will be a difference in their growth.

RESULTS

The pupils showed interest in media files that they can enjoy on while learning. Watching their lessons in a video was able to get their attention and they find it easy to understand. The pupils were also asking if they can have copies of the videos that they wanted to watch it again. This interest will push them to learn more and understand better the topic they discussed.

DISCUSSIONS

The results demonstrated that pupils showed greater participation, understanding, learning, and interest to study because of the Text2Teach program. A better understanding of the topics can be key to higher academic achievements of the students.

KEYWORDS: Text2teach, BridgeIT national poverty, downloadable

SUBMISSION ID: R04A-CAVITP-1480

The Effects of Teaching Mathematics through Problem -Solving Context on Elementary Pupils of Public Schools in Balet District

Daisy Cabiscuelas, Department of Education

Abstract

INTRODUCTION

Students need frequent opportunities to engage in problem solving so that they can become mathematically proficient. The researcher believes that this study would benefit the educators and administrators in elementary mathematics instruction through an action plan on helping learners with difficulties in problem solving.

METHODS

The researcher used descriptive method to gather facts about the current situation. A questionnaire was used to collect perceptions from the respondents regarding the strategies of teaching problem solving in Mathematics.

RESULTS

The study revealed the level of effectiveness of teachers in teaching mathematics, as perceived by the school heads and teachers themselves, to be very effective in terms of lesson design and implementation, conceptual knowledge, procedural knowledge, communicative interactions and pupil/teacher relationship. The findings revealed that any of the following methods have great impact in the learning of the students in mathematics. There is no significant relationship between the profile of the respondents and their level of effectiveness in teaching mathematics.

DISCUSSIONS

The results demonstrate the teachers' need to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet the demands and standards of quality education. The school heads may enhance the potentials of the elementary teachers on facilitating learning particularly in problem solving through different methods and strategies to improve students' problem solving ability like game-based learning activities and the like. Teachers and school heads are encouraged to develop high positive attitudes towards solving problem solving to pupils for the successful outcomes of all educational activities especially in Mathematics.

KEYWORDS: teaching mathematics, problem - solving, elementary pupils

SUBMISSION ID: R04A-BATANC-0526

**The Effects of Text Messaging Genre to the Spelling and Grammar of
Selected Grade 10 Students of Tagaytay City Science National High School**

Violeta Amon, Department of Education - Cavite

Abstract

INTRODUCTION

With the advent of text messaging and online chats, the use of abbreviated words and phrases, and shortened words with particular letters purposely omitted has been widely observed. The ease and benefits of which are clear, though constant use of it can also confuse the user's grammar and spelling knowledge, specially of the English language.

METHODS

The researcher employed the descriptive-normative method in gathering facts and figures. Fifty Grade 10 students of Tagaytay City Science National High School, selected randomly, were involved as respondents. About half of them belonged to the Frustration Level as per the result of PHIL IRI of SY 2018-2019. The data and information gathered were statistically treated, classified, and systematically organized. Statistical Package for Social Sciences was used in utilizing frequency count, percentage, mean, T-test, and Pearson Product Moment of Correlation for the statistical treatment of data.

RESULTS

The respondents, regardless of age, gender, and type of class agreed for the trending genre of text messaging to have affected greatly their perceptions and understanding of messages sent or received. However, there is significant difference noted in their understanding of the language used in verbal communication. A slight non-significant relationship exists between attitude towards engaging in verbal communication with strangers and willingness to talk with peers.

DISCUSSIONS

The teacher should not fail to include spelling and pronunciation drills in the English lessons. Inculcate grammar rules in the student's oral and written works. Vocabulary building exercises should be included as part of the basic language activities, inasmuch as cultivation of student's writing skills. Strict implementation of using cellphones solely for informal conversations not on formal written or spoken communication is suggested.

KEYWORDS: Race-search Entry

SUBMISSION ID: RACE-NATOFF-0006

**The Effects of Using CCTV Cameras for the Discipline of Grade 8 Students
at Guronasyon Foundation incorporated National High School**

Rosita Robles, Guronasyon Foundation Incorporated National High School

Abstract

INTRODUCTION

In Guronasyon, it is deemed important to increase safety and security for the students as well as its personnel and the teachers. The schools should be a place where students feel safe. Unfortunately, bullying is a part of life at all schools but with security cameras or CCTV in plain sight, it may decrease the chances of bullying on school grounds. This helps to provide a safe environment for students to learn in. Since any event or activity on camera is recorded, it is a very reliable and dependable source of evidence of any wrongdoing or meritorious act.

METHODS

Grade 8 students of Guronasyon Foundation Incorporated National High School were selected and grouped into two, control and experimental, by means of cluster sampling. Data collection by observation and monitoring was done. The frequency and percentage was tabulated, computed and interpreted. Ethical issues were also considered.

RESULTS

The frequency and percentage of misdemeanors committed by the controlled group or those without CCTV cameras revealed the following results; Loitering 26 or 43.78%, littering 44 or 67.36%, and bullying 18 or 30.17%. While those of the experimental or with CCTV cameras, littering is still the most committed act with 17 or 29.38%, loitering with 8 or 13.95%, and bullying is the least with 7 or 12.08%.

DISCUSSIONS

The respondents in the experimental group showed fewer misdemeanors than those in the controlled group especially in the act of bullying. The CCTV cameras inside the school campus contribute in a positive way in preventing misdemeanor of the students. The result is parallel to the declaration of Lucia (2013) that in many areas, schools seem safe and parents and educators have let their guard down. Also, Techwalla (2015) pointed out that surveillance cameras have redefined security monitoring, surveillance activities and law enforcement measures.

KEYWORDS: discipline, safety, CCTV, grade 8

SUBMISSION ID: R04A-RIZALP-0354

**The Effects of Utilization of Differentiated Instruction in Teaching Music
in Grade 3 of Balite II Elementary School**

Flordeliza Maninang, Kathleen Joyce Causaren, & Shirley Zarco, Department of
Education

Abstract

INTRODUCTION

Differentiated instruction is an instructional concept that maximizes learning for all students, regardless of skill level or background. It is based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and level of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners. Differentiation is not a set of strategies, but rather a way of thinking about teaching and learning (Tomlinson & Murphy, 2014).

METHODS

The descriptive method of research was used in the study to find out the effects of differentiated activities in teaching music in Grade 3 pupils. The data gathered were tabulated, evaluated and analyzed using percentages to identify multiple intelligences of pupils. Moreover, T-test is used to determine significant correlation between the pre-test and post-test result in the effects of utilization of differentiated activities specifically in teaching Music in Grade 3. This action research is purely descriptive in nature which uses pre-test/ post-test result and survey result to address the pupils' problem.

RESULTS

The result of the post test showed that there is a significant difference between the post-test and pre-test on the positive impact of the utilization of differentiated instruction in teaching Music Grade III in Balite II Elementary School, District of Silang, 2018-2019

DISCUSSIONS

Differentiation can be effective for both high-ability students and those with disabilities. Providing children options means that they take on more of the responsibility for learning themselves. The engagement in learning tends to be stronger because it addresses the children as individuals with an equal opportunity for growth. Differentiated instruction must suit the level of abilities and difficulties of Grade pupils

KEYWORDS: differentiated activities in teaching music

SUBMISSION ID: R04A-REGOFF-0005

**The Effects of Workstation Activities to Earth and Life Science
Performance of the Grade 11 Students of Camp Vicente Lim Integrated
School, S.Y. 2017-2018**

Gladys Bustos, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Students learn best if they enjoy what they are doing. For science lesson to be pleasant and enjoyable, it should not be boring and monotonous. The students should be interested in what is to be learned and they should find pleasure in learning the activity. The teacher should therefore cause excitement and add variety to the instructional procedures. Classroom activities should be stimulating and challenging. One effective way of doing this is through the use of workstation activities. This study determined the effects of utilizing workstation activities to the Earth and Life Science performance of selected Grade 11 students of Camp Vicente Lim Integrated School, S.Y. 2017 - 2018.

METHODS

The researcher specifically employed between subject design of experimental research to better facilitate the study and achieve the best possible results. The samples came from the two sections of HUMSS track. The researcher used twenty students with satisfactory rating in Earth and Life Science during first quarter to avoid extraneous variables. These students were grouped into two: the experimental group and the control group with 10 respondents each. The experimental group was exposed to the workstation activities in the selected topics in Earth and Life Science while the controlled group underwent the traditional approach of teaching. The researcher used a set of 25 items test questionnaire based from the lessons to the discussed to the experimental and controlled group.

RESULTS

The results revealed that the student - respondents under controlled group obtained dispersed level of performance ranging from satisfactory to outstanding in the post-test after providing them lectures without giving them any workstation activities. However, student - respondents under experimental group achieved an outstanding performance when the treatments on workstation activities have been utilized. It was also found out that there was a significant difference between the performances of the students under experimental condition than those who did not undergo intervention.

DISCUSSIONS

Based from the result, it was recommended that teachers should be encouraged to develop workstation activities to further enhance the science performance of the students. More so, more interactive and collaborative learning activities should be conducted as cooperation takes a big part in the students' achievement.

KEYWORDS: Workstation activities, Earth and Life Science performance

SUBMISSION ID: R04A-CALAMB-0231

The Efficacy of Aqueous Leaf Extract of Akapulco in Vitro of Biological Control on Some Fungal Pathogens in Tomato

John Arvin N. Mengullo, Rosario National High School
(Adviser: Grace Desca)

Abstract

INTRODUCTION

Researcher selected Cassia alata (akapulko) for a comprehensive review on antifungal activity. The plant can be found widely in tropical regions in Indonesia, Thailand and the Philippines. The aim of this study is to evaluate the antifungal activity of its aqueous leaf extract on plant pathogen.

METHODS

This study used 2 setups, 1 group with 1 fungi component in each concentration. This experiment observed 1 week with the use of zone of inhibition as a method of pouring extraction of Akapulko in the fungi components. Antimicrobial assay was used to determine the antifungal activity of Akapulko.

RESULTS

In the result, the Akapulko leaves extract sample A and sample B showed no inhibition, but on sample A it contained 18% of clotrimazole.

DISCUSSIONS

The zone of inhibition is the measure used in determining the growth inhibiting effect of different extracts and it was noted that the 2 set up showed inhibition; no inhibition of growth of organism but for Set A which contains more plant extract contains 18% clotrimazole. The results have showed that there is chance of treating aspergillus niger in tomato.

KEYWORDS: Cassia alata (akapulko), antifungal activity, Clotrimazole, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-1116

The Efficacy of Carica Papaya and Ipomea Batatas as an Admixture to Improve the Compressive Strength of Concrete Hollow Block

Vixen Anne D. Berongoy, Rosario National High School
(Adviser: Grace Desca)

Abstract

INTRODUCTION

The study focuses on the extract of papaya leaves (*Carica Papaya*) and peel of sweet potato (*Ipomea batatas*) as an admixture in concrete for improving its compressive strength and water absorption.

METHODS

The researcher used extracts from the leaves of papaya (*Carica Papaya*) and peel of sweet potato (*Ipomea batatas*). Compressibility test and water absorption were conducted to identify the effect of the said admixture to the compressive strength of concrete hollow block.

RESULTS

The CHB with admixture achieved an 80 psi for compressibility test for papaya leaves and sweet potato peel achieved 352 psi. It has an 8.4 % water absorbability test.

DISCUSSIONS

Concrete hollow blocks are commonly used in the construction industry. Thus, some of the hollow blocks that were used by some industries are not strong enough to build buildings and infrastructures. The results on the test have showed that the *Carica Papaya* and *Ipomea Batatas* as an admixture to a concrete hollow block can increase its compressive strength. Wherein it shows high results for compressibility test and water absorbability test that can improve the hollow block's compressive strength.

KEYWORDS: papaya leaves (*Carica Papaya*), sweet potato (*Ipomea batatas*), Concrete hollow blocks, compressibility test, Rosario, Cavite

SUBMISSION ID: R04A-CAVITP-1114

The Efficacy of Employing Paperless Research in Social Science to Senior High School Students

Manuel Hidalgo, Pila Senior HS

Abstract

INTRODUCTION

Research, though a necessary output, can a lot of times be a challenge to students not only for the difficulty in finding topics to research on but also for the financial weight that research works entails. Hence, this study looks into the effectiveness of paperless research started in HUMSS 12 class of PSHS.

METHODS

The researcher conducted the study for two consecutive quarters. In the first quarter of the semester the teacher required the students to submit their research in hard copy while in the second quarter the learners submitted their research in paperless form using the Google classroom scheme. The scores before and after the use of the tool were taken and these data were coded, tallied, and were statistically treated using the mean, standard deviation, and t-test of significant difference.

RESULTS

The students' performance before the use of paperless research were either poor or fair. In particular, the students poorly performed in research which resulted to the low mean ratings during the first quarter. However, the students' levels of performance generally improved after employing the paperless research in the class. In all indicators, a minimum mean increase of 0.4230 and a maximum mean increase of 1.4615 were noted after the intervention. The t-test was used to test the assumption that a significant difference exists between the students' performance in research work before and after the intervention. For this purpose, the cluster mean was obtained and the level of significance is set at 0.05.

DISCUSSIONS

Paperless research provides students with an opportunity to promote and develop their electronic skills and help them to improve their engagement and motivation in their learning activities. It prepares them adequately for the practical world outside school. Another important consideration for implementing paperless classroom is the environmental concern. Effective use of technology and careful implementation of paperless instruction can create boundless possibilities for future education.

KEYWORDS: Paperless Research, Google Classroom, Efficacy

SUBMISSION ID: R04A-LAGUNA-0353

The Efficacy of Literature-Based and Content-Based Guided Materials on the Reading and Science Achievement of the Grade III Pupils of Isidro Cuadra Elementary School

Mary Hayley Joy David, Department of Education – Cavite, Isidro Cuadra Elementary School

Abstract

INTRODUCTION

The importance that has been placed on learning to read and reading to learn begins in elementary school. Teachers in the elementary school settings utilize this small group, tailored instruction in order to differentiate and meet the instructional needs of the students. The literature shows academic benefit for students who have special needs, such as learning disabilities, autism, and hearing impairments but consideration of academic impact has not been investigated for regular education students.

METHODS

One group pre-test and post-test design was utilized to investigate the academic impact of using content-based or literature-based guided reading materials for small group reading instruction. This quantitative research identified the effects of different types of materials on students on both reading and science. Science Teacher and 40 Grade III pupils of Isidro Cuadra Elementary School participated in this study. The researcher began the analysis for this study by comparing the performance of the students in relation to what extent does guided reading instruction using content-based reading materials influence the students' knowledge retention in science in comparison to the use of literature-based guided reading materials. The teachers provided survey data prior to beginning the study and after the study was completed, representing pre- and post-test data results. These data were compared to identify differences in the guided reading practices over the course of the study.

RESULTS

The data analyses revealed a practical but not statistical significance for students in science performance. The results of this study did show practically significant results between the two groups. The students who received content-related guided reading materials benefited from the additional exposure to the science content and the teachers increased their use of informational texts.

DISCUSSIONS

Overall, there was no statistically significant difference in academic performance for students in reading. The choice of materials and the utilization of content-related materials showed to be practical for student achievement and showed no indication of a negative effect on reading performance. Guided reading practices and differentiated instruction provides students with the necessary strategic intervention needed to perform on reading assessments. The materials used during guided reading instruction, whether content-based or literature-based, did not hamper or detract from the reading instruction of the teachers. The consideration for selecting materials should be based on the needs of the students and curriculum connections.

KEYWORDS: Guided reading, Literature-based, Content-based, Differentiated

SUBMISSION ID: R04A-CAVITP-0704

**The Efficacy of Project SPARK on the Reading Ability in Filipino Language
of Grade One Pupils of Bukal Elementary School**

Lanilyn Layug, Sarah Bayla, & Vincent Karlo Villaresco

Abstract

INTRODUCTION

Functional literacy such as reading contributes to the molding of a competent and productive individual needed in today's workforce. This is why, reading is fundamental. The world values reading for it is a way of transmitting knowledge, idea or opinion from one person to another or from one generation to another. With this, the country's public school system has been formulating ways to solve the problem in reading difficulties of its students.

METHODS

Bukal Elementary School grade I pupils were the respondents of this study. The teacher of Grade One was assigned to give the pre and post assessment. A step by step procedure was done in collecting the data. It started through asking the consent of the parents/guardian of the grade I pupils, followed by the profiling of the respondents. A pre-assessment was conducted to determine the reading skills of the pupils. A post assessment test was given to prove if the weekly assessment tools helped the pupils to improve their reading skills. The result of pre- assessment and post assessment was gathered as the basis of the study.

RESULTS

The respondents were able to pronounce words fluently. They understood the lesson better than before. The respondents recognized sound fluently using familiar words. The instructional materials were accessible and made it convenient to learn the basics of reading.

DISCUSSIONS

The possible implication could change the present status by non-readers in the school. Improvement can be seen and learners would be literate. This program could enable them to meet the difficulties brought about by the illiterate learner being promoted to a higher grade level.

KEYWORDS: paraphernalia, perennial, comprehension, complex, approach, literacy, pronounce, improvement

SUBMISSION ID: R04A-CAVITP-1301

**The Efficacy of Purpose Process and Product (PROP) Teacher-Made Tool
to Assess the Journalistic Skills of Grade 9 Students in Rizal National
Science High School**

Arlene Paralejas, Rizal National Science High School

Abstract

INTRODUCTION

Journalism became less relevant due to widespread popularity of internet (Merican, 2014) and how it disseminates the news through different alternative sources like social media. Government laws also help in strengthening journalism in secondary education by creating republic acts like R.A. 7079 or Campus Journalism Act of 1991. The government aims to promote freedom of the press and campus journalism through the "strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth" became the basis of the study since the school offers enhancement subjects such as, Introduction to Journalism, Basic and Advanced Journalism.

METHODS

The study focused on the effectiveness of the tool to assess the news writing skills of Grade 9 students for a two-week long training. Theorized by the researcher (Paralejas, May2017) the study used two (2) sections from grade 9 made of twenty-five (25) students each which served as the respondents of the study utilizing the pretest-posttest research design using random sampling.

The Experimental Group were told to evaluate their own product using PROP Analytical Scale for NEWS articles while the controlled group used the usual journalistic writing rubrics. The results were computed using MS Excel 2013 Data Analysis.

RESULTS

The results were computed using Microsoft Excel 2013 Data Analysis. Measuring the mean score and graphing was used to indicate the level of efficacy of PROP tool to assess the students' skills in writing a news story.

The mean score and graphing indicated the level of efficacy of PROP to assess the students' skills in writing a news story. T-test independent measured the level of performance of experimental and controlled group and the significant difference in the level of performance of the experimental group. The overall interpretation of the efficacy of the teacher-made tool was the mean score of 4.11 and verbally interpreted as moderately accepted as perceived by the students.

DISCUSSIONS

The efficacy of PROP tool in evaluating the students' journalistic skills had an overall mean score of 4.11 and verbally interpreted as moderately accepted as perceived by the students.

The development of the tool is commended in teaching Journalism to hone students' skills in writing. Modification of the research will determine whether the tool is appropriate for students' self-assessment.

KEYWORDS: Journalism

SUBMISSION ID: R04A-RIZALP-0452

The Efficacy of Remedial Instruction to the Academic Performance of the Junior High School Students of Luyos National High School Tanauan City Division

Elisa Bagayaua, City School Division of Tanauan, Luyos NHS

Abstract

INTRODUCTION

This study looks in to the importance of proper recognition of the Remedial Instruction through the use of updated teaching resources, teaching strategies to improve the academic performance of students.

METHODS

This study employed the experimental method of research whereas, participants were assigned to an experimental and a control group. Purposive sampling was employed in selecting-students/respondents of the study. The students who were considered were enrolled in the class school year 2017/2018. The responses of the students were classified and tabulated systematically according to different variables in the study. All the data gathered represented quantitatively. The statistical tools used were percentage technique and weighted mean.

RESULTS

The researcher appraised the effectiveness of Remedial Instruction by evaluating the academic performance of the students. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework, participating in class activities and discussions. Teachers evaluated students gauge student performance especially after taking the remedial instruction which started during the second grading period. The respondents improved their academic performance impressively.

DISCUSSIONS

Remedial education addresses these problems by giving students an opportunity to develop skills which they can use to pursue higher education and career goals. It is meant to unlock and expand as students' full potential academically. It deals with the individual differences and difficulty that a student experiences in trying to pursue education career. The lessons and assistance given to the students are aimed at making them better learners in a personalized environment. It also enhances and instills confidence in students through focusing on the area which are difficult to the learner and therefore helping them to become a better student with excellent academic performance.

KEYWORDS: remedial instruction, academic performance, efficacy

SUBMISSION ID: R04A-TANAUA-0134

The Efficacy of Spiral Progression Approach in Teaching English among Grade 9 Students at Wenceslao Trinidad Memorial National High School: Basis for a Proposed Action Plan

Adora M. Balani, Aries C. Atienza, & Gemma V. Atienza, Department of Education, Wenceslao Trinidad Memorial NHS

Abstract

INTRODUCTION

The implementation of a spiral progression approach in an English classroom is more difficult than using the massed approach but researchers assumes that it is worth the effort to provide this generation of learners a quality education that guarantees knowledge, competencies, and interests in the development of their language fluency and proficiency.

METHODS

The researcher employed descriptive research design in this study to investigate the level of efficacy of the spiral progression approach in teaching English 9. It became necessary for the researcher to design self-made questionnaires to assess students' perceived efficacy level of spiral progression approach in their English 9 class and to determine the efficacy level of the approach as observed by immediate school heads observing English 9 classes. This research strategy also provided an opportunity for checking the accuracy of previously obtained information.

RESULTS

Findings revealed that students perceived the efficacy of the five key features of the spiral progression approach identified as Enduring Ideas, Authentic Contexts, Instruction, Assessments, and Pacing as "Effective" while receiving "Highly Effective" remarks from the observations of the School Heads. By normal standards, the association between the responses of the students and School Heads on the efficacy of spiral progression approach in teaching English among Grade 9 would not be considered statistically significant ($r_s = -0.066$, $p = 0.78$).

DISCUSSIONS

Based on the findings students perceive the approach to be Effective the teachers present materials in a sequence giving their students the opportunity to acquire and construct knowledge, and transform and transfer his learning. School heads, in their observations, positively note that the use of spiral progression approach is "Highly Effective" as teachers generally show that using the spiral progression approach ensures mastery of concepts and competencies where students gain more experiences and understanding through repetition of concepts as lessons enable students to connect discipline. The English Curriculum allows students to progress from the foundational level to higher levels of language use. To establish confidence on assessments and to ensure life-long learning among students, the researcher proposed an action plan strengthening the awareness on the use of spiral progression approach in the English Curriculum.

KEYWORDS: Efficacy, Spiral Progression, Teaching English, Action Plan

SUBMISSION ID: R04A-BATANP-0709

The Efficacy of Student-Centered Approach to Learning in Cultivating Positive Student- Teacher Relationship

Leira Mae Adove

Abstract

INTRODUCTION

Learning is the acquisition of knowledge and it is the main reason for a teacher to focus on the students' capacity to discover things in required of enhancement. As to this, there is an impact about the building of student-teacher relationship inside the classroom in terms of different conditions relating student-centered approach to learning. This study generally aims to find the relationship of student-centered approach in cultivating positive student-teacher relationship and discuss the factors involved.

METHODS

Descriptive-correlational design was used in the study. Furthermore, purposive sampling was also used and forty-four (44) Grade 12 STEM Students served as the respondents of the study. Questionnaires were used in data collection while Likert Scale, Pearson Product Moment Correlation Coefficient, T-test for the Correlation Coefficient and Weighted Mean were also used in the study to know the relationship of the two variables.

RESULTS

After the statistical treatment of data, it showed that the overall mean of all the computed r-value was 0.461867 resulting to a moderate correlation between student-centered approach in learning and student-centered approach. The overall mean of the computed t-value is 1.0728575 and fell in the acceptance region of the normal distribution with the critical value of ± 2.571 using 0.05 significance level showing that there is no significant relationship between student-centered approach in learning and student-teacher relationship. Thus, the null hypothesis is accepted.

DISCUSSIONS

Based on the results, it is indicated that the student-centered approach in learning does not necessarily affect student-teacher relationship. Therefore, effective way of teaching and interaction to the students must be considered to establish a better approach in studying.

KEYWORDS: Student-centered approach, positive student-teacher relationship, efficacy, relationship

SUBMISSION ID: R04A-BATANP-0761

The Efficiency of Buddy System-Mentoring on Solving Mathematical Problems for Grade 9 Students

Cris Lorono, MST-Scie.Ed (CAR)

Abstract

INTRODUCTION

Buddy Systems teach, and give students the opportunity to practice important values of respect, care, valuing differences, responsibility, friendship among others. Furthermore, this helps to combat bullying and other forms of disruptive behavior such as harassment and teasing. With this, students from Grade 9 Priestly of Cabacungan National High School of School Year 2017-2018 is made to undergo an intervention program.

METHODS

The study utilized purposive sampling procedure in analyzing and in reporting the gathered data of 10 respondents using t-test sampling analysis and its correlation. This study identified the level of solving mathematical problems of 10 Grade 9 students out of 35 total number of students of Cabacungan National High School, Cabacungan, Barobo, Surigao del Sur. The respondents measured their skills in solving mathematical problems in first and third quarter using purposive sampling procedure.

RESULTS

The implementation of buddy system-mentoring in solving mathematical problems for grade 9 showed their mean score for the first quarter of only 3 and has the mean percentage score of 15 while after implementing the said intervention the mean score of the students during third quarter increased to 10.5 with the mean percentage score of 52.5. During first quarter the standard deviation is 1.25 and in the third quarter it has a standard deviation of 1.51 and the level of significant is 0.05. The null hypothesis was rejected.

DISCUSSIONS

Based on the results of the study, it is recommended to strengthen the implementation of "the efficiency of buddy system-mentoring on solving mathematical problems for grade 9 students "as a basis of solving mathematical problem intervention and enhanced student's mathematical skills to a higher level specifically in problem solving. Each individual is different and has a diverse strength and weaknesses and it is important to value the differences by means that each weaknesses could only be improved by the strength of others.

KEYWORDS: Buddy System-Mentoring, Efficiency, Mathematical Problem, Intervention

SUBMISSION ID: R013-SURSUR-0284

The Emerging Role of Story Mapping as a Means of Facilitating Reading Comprehension

Lenie Pimentel, Elementary Grade Teacher

Abstract

INTRODUCTION

Education drives a person towards the achievement of success and progress, not just for himself/herself, but more so for his/her society and of the world. It is both art and science which requires creativity and systematic procedural execution and acquisition among educator and learner.

METHODS

Story Mapping concludes general educators to be in need of help in creating more responsive classrooms. Cooperative Story Mapping is a feasible activity. It is inexpensive, requires few materials, and can be used with most narrative texts and instructional approaches. Teachers and students have expressed high levels of satisfaction with it.

RESULTS

The teacher uses story mapping techniques to help students consider character perspectives during the important events of the story. Through the story map, students learn to identify the basic elements of the stories they read, such as setting, the problem, subsequent events, and the resolution. Story maps are effective for improving narrative comprehension because they provide concreteness, visual memorability, attention to structural elements, and opportunities for active engagement (Emery, 1996).

DISCUSSIONS

Story-grammar instruction improved the participants' identification of story- grammar elements via story-mapping when reading narrative text (Boulineau, et. al.,2004). The research participants demonstrated enhanced reading comprehension following treatment lessons in story mapping (Weih, 2000). Performance of all five students improved on most of the dependent measures. Four students demonstrated increased ability to answer comprehension questions, maintained performance after intervention, and increased tendency to mention story mapping components in their story retells. The study on reading difficulties taken separately by Yousif (2014) and Catts et. al. (2000). In the Yousif's study revealed four main reading problems that the

SUBMISSION ID: R04A-SANPAB-0085

The English Proficiency Level of Grade 8 Students of Sta. Anastacia-San Rafael National High School: Basis for Remedial Class Program

Laila Malolos

Abstract

INTRODUCTION

This paper aims to determine the level of English proficiency of the Grade 8 students of Sta. Anastacia-San Rafael National High School as a basis for remedial class program.

METHODS

This descriptive study used a quantitative research design. The periodic test was personally administered by the English teachers to the Grade 8 students. The test had the following parts: listening, vocabulary, grammar, speaking, reading and writing.

RESULTS

The results revealed that the Grade 8 students were not proficient based on the statistical treatment used. Students lacked mastery of the concepts in English specifically in grammar. An intervention program was proposed for teachers to improve the English proficiency. The academic performance of the Grade 8 students was determined through the grades that they had for the first grading period. After getting these data, statistical treatment of these data followed suit wherein frequency, percentage were utilized for the research to determine the English proficiency of the Grade 8 students in English.

DISCUSSIONS

There is significant relationship between all the 6 English skills of the Grade 8 students and their academic performance in English for the first grading period. The proposed intervention program should be utilized by the English teachers is necessary so as to improve the English proficiency of them to constantly monitor their performance.

KEYWORDS: English proficiency, Periodic test, Academic performance

SUBMISSION ID: R04A-BATANP-2116

The Enhancement of Grade Two Pupils' Oral Reading Performance Using Read Aloud Drills at Talaga Elementary School

Marilyn De Torres & Daisyree Ilagan, Talaga Elementary School

Abstract

INTRODUCTION

The issues of enhancing grade two pupils' oral reading performance at Talaga Elementary School has been a concern. This study hopes to find ways on how to enhance pupils' oral reading abilities in reading the second language.

METHODS

The researchers used data gathering procedures like questionnaire in getting information from pupils and teachers/ advisers. This were done to find out the oral reading status of pupils together with a questionnaire tool. To quantify the values assigned in the instruments, frequency, ranking scale and weighted mean were adopted by the researchers to aid in the scoring and interpretation of data. The scores were tabulated and analyzed with the use of descriptive designation and verbal interpretation for positive items.

RESULTS

The level of reading performance of grade two pupils was a big problem of Talaga Elementary School with 85% or 75 out of 88 pupils under the frustration level. Common miscues of pupils were mispronunciation, substitution and repetition. But the oral reading performance were enhanced by using read aloud drills such as phonological awareness, video presentation, reading basic sight words and use of flash cards.

DISCUSSIONS

Pupils' poor reading performance can be remedied with proper strategies and approaches to be given and administered by teachers. There is always room for improvement. It is just a matter of discovering the root cause and seeking for a solution to the problem. These results suggest that read aloud drills should be utilized during classes among primary grade pupils to enhance their reading performance.

KEYWORDS: reading performance, enhancement, read aloud drills

SUBMISSION ID: R04A-BATANP-1183 / R04A-BATANP-1189

The Essence of Reading Comprehension Intervention to the Frustration Readers of Malabag National High School: A Basis for an Action Plan

Rose Lyn Joy Tolentino, Department of Education - Cavite Province

Abstract

INTRODUCTION

In this study, the performance level of the learners were compared and interpreted through reading assessments after the reading interventions were implemented to some instructional and frustration readers.

METHODS

The method used in this study was Descriptive Quantitative Method. With this, the learner's reading comprehension ability was assessed one-by-one guided by the numerical scoring of Phil Iri post-test. The collected data was interpreted into three levels - independent reader, instructional reader and frustration reader.

The result of the study was compared to the result of the Pre-Reading Test to see the progress of the learner's ability in reading comprehension within a year through the help of reading comprehension intervention materials. Also, the monthly reading performance of interventions given led the study on how the learner meets progress.

RESULTS

The results of the study are as follows:

- a) reading intervention helped the learners to escalate their reading comprehension and
- b) every learner needs different reading intervention strategy. The value of reading comprehension was developed in the learners since they met progress during given interventions.

DISCUSSIONS

The findings of this study greatly helped the reading teachers in formulating an innovated approach/strategy in handling the individual needs of frustration readers to meet development in their reading comprehension skills.

KEYWORDS: ESSENCE, READING COMPREHENSION, INTERVENTION, FRUSTRATION READER

SUBMISSION ID: R04A-CAVITP-1195

The Evaluation of the Performance of Grade V Pupils Towards the Teaching of Science in Pililla District, Division of Rizal

Lourdes Bautista, Pililla Elementary School Central

Abstract

INTRODUCTION

Science holds a dominating place in the curriculum. This is so because every sector recognizes an increasing contribution of the discipline to the progress of the modern world as well as its traditional standing as an element of humanistic and scientific education. Its importance, as the key subject is common knowledge. It has been recognized as a patent means of sharpening our competitive edge. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of young people. Young children come to the early setting with a natural sense of wonder and curiosity and as an active and eager learner endeavoring to make sense of the world.

METHODS

This investigation made use of the descriptive survey method. Using the questionnaire as the main tool in gathering the data needed. It is a descriptive research in the sense that it is an organized attempt to analyze, interpret and report the present status of the situation being studied.

RESULTS

Based from the findings posted, the researcher concluded the following: 1. Most of the science teachers had taken advanced units in master's degree and had science as their area of specialization but had little exposure to seminars and training related to science. The teachers were observed to be competent especially with the presentation and delivery of daily lessons. However, there is a need to improve on their motivational techniques and in appreciating correct responses and correcting wrong answers of the students.; 2. The overall assessment of teachers on the school facilities and equipment was slightly adequate.; 3. The students performed similarly in science in terms of their profile. However, teaching competency significantly influenced their performance in science. It is therefore concluded that this study failed to show any significant influence in the performance.

DISCUSSIONS

In the light of the foregoing conclusions, the researcher set forth the following recommendations: 1. By prioritizing science, principal foster a culture of favorable attitude towards science and implementation of reform practices.; 2. Science teachers should be given adequate and updated training by exposing them to intensive science-related seminars and workshops during summer vacation.; 3. The teachers should employ the use of inquiry of teaching technique.; 4. The school should provide a portion of their annual budget for the acquisition of the media equipment and learning resources.

KEYWORDS: Science, Evaluation, Seminars, Performance, Workshop

SUBMISSION ID: R04A-RIZALP-0036

**The Exploration of Beliefs and Attitudes of Public School Teachers:
Towards Strengthening Program on Diversity of Learners**

Bernadeth Atis, Lumampong NHS, Indang Annex Senior High School

Abstract

INTRODUCTION

Strengthening the teacher's ability to respond to changing learning environments and diverse nature of learners is a strategic imperative in ensuring any school's teaching-learning success especially in the public schools. Exploring the beliefs and attitudes of public school teachers provide information on how they manage teaching challenges in multi-faceted ways thus creating a program that will address diversity of learners.

METHODS

This study used descriptive research design in determining respondent's beliefs and attitudes in handling teaching challenges brought about by diversity of learners in the classroom. Fifty-eight (58) public school teachers in Tanza, Cavite during S.Y. 2016-2017 participated in the study. Pearson r correlation was used to establish relationship between respondents' beliefs and attitudes and ability to manage teaching challenges.

RESULTS

Results show that the respondents were more knowledgeable about the required personal qualities (mean=4.063), leadership skills (mean=4.059) and management practices (mean=4.108) in the public school. They were substantially aware (mean=4.552) of the situation in the school with regards to the importance of having necessary knowledge in handling diversity. Mapping and analyzing diversities were found to be the greatest challenge to the respondents. Also, it was revealed that teacher's beliefs and attitudes significantly correlate ($r=0.691$, moderate positive correlation) with their ability to manage teaching challenges.

DISCUSSIONS

Study revealed that teachers who are more knowledgeable of one's beliefs and attitudes are more ready to accept challenges with regards to diversity of learners. The program was designed based on the attainment of self-openness towards teaching challenges brought by diversity of learners.

KEYWORDS: attitudes and beliefs public school teachers' diversity of learners

SUBMISSION ID: R04A-CAVITP-0488

The Extent of Awareness and Use of Pedagogical Approaches of Teachers of Wawa Elementary School

Honorata Tibayan

Abstract

INTRODUCTION

This study aims to determine the extent of awareness and use of pedagogical approaches of teachers of Wawa Elementary School. It also aims to determine the perception of teachers on the use of the new pedagogical approaches in their teaching and find which among the new pedagogical approaches are the teachers familiar with, and is most used by the teachers, have been effective for use to the pupils, and which were difficult to use.

METHODS

Using the descriptive method of research, the questionnaire was the main data gathering instrument used. Stratified sampling was used to get the twelve (12) teachers from all grade levels as respondents. Percentage distribution and ranking in treating the demographic profile of the respondents with regards to age, gender, civil status, length of service and educational attainment was used. The weighted mean was used in treating the responses of the respondents on the perception of the teachers on the use of the new pedagogical approaches in teaching and in their level of familiarity of these approaches which they usually used.

RESULTS

Results revealed that the teachers found constructivism as the easiest to use while integrative approach was the most enjoyable one. Reflective approach was the hardest to use. Finally, an action plan to strengthen the use of these approaches was proposed by the researcher.

DISCUSSIONS

They were found familiar with collaborative approach, constructivism, and inquiry-based approaches, collaborative, constructivism and inquiry-based approaches in their teaching most of the times. The pedagogical approaches that got along well with the pupils were collaborative, inquiry-based and constructivism.

KEYWORDS: pedagogical approaches, use, awareness

SUBMISSION ID: R04A-BATANP-1933

The Extent of Implementation of Learning Action Cell in Talipan National High School: Basis for an Enhanced School-Based Learning Action Cell (ESLAC) Program

Edna Adel, Talipan NHS

Abstract

INTRODUCTION

This study aimed to determine the extent of implementation of learning action cell in Talipan National High School (TNHS) which served as the basis for the development of an enhanced school-based learning action cell (ESLAC) program. Specifically, the study described the distribution of the Junior High School teachers (JHS) in terms of their learning area. The study also determined the extent of implementation of Learning Action Cell in TNHS in terms of topics for LAC Session, LAC implementation process, and progress monitoring and evaluation.

METHODS

Descriptive-evaluative method of research was utilized in determining the extent of implementation of learning action cell in TNHS. Purposive sampling technique was utilized to identify the respondents of the study which include the JHS teachers of TNHS. Moreover, self- devised survey questionnaire was used to gather the necessary data.

RESULTS

The study revealed that majority of the respondents came from the TLE department of the JHS-TNHS. The results further revealed that the School Learning Action Cell in Talipan National High School as to topics for LAC session, LAC implementation process and progress monitoring and evaluation are implemented to the great extent. Moreover, there is no significant difference noted regarding the extent of implementation of School Learning Action Cell in Talipan National High School as to topics for LAC sessions.

DISCUSSIONS

There is significant difference noted regarding the extent of implementation of School Learning Action Cell in Talipan National High School as to LAC implementation process and progress monitoring and evaluation. The results served as the basis for enhancing the SLAC. Significant different in the extent of implementation of Learning Action Cell in TNHS when they are grouped according to their learning area was further determined.

KEYWORDS: learning action cell, enhanced school-based learning action cell

SUBMISSION ID: R04A-QUEZON-0241

The Extent of Implementation of the Child-Protection Policy of Public Schools in Bato District, Division of Camarines Sur

Teresita Ssen Petalio

Abstract

INTRODUCTION

The main goal of the study is to determine the extent of implementation of the child protection policy of public elementary schools in Bato District, Division of Camarines Sur, S/Y 2014-2015. The research is premised and conceived with particular consideration on the effectiveness of child protection policy of selected schools of Bato District, Division of Camarines Sur. This research hopes to enhance the school's commitment to the development of good practice and sound procedures to maintain zero tolerance and keep children safe in the school.

METHODS

Multiple methods and procedures were used in order to achieve the goals of the study. The research design used was descriptive- evaluative survey method with a validated questionnaire as the primary data gathering instrument, sampling technique, formulation and validation of the instruments used, study procedures and the statistical treatment of the data.

RESULTS

On the extent of implementation of Child Protection Policy, it was generally rated as much implemented. The child abuses complaints among the selected schools of Bato District, the most prevalent one was on bullying, followed by child neglect, corporal punishment, emotional abuse, and sexual abuse. There exists significant difference on the appraisal of the respondents on the extent of implementation of child protection policy since the computed value is lesser than the critical values. The extent of implementation of Child Protection Policy of selected public schools was generally perceived as much implemented by the respondents.

DISCUSSIONS

The results recognized the key role that school plays in the life of a child, schools must ensure that all children feel both safe and protected in this environment. In order for anti-school violence measures to be strictly implemented, the government should appropriate substantial budget allocation. Providing sufficient funds for programs and projects would equate to successful policy implementation as it generates favorable results. The School Handbook on Safeguarding and Child Protection as output of the study must be adapted to promote zero tolerance on any act of child abuse.

KEYWORDS: THE EXTENT OF IMPLEMENTATION OF THE CHILD-PROTECTION POLICY OF PUBLIC SCHOOLS IN BATO DISTRICT, DIVISION OF CAMARINES SUR

SUBMISSION ID: R005-CAMSUR-0098

The Extent of Learning English and Vocabulary Performance of Grade 7 Students: Basis for Constructing a Blueprint of School Language initiatives

Gina Moreno, Leticia Pilotos, & Delon Ching

Abstract

INTRODUCTION

Status of vocabulary performance of the students is one of the problems faced by English teachers. The extent of learning the second language in several perspectives confirms its impact to students' development. This action research intends to identify the factors affecting the vocabulary proficiency of the students to produce a blueprint of school language initiatives to be implemented by the English Department of Looc Integrated School.

METHODS

The descriptive research method of the survey type discussing different factors that affect the learning of English was used. Researchers administered a survey questionnaire to gauge the extent of learned English and a test examining the level of proficiency in vocabulary which was participated by 100 randomly selected Grade 7 students in Looc Integrated School, SY 2018-2019. The study is holistically structured in describing the school related factors in terms of learning styles, reading habits, attitude towards English and teacher's instructional competence; home related variables as to availability of reading materials, parental motivation, language used and exposure to media and technology; and vocabulary proficiency in context clues, synonyms/ antonyms, idioms, word structure and word with multiple meanings.

RESULTS

Most student-respondents are visual learners with poor reading habits and with moderate positive motivation and engagement toward English learning whose teachers are with very satisfactory performance. Moreover, students lack reading materials at home for they have few resources and with a low internet connection. Their parents have high regard for learning and motivate them to grow academically that they used Tagalog as a means of communication and seldom speak English at home and that the English learning related variables have a positive moderate impact in developing proficiency of the students in vocabulary and with positive weak relation to home-related concerns.

DISCUSSIONS

The results of the study led the researchers in the construct of the proposed blueprint of language initiatives Project Home- Based and Project VocabSmart of the English Department. Project VocabSmart is planned and organized by the English department as a school-based initiative in developing vocabulary proficiency of the students through the promotion of reading corner, IMs development and extended reading comprehension activities. Project Home Based establishes partnership with parents to monitor students reading habits at home.

KEYWORDS: Learning English, Vocabulary Performance, Language Initiative

SUBMISSION ID: R04A-CALAMB-0377

The Extent of Parents', Teachers', and Schools' Participation in the Education of Children with Special Needs

Helen D. Cabanes

Abstract

INTRODUCTION

This study aims to determine whether parents, teachers and the school contribute and accommodate to the education of CSN.

METHODS

The author made use of simple descriptive statistics like frequency and percentage to get the personal profile of respondents. Weighted mean was used to get the parents and school participation as well as standard deviation.

RESULTS

Overall results showed that among respondents collaboration and support need to be enhanced.

DISCUSSIONS

Parents were encouraged to take active participation in the education of their children as well as school administrators.

KEYWORDS: school administrator

SUBMISSION ID: R04A-IMUSC1-0045

The Extent of Technology Usage among Selected Students of Fernando Air Base Integrated National High School

Ariane Leonardo, FABINHS

Abstract

INTRODUCTION

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between schools and students, reinvent approaches to learning and shrink long-standing equity and accessibility gaps. Indeed, technology usage was widely and regularly used by the students to communicate and to assist them in their studies. In this 21st century, the term technology is an important issue in many fields especially in education.

This study focused in determining the extent of technology usage of the students-respondents in Fernando Air Base Integrated National High school. Grade seven to grade twelve students were the main respondents of the study. The study was delimited to the attempt of getting the responses of respondents on the questionnaires prepared in order to get answer to the problem posited in the study.

METHODS

This study used quantitative features in the design data collection and analysis as the research design. In addition, the subject of the study were the students in FABINHS were for every year level the researchers selected 10 respondents. The researchers used purposive sampling and 60 respondents were identified in the study. Moreover, the survey questionnaire served as the instrument that was utilized in the study. The researcher also made use the SPSS version 20 to generate results, tables and computed values.

RESULTS

Based on the results of this study, majority of the respondents belonged to the aged group of 15-16 years old with 60% with the total number of respondents. In addition to that, 63% of the respondents were female and only 37% were male. Results revealed that most of the students in FABINHS used cellphone and that the students used technology for leisure like listening to music which got the highest mean of 3.38. In terms of academics, technology was utilized through researching using different search engines such as google.

DISCUSSIONS

The expected output of this study will be a technology usage management program through a seminar. The said seminar aimed to increase the awareness of students in utilizing technology. It will also provide the teachers different strategies in effectively using technology inside the classroom.

KEYWORDS: Technology Usage, Extent of usage, Technology

SUBMISSION ID: R04A-LIPAC1-0038

**The Extent of the Supreme Student Government (SSG) Participation in
School-Based Management Implementation of the Three Public Secondary
Schools in San Jose District**

Herman Aguado

Abstract

INTRODUCTION

The participation of the student-leaders as the over-all representative of the student population, especially their roles and contributions, was found relevant on the success of every academic institution. The Department of Education recognizing the role and contributions of the Supreme Student Government (SSG) in the schools seeks to organize and institutionalize the Supreme Student Government in public and private secondary schools nationwide with a view to make it efficient and responsive to the needs of the student, school and the community. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children. Thus, this study was conducted to developed program designed to increase the Student Government officers' performance of their roles and responsibilities in carrying out the School-Based Management (SBM) through leadership trainings and team buildings.

METHODS

The researcher chose to utilize the descriptive method of research to find the answers to the questions who, what, when, where, why, and how; believing that such is one of the most appropriate methods in order to determine the respondents view on the factors affecting their roles and responsibilities in School-Based Management Principles implementation.

RESULTS

Based on the findings, the level on the School-Based Management of the three participating schools in the district of San Jose shown their hard work and compliance in improving the education process. Among the factors, it was the students' unawareness on the School- Based Management that affected them most in the performance of their duties and responsibilities. Lacks of SBM knowledge lead them to fail on certain parts as Supreme Student Government Officers. With this, there is a need to think of a way to increase their awareness.

DISCUSSIONS

Through this, the researcher proposed and initiated a leadership trainings and team buildings to give them the skills that enable them to carry out their new roles to address the need of Supreme Student Government Officers to effectively perform their part on the implementation of the School-Based Management.

KEYWORDS: extent, Supreme Student Government (SSG), participation, school-based management, implementation

SUBMISSION ID: R04A-BATANP-1736

The Extent of the Use of Multimedia on the Study Habits and Academic Performance of Intermediate Pupils Toward Policy Directions

Maylene Ferran, Department of Education

Abstract

INTRODUCTION

This study aims to determine the relationship between the use of multimedia, study habits, and academic performance of intermediate pupils of Iba Elementary School to hopefully come up with a policy direction which may be used to enhance the use of multimedia, improve their study habits and academic performance.

METHODS

There were 104 respondents in this study randomly selected from 414 intermediate pupils (Grade IV to VI). To determine the level of the use of multimedia, study habits and academic performance, use of multimedia and study habits. Questionnaires were used while the students' grade point averages during the third grading were the basis for computing their school performance. Pearson r was used to determine the correlations between the variables.

RESULTS

The findings revealed that majority of the items got an interpretation of "Usually" which described as "very satisfactory". This means that teachers usually use computer, videos in connection to lessons, print outs, internet in preparation of lessons, apply software, and provides technology know-how.

Pupils' study habits show that resourcefulness, concentration, reading, and note taking are often practiced by respondents and that they have Very Satisfactory study habits and the majority of the respondents have Satisfactory level of academic performance.

This study reveals that there is significant positive relationship between the use of multimedia and study habits. This study reveals that there is significant positive relationship between the use of multimedia and academic performance. This shows that there is significant positive relationship between study habits and academic performance.

DISCUSSIONS

Policy direction was proposed to enhance the respondents' use of multimedia, improve their study habits and enhance their academic performance: Teachers should continuously use multimedia in their every lesson and innovate teaching strategies using multimedia, ought to do extra efforts to improve the study habits of pupils. This could be done by giving advises, drills and practices, or multimedia activity modules, must initiate change in improving academic performance of pupils through effective teaching using multimedia in developing good study habits among pupils, must continuously develop the study habits through encouraging pupils to use the library and internet for finding and surfing information, to study a long period of time without becoming tired, bored, distracted, and to use different materials to read.

KEYWORDS: multimedia, study habits, academic performance

SUBMISSION ID: R04A-CAVTP-0815

**The Extent of Utilization of Differentiated Instruction in Teaching Science
for Grade Six at San Teodoro Elementary School**

Dionisio Cruzat, Department of Education

Abstract

INTRODUCTION

While it is known that the environment, nature of activity, materials, time and interaction between pupils and teachers must be assessed, it is crucial to know that using the same method will not always ensure success, that is why teachers have to select suitable one for the pupils.

METHODS

Descriptive method to determine the extent of utilization of differentiated instruction in teaching science and its effect on pupils' participation was used. Questionnaires were used as data gathering instrument, administered to 23 grade six pupils and one science teacher. Responses were scored using frequency count. Other statistical tools were weighted mean, ranking and Pearson r. Verbal interpretations using the numerical ratings for the extent of utilization of DI in teaching science were employed.

RESULTS

From Edutopia's 18 DI strategies of Lucas Educational Foundation 87% are used by the teacher with 13% not. On Content, using texts, computer programs, tape recorders and videos as a way of conveying key concepts to varied learners, presenting ideas through both auditory and visual means were preferred while science manipulatives was least preferred; on Process, DI is best used when students are given choices on expressing what they learn while providing tasks lists containing common work for the whole class and work that addresses individual differences was least preferred; on Pupil's Readiness, making the task less familiar based on learners' proficiency was most preferred; on Pupil's interest, providing broad access to a wide range of materials and technologies was extensively used and on Pupil's Learning, students have to be encouraged to explore information and ideas through auditory, visual, and kinesthetic modes.

DISCUSSIONS

Results demonstrate need for teachers to identify student learning profiles, interests, and readiness at the beginning and in a continuous basis to foster the implementation of successful DI, designate time to collaborate with peers in creating on lesson plans with differentiated instructional strategies, design curricular innovations and use assessments to engage students to have desired learning scenarios, implement professional development for teachers focusing on the least understood components of DI and provide feedback to assess the extent of utilization of differentiated instruction.

KEYWORDS: science teaching, differentiated instruction, methods, profiles, content, readiness, interests, process

SUBMISSION ID: R04A-BATANP-2324

The Extrinsic and intrinsic Motivators for Learning: An Assessment

Sheila Lee, Cavite National High School

Abstract

INTRODUCTION

Promoting the greatest student motivation possible is extremely important for every teacher in grades K to 12, especially in today's educational climate in the Philippine setting, whereas teachers in public schools handle from 40 to 60 or more students in one classroom, and they are continuously under pressure to improve test scores, responsibility, and accountability. This study aims to assess the extrinsic and intrinsic motivators used by the teachers to improve the academic performance of Grade 11 students at Cavite National High School, school year 2016-2017.

METHODS

This study utilized the descriptive research method. The population of the study, using the Slovin's formula for the statistical treatment, was two hundred thirty-two (232) grade 11 students and all the twenty-three (23) teachers handling grade 11 students were included as respondents in the study. Questionnaire was used as the main instrument to gather data for the quantitative analysis.

RESULTS

Based on the results, the extrinsic motivators used by teachers as perceived by themselves and their students, the Grades are always utilized by the teachers, while based on the intrinsic motivators used by the Teachers as perceived by themselves and their students, the student's goal/s in life and the emphasis on success in the future are always used by the teachers. The effectiveness of the extrinsic and intrinsic motivators in Improving Academic Performance as assessed by the Teachers on the following areas are: 1) the area on motivation to learning, both extrinsic and intrinsic motivators are very effective; 2) the interest in school indicates both extrinsic and intrinsic motivators are very effective; 3) for the improvement of the grades both extrinsic and intrinsic motivators are very effective. While the effectiveness of the extrinsic and intrinsic motivators in Improving Academic Performance as assessed by the Students on the same areas assessed by the teachers were all the same, all very effective.

DISCUSSIONS

An action plan will be prepared and proposed from this study to be submitted to the school heads both in public elementary and secondary schools in the Division of Cavite city for possible implementation to further motivate students and improve the academic performance of the learners in school.

KEYWORDS: Motivation, Extrinsic, Intrinsic

SUBMISSION ID: R04A-CAVITC-0010

The Feasibility Study of Gis (Gumaca Integrated School) Bakery

Jonalyn P. Jusay & Judith Fortuna

Abstract

INTRODUCTION

The GIS (Gumaca Integrated School) Bakery will produce and sell handmade common and special breads from high quality ingredients to the residents and tourists of Inaclagan, Gumaca, Quezon. Breads will be baked and sold at a storefront facility in front of the school. It will be managed by Jonalyn P. Jusay, a Senior High School teacher of Bread and Pastry Production with two chief bakers, 2 store sellers and 2 roving sellers (from 4Ps or Pantawid Pilipinong Pilipino Program). The senior high school students can work on a part-time basis to earn for their allowance. It will be in partnership with Princess Bakery in Calumanguin, Gumaca, Quezon, where the students undergo their work immersion. It is owned by Elenita B. Lomenario who will serve as a partner, adviser and collaborator.

METHODS

The bakery will produce different kinds of bread like pandesal, spanish bread, cheese bread, ensaymada, donut, hopia, pan de coco and monay. The ingredients will be bought from the town market and the breads will be made by the bakers to be sold in the store by the sellers and in the community by the roving sellers. The workers will be paid in a daily basis, the bakers at P200.00/day and the store sellers at P100.00/day and the roving sellers will be at 10% on sales. Shown below is the expenses, sales and income for a day which is computed based on the experiences of the students and teacher when they are doing their income-generating-activities in Bread and Pastry Production.

The total expenses needed for the ingredients is P2,842.00

RESULTS

Based on the table, the GIS Bakery can be a lucrative business in the barangay and it is very feasible. It could help the students finance their way to senior high school. It could also help the members of Pantawid Pamilyang Pilipino Program alleviate poverty.

DISCUSSIONS

Having this bakery will be a first of its kind in the school and could be the first in municipality of Gumaca, in the Province of Quezon and anywhere in the region. There will be challenges but the collaborators are ready to face them and gear towards success.

KEYWORDS: Gumaca Integrated School, feasibility study, bread, Pantawid Pamilyang Pilipino Program (4Ps), income-generating activities, collaborators

SUBMISSION ID: R04A-QUEZON-0239

**The Five Macro Skills in Language of the Grade Four Pupils in Paaralang
Elementarya Ng Escribano**

Ruby Rose Alcantara, Department of Education

Abstract

INTRODUCTION

There are five macro skills in language essential for effective communication. There is no one area that is more important than the others, as each of these skills should be regarded as being important because these skills are interrelated with each other. This study aims to know the amount of proficiency in listening, speaking, reading, writing and viewing skills of the pupils. It also aims to know what skills are already present and what skills need enhancing.

METHODS

The respondent's proficiency score was measured by the use of five instruments: Listening Comprehension Test, Reading Comprehension Test, Speaking Skill Test, Writing Skill Test and Viewing Comprehension Skill Test. They were also classified according to gender. The respondents of the study were the twenty-five grade four pupils. The descriptive research design with the researcher-made skill test was the main instrument used in gathering data. The researcher used a convenient sampling. As a gathering data instrument, test administration was used.

RESULTS

The data shows that the pupils' mean score in the Listening Comprehension Skill Test was average. In the Speaking Skill Test, the pupils obtained below average. Their mean performance in the Reading Comprehension Skill Test was average. They obtained above average in the Writing Skill Test. And in the Viewing Comprehension Skill Test, the result was average. The data revealed that the pupils' got an overall average. This implies that the proficiency level of grade four pupils in Paaralang Elementarya ng Escribano was adequate. The over-all English Proficiency revealed that out of the total score of 75, boys obtained below average. In totality given by the data, girls came out the better performer than boys.

DISCUSSIONS

Based on the results of the data presented, the Speaking Skill of the pupils is below average. The researcher came up with the following objectives to make them communicate effectively: to give each pupil a chance to speak in the class; to let pupils hear their voice, to identify their mistakes on intonation and pronunciation; to make pupils speak their mind; to make pupils feel comfortable in making a conversation; and to make pupils use the correct form of words.

KEYWORDS: effective communicator, macro skill, language, communication

SUBMISSION ID: R04A-BATANP-2050

The Five-Pillars of Self-Discipline and its Relationship to Students' Academic Performance

Jamie Masa, Dayap National Integrated High School

Abstract

INTRODUCTION

Nowadays, students tend to perform poorly if not fail due to habitual tardiness, cutting of classes, refusal to do assigned tasks, failure to submit outputs like project and other activities. Not only that these students do not perform well in class, these same students do not show respect for authority in and outside the school. These can be due to poor development of moral character of the students. Self-discipline is one of the most important and useful skills everyone should possess. This skill is essential in every area of life, and though most people acknowledge its importance, very few do something to strengthen. In this study, the factor that affects learning outcome and performance of a learner is obviously lack of self-discipline. Lack of self-discipline is a source of low self-esteem of a learner becomes poor, it may be the cause of deterioration in studies.

METHODS

This is a descriptive study that made use of an adapted survey. The study was conducted in three national high schools in Laguna. In order to identify the respondents of the study, Slovin's formula was used, the computed total population of the respondents was 260. The instrument used underwent content validation as well as reliability test using the Cronbach's Alpha. Also, Pearson product moment correlation was utilized to determine whether there is a significant relationship between the Five-Pillars of Self-disciplines and Students' Academic Performance.

RESULTS

The study showed that the academic performance of Grade 10 students is "Satisfactory". Based on the findings some of the indicators Acceptance, Hard work and Industry have a significant relationship towards students' academic performance thus the null hypothesis was rejected. Will power and persistence were found out to have no significant correlation with academic performance and the null hypothesis that any of these dimensions have no significant correlation with academic performance was sustained.

DISCUSSIONS

The researcher recommends the School/teachers to maximize the student's potentials to enhance the self-discipline and improve academic performance, lessen failed and dropout students, motivate the students, to increase students' interest towards their studies, careful monitoring needs to be adopted and students' concerned should be referred to immediate guidance and counseling.

KEYWORDS: Relationship; Academic Performance; Pillar; Self-Discipline; Difference

SUBMISSION ID: R04A-LAGUNA-0338

The Grade Seven Teaching and Learning Competencies of K to 12 Basic Education Curriculum, Technology and Livelihood Education of Southville 1 Integrated National High School

Ronald Catuburan, Southville 1 Integrated National High School

Abstract

INTRODUCTION

The K-12 Curriculum has its overarching goal to develop holistic Filipino learner with the 21st century skills who is adequately prepared for work, entrepreneurship, middle level skills development and higher education. This connotes that the teaching of TLE plays a very important role in the realization of the overall goal of the curriculum. TLE in grade 7 is exploratory in nature. S1INHS selected commercial cooking, agricultural crop production, mechanical drafting and beauty care among the courses based on the availability of the resources of the school and the community. This research study determines how far the school have gone in the implementation of these competencies.

METHODS

Descriptive method identifies the new implemented K-12 curriculum in this study. The investigation adopted the TLE teachers' teaching competencies of 2002 Basic Education Curriculum while the students' learning competencies adopted the K to 12 Basic Education Curriculum, TLE learning modules in commercial cooking, agricultural crop production, mechanical drafting and beauty care (nail care) services which was translated into Filipino language. The data was treated with simple mean and Goodman and Kruskal's Gamma Correlation.

RESULTS

The grade 7 teaching competencies in TLE of Southville 1 Integrated National High School, in general, was high. Likewise, students' learning competencies as assessed by the principal, and by the students themselves showed no difference among the three groups of respondents in terms of commercial cooking, agricultural crop production, mechanical drafting and beauty care (nail care) services. There was a very high correlation between teachers teaching competencies and students learning competencies in the TLE areas.

DISCUSSIONS

Results of the study show the need to improve the competencies to its fullest. Teachers must continue to perform their tasks to the optimum. The principal must always provide moral support and guidance to her teachers. They must establish harmonious relationships with the parents and community who are considered as school stakeholders to ensure and encourage them to be the school's effective partner of the student's development by way of providing a proper guidance and supervision to their children's proper study habits.

KEYWORDS: Learning Competencies, Teaching Competencies, Technology and Livelihood Education, Grade Seven

SUBMISSION ID: R04A-CABUYA-0075

**The Gradual Release of Responsibility Model and the Level of Proficiency
of Grade 10 Students in Mathematics at General Santos City Sped
Integrated School**

Irene Peller, Mathematics Teacher

Abstract

INTRODUCTION

In this study, the researcher intended to find out the difference of using Gradual Release of Responsibility (GRR) model in teaching Mathematics 10 instead of using the Lecture Method to measure the proficiency level of Junior High School students at General Santos City SPED Integrated School.

METHODS

This study is a qualitative research which is primarily an exploratory research that provides insights into the problem. The researcher used the quasi-experimental method of research on the effect of gradual release of responsibility (GRR) model on the proficiency level of Grade 10 students in Mathematics. The researcher used the simple random sampling in selecting the 30 students in each section which was classified into two groups; the experimental group wherein the teacher used the GRR model, and the control group wherein the teacher used the traditional method of teaching. The researcher used pretest and post-test to measure the proficiency level of students in Mathematics 10.

RESULTS

The result revealed that the proficiency level of Grade 10 students before the start of the study was poor with the mean score of 8.77. No Grade 10 students have good or very good proficiency level in Mathematics at the start of the study. The result indicated that there was a significant difference in the mean gain scores of the control group (Lecture) and the experimental group (GRR Model). However, the experimental group which used the gradual release of responsibility model during instruction had greater improvement in learning Mathematics 10 than the control group which simply used the lecture method.

DISCUSSIONS

The Gradual Release of Responsibility Model should be utilized by the teachers more frequently to enhance more the proficiency level of students. The students must be engaged more in collaboration and cooperative learning in order for them to be more responsible of their learning. The proficiency level of students should be improved by giving them more activities using the Gradual Release of Responsibility Model. The teachers also should create more activities that would integrate the teaching-learning process.

KEYWORDS: Gradual Release of Responsibility Model

SUBMISSION ID: R012-GENSAN-0006

The HAIL Project: Home-like atmosphere for Improved Language Engagement

Merlin Remetio, Department of Education

Abstract

INTRODUCTION

The Philippines has long been considered as one of the largest English-speaking nations. English has always been one of the country's official languages. However, in the Philippines, students in an English classroom do suffer Foreign Language Anxiety (FLA). In this study, the researcher aimed to investigate the FLA level of the senior high school students its relationship to their English speaking and listening skills, and how they could be helped through a home-like environment.

METHODS

The proposed study employed quasi-experimental based on classroom research design. In this study, the researcher used stratified sampling. Sixty (60) Electronic Products Assembly and Servicing (EPAS) students were equally grouped to two (2) sets based on their grades in Oral Communication. The control group was placed in a regular classroom, while the experimental group was placed in a Home-like Atmosphere for Improved Language Engagement (HAIL) classroom. Pre and post-tests were administered to assess the effects of HAIL classroom to students' FLA levels, and listening behavior and speaking skills in English.

RESULTS

The result showed that 50% of the research participants suffer from FLA prior to the intervention and that there is no significant difference in the pre-test scores of the control and experimental groups in terms of FLA, listening behavior and English speaking skills. After the intervention, significant effects of the home-like atmosphere on the students' FLA levels, listening behavior and English speaking skills were observed. The result showed that a learning environment offering a home-like atmosphere is effective in decreasing the levels of the Filipino students FLA, and in improving the listening behavior and English speaking skills of the students, since home and its unique nurturing parent-child relationship has been with the distinct values of Filipino families.

DISCUSSIONS

The result implied that the learning environment plays a big role in FLA of the learners, which affects their listening behavior and English speaking skills; thus, can be manipulated to decrease FLA levels. Learning environment that offers home-like atmosphere was found to be effective in decreasing the FLA levels of the Filipino learners.

KEYWORDS: Learning Environment, Language Engagement, Foreign Language Anxiety

SUBMISSION ID: R04A-CALAMB-0427

The Hesitancy of Grade 10 Students from E. Barretto Sr. National High School in Pursuing Senior High School Education at Calamba Integrated School for Academic Year 2019 to 2020

Luisa Himpisao, CIS

Abstract

INTRODUCTION

The school opening for Senior High School at Calamba Integrated School for the Academic Year 2019 to 2020 is fast approaching and the authors were among those senior high school teachers tasked with visiting nearby public high schools with no senior high school setup to convince the Grade 10 students to pursue their senior high school education at Calamba Integrated School (CIS). CIS offers Accountancy, Business and Management (ABM) and General Academic Strands (GAS) and technical-vocational strands focused on Information and Communication Technology (ICT) and Home Economics (HE). For the abovementioned strands, CIS has complete facilities and highly competent instructors. Despite these, it was observed that many grade 10 students were still hesitant to pursue senior high school education at Calamba Integrated School.

METHODS

It was observed during the school visit and talk made by the authors to Grade 10 students that there are a number of reasons and conditions contributory to the hesitancy of grade 10 students to pursue senior high school education at CIS. Responses by the students on the reasons for their hesitations prompted the authors to dig deeper into these concerns. Questionnaires were then prepared and randomly distributed to grade 10 students to verify the validity of previously observed predicaments.

RESULTS

Based on the answers of the 100 randomly selected students, only 16 students or 16% were to pursue senior high school at CIS. The rest of the students showed hesitancy based on the following conditions: 1. Poverty and financial difficulty - 24%; 2. Distance from residence - 19%; 3. Desire to experience studying at private schools - 15%; 4. Separation from established acquaintances - 10%; 5. Lack of knowledge about CIS - 9%; 6. Health related and other issues 7%.

DISCUSSIONS

The results demonstrated the need to disseminate more information about Calamba Integrated School, its adequate school facilities, the availability of highly competent teachers, free high school education, and the 100% passing in TESDA assessments of student skills.

KEYWORDS: Hesitancy, Information and Communication Technology, Home Economics, competent

SUBMISSION ID: R04A-CALAMB-0248

**The Higher Order Thinking Skills and Science Performance of Grade 11
Students in Camp Vicente Lim Integrated School**

Jezaniah Joy C. Nono, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

Higher order thinking skills encompass thinking processes that are applied to complex situations which involves the ability to think critically, reason logically, and deliberate creatively. Thus, the application of these skills were often associated with increased student achievement, however, it is observed that good memorization skills, which is particularly prior to a lower level of thinking, tend to increase a student's academic performance either. From this, the researcher aimed to determine and explore whether HOTS is significantly correlated with a student's Science performance.

METHODS

This research employed the descriptive correlational research design. The respondents of the study were the 119 students from the 11th Grade in Camp Vicente Lim Integrated School determined through GPower software following stratified random sampling. Students' HOTS were described through a self-made survey questionnaire validated by the faculty experts and record analysis was used to elicit the first semester grades in Earth Science. Moreover, the data were statistically treated and analyzed through SPSS 23 which were further interpreted.

RESULTS

Through the conduct of this research, the following findings were attained: The level of the higher order thinking skills of the grade 11 students in terms of applying, analyzing, evaluating, and creating, was high.; The students' performance in Earth Science was in satisfactory level.; It was found out that there was no significant relationship between the higher order thinking skills and science performance of the Grade 11 students.

Hence, the researchers proposed a program of activities that may enable the students to improve their higher order thinking skills and improve their performance in Science.

DISCUSSIONS

The results demonstrate the need to discern how such thinking processes impact a student's performance, specifically in the field of Science, thus helping them to be more certain in handling information from their lessons. More so, this also implicate the requisite to develop higher order thinking skills that is authentic and relevant not only with academics, but also to the real world.

KEYWORDS: higher order thinking skills, Science performance

SUBMISSION ID: R04A-CALAMB-0038

The Ideal Classroom Set Up of Public School Teachers to Instill Learning

Odyssey B. Paras

Abstract

INTRODUCTION

The study is all about classroom set up of public schools. It aims to evaluate the use of ten different classroom designs.

METHODS

The descriptive-comparative research design was employed in the study.

RESULTS

The overall assessment of the teacher respondents on the classroom designs revealed evidently the teacher preference on classroom design #1- the traditional classroom design.

DISCUSSIONS

The researcher endorses a modified traditional classroom design considering several factors and components in mind.

KEYWORDS: Classroom design

SUBMISSION ID: R04A-CAVITP-1725

The Impact of the Teacher's Teaching Style on Pupils' Motivation in Grade VI Science Class of Paaralang Elementarya Ng Pal-Sico

Rebecca Buela, Department of Education

Abstract

INTRODUCTION

The teachers, being the center figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their pupils. Good teaching is a very personal manner. Effective teaching is concerned with the pupil as a person and with his general development. The teacher must recognize individual differences among his/her pupil and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs.

METHODS

The research conducted the study at PAL-SICO Elementary School. Grade VI Pupils were the subject of the study who were selected randomly. The student respondents were the researchers' own students. Forty-three (43) students were used as samples.

The descriptive-survey method was used in this study to discover some aspects of teacher's teaching style. The researchers used questionnaires, observations, interviews, students' class work and other student outputs for this study.

RESULTS

Out of the 43 pupil respondents, 44.8% were males and 55.82% were females. Grades in Science showed that 6.98% of the respondents had grades between 96-100 in Science, 0% between 91-95, while 2.33% scored between 86-90, and 39.53% between 81 and 85.

DISCUSSIONS

For pupil motivation-participation, it showed that 4.88% were always prepared in Science class and did their assignments and 3.07% in class got bored in Science class. For pupil motivation-homework, it could be noted that 4.88% made their assignments while 3.14% did not work on their assignments. "Pupils do not make their assignments because it is difficult to do" got 4.09%. With regards to grades, 4.88% of pupil respondents said the words and terms difficult to understand and the grading system was not fair.

KEYWORDS: Impact, Motivation

SUBMISSION ID: R04A-BATANP-1806

The Impact of Quicktest Drill in Solving Problems Involving Quadrilaterals of Grade 9 Students

Arlene Ortega, Mary Grace Manalo, & Noralyn Toledo, CNHS

Abstract

INTRODUCTION

The study aims to determine the effectiveness of the inclusion of Quicktest Drill on the performance of the selected Grade 9 students in Mathematics on the topic "Solving Problems Involving Quadrilaterals" during the Third Grading Period School Year 2018-2019. Most of the students memorize mathematical formulas without understanding which consequently affects their performances. Quicktest drill method was conducted to examine the student's performance and understanding of the topic.

METHODS

The quasi-experimental design was used in this study. Two groups of students were selected randomly as the experimental (using quicktest drill method) and control group (using conventional method) with 30 respondents in each group. Pre-test with 30 items was administered to both groups of respondents, to measure their performance in solving problems involving quadrilaterals before the Quicktest Drill was implemented. Post-test was then administered to both groups after the instruction about quadrilaterals. Data were gathered, analyzed and interpreted.

RESULTS

Based from the data gathered both groups showed no significance in the pre-test. The analysis showed that there is a significant difference in the performance of experimental group in pre-test and post-test since the computed t-value is 8.42 ($t_{crit} = 1.699$). The mean score of the experimental group in pre-test is 9.60 ($SD = 5.68$), while in post-test the mean value is 17.5 ($SD = 13.27$). The mean scores in the post-test of control and experimental group are 12.80 and 17.50 respectively.

DISCUSSIONS

Since there is no significant difference in the pre-test of both groups, it implies that they have the same level of performance. The significant difference in the performance of the experimental group in pre-test and post-test reveals that experimental group who used quicktest drill method shows higher performance level compared to the group who used conventional method of learning. It is supported by the mean score of experimental group and control group in post-test. It implies that quicktest drill method is effective in teaching-learning process.

KEYWORDS: quicktest drill, quadrilaterals, teaching-learning process

SUBMISSION ID: R04A-CAVTP-0124

The Practices of Brigada Eskwela Hall of Famers in the Division of Camarines Norte

Mark Anton Reynancia

Abstract

INTRODUCTION

In the Division of Camarines Norte, there were five schools which became Hall of Famers in the implementation of Brigada Eskwela. In the past school years, Batobalani Elementary School (BES), Camarines Norte National High School (CNNHS), Urban Poor Alawihao Resettlement Elementary School (UPARES), Labo National High School (LNHS) and Daet Elementary School (DES) were hailed as one. Aside from the fame and recognition, a bigger cash incentive was added to their performance bonus as rewards for their commendable performance.

METHODS

With the mixture of descriptive-qualitative research design, the data and information were described. Through the aid of a survey questionnaire, interview guide, focus group discussion (FGD) and document review, the goals of the study were met. With the school principal, selected faculty members, parents, and students, the questions in this study were answered.

RESULTS

In profiling the population of the learners, the numbers of teaching and non-teaching staff, the school programs and activities implemented, and awards and recognitions received by the schools involved in this study, a highlight of the practices that these schools carried out were revealed.

To complete the scope work, repair, and maintenance based on SIP, the common responses were disseminating information to all concerned, soliciting materials and other resources, documenting completion progress, periodic monitoring of school-related projects were the commonalities found. In dealing with diverse volunteer participation, the common responses revealed were valuing and commending stakeholders' opinion and participation, conducting general assembly and upholding volunteerism including utilizing linkages and massive information dissemination.

As to generating resources, the common answers shared were improving the dissemination of information, tapping all stakeholders to solicit funds, and recognizing the outstanding accomplishments of parents. Involving them in planning conference made them extend financial support was also a common response. To align maintenance to the Brigada theme, holding series of orientation or meeting, improving the dissemination of information, and relating tasks based on the current theme were commonly shared by the informants despite the passive attitude of stakeholders and lack of funds.

DISCUSSIONS

Working and excelling are done successfully whenever the whole learning community ignites the sense of interacting with the school to translate practices into achievements, to lighten difficult endeavors, and to simplify complexities. Facing realities improves performance and reaps excellence marked by being open to challenges and building teamwork to identify causes of problems, development of solutions, and plan of actions. Shared effort creates a harmonious relationship for improvement, attainment of program goals, and school's progress which are all embodied in implementing and strengthening Brigada Eskwela in the Division of Camarines Norte.

KEYWORDS: Practices, Hall of Famers, Division of Camarines Norte

SUBMISSION ID: R005-CAMNOR-0021

The Use of Star Stamp as a Reward System to Improve the Academic Performance of Selected Grade One Pupils of Aguado Elementary School-annex. S.Y. 2018-2019

Elizabeth R. Besera & Cristina G.Silao, Department of Education Cavite Province,
Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

Pupil's motivation is the biggest achievement that highly touches the heart of being a professional teacher. Poor performance in every pupil is often attributed as of lack of motivation. Teachers must have an intellect in handling their pupils and in managing their knowledge, skills, and behavior. As of this, giving of rewards is the first attempt to increase the vital pupils' motivation. The researchers conducted this study as an initial action for the effectivity of using the star stamp as a reward in improving the academic performance of selected pupils in Grade One in Aguado Elementary School-Annex

METHODS

This study utilized a quasi-experimental method using controlled and uncontrolled group. During second grading the selected 30 pupils who are in below average or poor performance based on their general average. After three months of the experiment using star stamp as a reward system to those selected pupils as respondents, the researchers used mean and standard deviation as a tool basis for the improvement of their academic performance in the third grading period.

RESULTS

The outcome of the tool used by the researchers showed that out of 30 selected pupils, 27 of them were basically improved their academic performance in the third grading period. It explains that using the Star Stamp as a reward system were an effective tool for the grade one pupils that enhances their interest to learn.

DISCUSSIONS

Based on the study conducted by the researchers, the Star Stamp as a reward system given to the pupils is effective and proven in Aguado Elementary School- Annex. This shows a positive reinforcement to the individual that they are eager to learn. Hence, this academic improvement is proven, the researchers would highly suggest and recommended to the teacher must be creative and constant in giving a reward specifically at the primary level.

KEYWORDS:: Reward System, Academic Performance, Academic Achievement, Star stamp, Positive Reinforcement, Quasi-experimental Method, Standard Deviation, Effectivity, Improvement, Motivation

SUBMISSION ID: R04A-CAVITP-1445

The "A-Type Electrainer Boards" Instructional Material

Rodel F. Dinamling, Department of Education

Abstract

INTRODUCTION

The Department of Education continuously improves itself to better serve its stakeholders. This is to protect and promote the right of every Filipino to quality education. Teachers are tasked to prepare appropriate varied experiences with the aid of localized instructional materials to meet the demands of the learners.

METHODS

This innovation helps the TLE-EIM teachers address the scarcity of Instructional materials and practical workshop areas problems in the school. It enables students to undergo hands-on and practical experiences for honing their maximal skills in the field of electricity. It has a mounted Back-to-back board for maximum utilization with electrical units attached on each board and it is movable (From room to other room) by its four feet stands. Electrical units are mounted strategically to allow students to perform from basic to specialized electrical circuits in the spiral progression model of learning based on the ability level of the students. This instructional material is applicable in the fields of Science and Technology(S&T) and Technology and Livelihood Education (TLE) subjects. People with an interest in learning the electrical system may also be benefited by this gadget.

RESULTS

Students in Electrical Installation and Maintenance have familiarized on the commonly used electrical circuits since they were able to experience hands-on activities in connecting electrical circuits. They were able to display appropriate safety practices in dealing with electrical works. The knowledge, skills, and attitude gained by the students contributed to 1) the 100% passing rate of our TVL-EIM students in the National Competency Level II and 2) trained students were able to compete up to the National Festival of Talents (NFOT).

DISCUSSIONS

The results proved that localized Instructional Materials are of great help in the teaching-learning process. Innovations helped teachers adapt to the demands of scarcity problems. Learning must be continuous as Technology enhances tremendously, hence this innovation needs to be constantly upgrading. The proponent is contemplating another innovation to meet the demand of the changing world.

KEYWORDS: Electrainer board, Instructional Material

SUBMISSION ID: R002-QUIRIN-0086

The 3 A's Approach: A Gateway to Improve Mathematics Fluency of Grade One-Burgos Pupils in Rosario West Central School

Richelle Llamas, Department of Education, Rosario West Central School

Abstract

INTRODUCTION

Mathematics instruction should be directed towards making every learner numerate. The low scores during the numeracy assessment served as a wakeup call that the need to execute interventions based on the assessment results urgently and necessarily. In this study, the researcher was able to develop an intervention program that helps in strengthening and improving the skills of the learners with procedural fluency and conceptual understanding of mathematics through the utilization of numeracy assessment tools.

METHODS

The researcher used deliberate sampling which is also known as non-probability sampling. She examined the entire population, the Grade-One-Burgos class, who shared characteristics. She also used quantitative data collection method and relied on the total population sampling and structured data collection instruments. The results of the numeracy pre-test and post-test were compared, analyzed and interpreted.

RESULTS

Based on the analysis and interpretation of the data gathered, the researcher was able to identify the strengths and weaknesses of Grade One-Burgos pupils through numeracy assessment. An intervention program entitled Project 3 A'S (Assess. Analyze. Act.) that addresses the needs of the struggling learners and enhance the skills of the fast learners was carefully implemented. There was an average increase of 2.78% in the nine competencies tested and given interventions.

DISCUSSIONS

The numeracy assessment tools helped in identifying the strengths and weakness of the learners in Mathematics. The said tools used rubrics for classifying the learners into different levels of learning accuracy and speed such as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory and Did not meet Expectations. These classifications of learners helped the teacher in determining what learning experiences children need and how to scaffold their learning experiences. The results of the numeracy assessment, both in oral and written, led to the development of an intervention program that addresses the needs of the struggling learners and enhances the skills of fast learners. Project 3 A'S (Assess. Analyze. Act.), as a product of Numeracy Assessment Program, is an intervention program that helped in strengthening the conceptual and procedural fluency in Mathematics of the Grade One pupils.

KEYWORDS: intervention program, numeracy assessment tools, numeracy skills

SUBMISSION ID: R04A-BATANP-1567

The 5e Model in Teaching Science and Health: A Basis for an Action Plan on Instructional Supervision

Robenjames S. Marayag

Abstract

INTRODUCTION

Teacher's efficiency and competence of the educational system may mar the standard of education if unsupervised instruction is observed among the managers. Academic performance of students will be developed when proper instructional process and supervision took place in Science and Health. With these considerations, the present study conceived to use the 5E instructional model in teaching science and health specifically in grade 5 pupils to propose an action plan that will address the observed underachievement.

METHODS

An ex-post facto research methodology was utilized in this study. Six (6) out of 16 Schools were selected by the researcher as respondents at Maddela District I. Three (3) schools implement the use of the 5E model. Stratified Random Sampling was used in this study. The researcher made an achievement test to measure the achievement of the pupils. Informal interview, Classroom observation guide, and matrix of the 5E model were also used in the study.

RESULTS

Analysis and Interpretation of this study yielded the following results:(1) The learning achievement in Science and Health of Grade 5 pupils model yielded a mean of 45.83 which is average in Qualitative description while pupils without 5E model had a mean of 37.08 which also falls in average qualitative description; There were least mastered competency in the 5E group based on its computed meanwhile In the non 5E group, the least mastered competencies based and its computed mean are: infer the pattern in the changes in the appearance of the moon($X = 24.00$), relate the cyclical pattern to the length of the month ($X = 28.66$), identify star patterns that can be seen at particular times of the year ($X = 30.00$), and investigate extent of soil erosion in the community and its effects on living things and the environment ($X = 31.94$); and pupils who have 5E model of instruction performed better as shown in the results of the test.

DISCUSSIONS

The result shows that the 5E model is an appropriate strategy in teaching Science and Health in achieving effective learning on the part of the learners. Furthermore, the 5E model is good instructional support to teachers in teaching Science and Health and will develop teaching proficiency. The 5E model provides capacity building to school administrators in making an action plan which will improve the instructional supervision.

KEYWORDS: 5E, Instructional Supervision, and Instructional Process

SUBMISSION ID: R002-QUIRIN-0136

The Absence of Textbooks and its Effects on Grade 12 Abm Students in Gmaths

Nick Wilson Tapel, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

Education plays a paramount role in the modern technological world. Nowadays, there are many ways to enhance education such as the K-12 program which was ascertained by the government to align the Philippine education globally in the 12-year basic education cycle. Accompanied with this new innovation, textbooks play important support to students' overall success of learning. This research aimed to identify the thoughts and opinions of Grade 12 ABM students about the absence of learning materials in their strand.

METHODS

This study used the phenomenology type of research in identifying the concerns of the students regarding the absence of textbooks in the classroom. The respondents were focused on the Grade 12 students under the ABM strand in the SY 2017-2018. A survey questionnaire with an interview was used to identify the effects and the disadvantage of having no textbooks in the classroom. Also, this study identified the students' alternatives in the absence of textbooks.

RESULTS

The findings revealed that the absence of the textbook has a good effect because it improved their research skills. However, not having a textbook has a negative effect as well because it impedes the students' rights for sufficient academic learning. Hence, the students sorted into finding the information through their gadgets such as mobile phones and laptops. In the absence of textbooks, the students' academic performance was low and their progress became slow.

DISCUSSIONS

The results testify the need for textbooks in the classroom. Internet with the aid of gadgets is a great help in improving the students' research skills. Furthermore, parents support, especially in the financial aspect, is important for their children's academic performance. In the absence of textbooks, teachers may give credible sources and references that will guide the students in their study. Or, print outs and photocopies of the lesson are a good alternative to augment the lack of textbooks.

KEYWORDS: Textbooks, Absence, Effects

SUBMISSION ID: R04A-CAVITP-0737

**The Academic Performance and Behavior Of Overseas Filipino Worker's
Children: Basis For Holistic Development Program**

Ria Shanine Bagayaua

Abstract

INTRODUCTION

Family is where we belong. Children harmoniously live with parents providing a long-lasting relationship that bond each other. One or both of the parents have chosen to work overseas. They go and find a job in other countries to earn money, support daily needs, provide a good education for children and give better future to their family is the main reason of the OFWs work overseas. The researcher came up with the study of OFWs parents in USANT Montessori Grade School whom they can rely on, the extension of support through the output of this study would lead to the holistic development of children and understand their situation.

METHODS

The researcher utilized descriptive-evaluative method to determine the data needed under the present investigation. Tabulated data were analyzed and interpreted the application of the following statistical tools: Frequency Count, Weighted Mean, Five-Point Rating Scale, Pearson Product Moment Coefficient of Correlation, and Mann-Whitney U Test.

RESULTS

1. Pupils with OFWs parents' are boys and under the care of grandparents; more pupils belonged to Rapid Progress; majority indulged in sports; 2. Personality, social, intellectual, emotional factors affect academic performance and social behavior of the children; 3. There is no significant relationship existed between the pupils profile; while significant relationship existed in terms of the pupils' caregivers, average grade, extra-curricular activities; 3. School administrators should find ways of keeping close contact with parents and make it a point of duty to provide them with regular feedback on the activities of their children at school; 4. Children can be taught to participate in decision-making
5. Adopt the Intervention Scheme for OFWs children.

DISCUSSIONS

The results were: 1. Children of OFWs should be encouraged to join academic, extra-curricular activities, and involve children in community activities to help build and strengthen their support system; 2. Enhance academic social behavior to pupils through devising a structured systemic school program to help address personal, intellectual, social, and emotional issues faced by children when their parents leave them behind to work abroad; 3. School administrators should find ways of keeping close contact with parents and make a point of duty to provide them with regular feedback on the activities of children at school; 4. Children can be taught to participate in decision-making, concerning the family. 5. Adopt the Intervention Scheme for OFWs children.

KEYWORDS: academic performance, behavior, overseas Filipino workers children, holistic development program

SUBMISSION ID: R005-CAMSUR-0106

The Academic Performance of Orphaned Learners in Key Stages One and Two: A Basis for Project Development

Eloisa I. Sarmiento, Michelle M. Dorado, & Marilou C. Piniero, Department of Education San Pablo City

Abstract

INTRODUCTION

Educational status is an important indicator of children's well-being and future life opportunities. While this is an ideal situation for all children, the case may be different for orphans due to the challenges they go through on a daily basis.

Being the fundamental unit of society, family support is playing an important role in the academic performance of the learners. But how about the case of orphan learners? This query led the researchers to conduct this investigation.

METHODS

This investigation is generally descriptive research. The respondents are 57 orphaned learners in San Pablo Central School. Simple descriptive statistics were used to determine the homogeneity and heterogeneity of data collected. To answer if there's a significant relationship between the respondents' profile and academic performances, Regression was employed. And if singly or in combination, being orphaned to mother or father and/or both affect the quality of education, Multiple Regression Analysis was employed. The data collected were tested at the 0.05 significance level.

RESULTS

The results revealed that there's a significant relationship between the respondents' profile and academic performances. Being orphaned to mother, father, and/or both parents significantly affect the quality of education. This can be taken into account that academic performances of orphaned learners rely on the basic foundation unit of society thus emotional and physical support to these learners are highly recommended for them to cope and move forward.

DISCUSSIONS

Being a solo parent is an everyday challenge but in this study, it has been revealed that these orphans are being guided mostly by their mothers while some are by their father, relatives, and grandparents.

Meanwhile, the respondents were dominated by the academic performances of 80" 84 %.

The results uncovered that there's a significant relationship between the respondents' profile and academic performances. Being orphaned to mother, father, and/or both parents significantly affect the learners. This can be taken into account that academic performances of orphaned learners rely on the basic foundation unit of society thus emotional and physical support to these learners are highly recommended for them to cope and move forward.

KEYWORDS: Orphaned learners, Orphans' Academic Performances

SUBMISSION ID: R04A-SANPAB-0010

The Academic Performance of Select Pupils From Far Flung Areas of Aga Elementary School: A Study

Luisa Fenol, BRAVE

Abstract

INTRODUCTION

Education remains an important weapon to reduce poverty and inequality. It also ensures the acquisition of knowledge and skills that enables them to achieve the quality of life and adheres to the era of globalization. Thus, the Department of Education protects the right of all citizen to quality education at all levels and accessible to all as mandated by the law. According to our secretary Bro. Armin Luistro, the department remains committed to the delivery of basic education to Filipino learners-especially to those who live in an area where transportation remains a challenge. He said they want to let every student know that they have not forgotten them and they are not alone. This is one of the existing problems in the education sector, the absence of schools in far-flung areas.

METHODS

This study used the descriptive method of research with the teacher-made test as the instrument used. The respondents of the study were the 50 select pupils from Grades I to Grade VI. After conducting different tests, the General Average and Descriptive Rating of the students were used as determinants of how well they perform in class.

RESULTS

Result revealed that the academic performance of the pupils who came from far-flung areas is affected by the distance of the school from home. Majority of the learners have a satisfactory performance with 46%, another 28% have unsatisfactory performance and 26% rest with good performance. From the findings of the study, it is also observed that the living condition as to economic status and education of parents affect their learning. Other existing problems that occurred are tardiness, absenteeism, drop-out and poor study habits.

DISCUSSIONS

This study encouraged the teachers; the school to make necessary intervention program for the students to maximize their time in school to cope up with the lessons, assignment, and activities to uplift their performance with the support of the parents.

KEYWORDS: far-flung, academic performance

SUBMISSION ID: R04A-BATANP-0428

The Acceptability of Handeesheets® as Instructional Material in Science 6

Constancia Hernandez, CAR

Abstract

INTRODUCTION

As a Science teacher, the proponent has always encountered problems in the past with regards to the knowledge of content words that have been defined in Science books. The proponent has used the strips way back in 2016. The pupils were made to write down science terms and their meaning or definitions on strips of paper. These strips of paper had been used as a drill every beginning of science subject period. Pupils later made paper strips covered with plastic with typewritten/computerized science terms. The HandeeSheets® at first has no name.

METHODS

The researcher used quantitative research design. Using a researcher-made questionnaire as the main data gathering instrument, fifty-three (53) Grade Six pupils under the advisory of the proponent were administered the questionnaire. There were twenty-nine (29) male and twenty-four (24) female respondents; twenty-eight (28) of them were aged 11 years old, twenty-three (23) were aged 12 years old and one each for 15 and 13 age bracket. A letter of permission was forwarded to the parents of the Grade Six pupils since all of them were minors, assuring them of the confidentiality of the responses and of their identities.

RESULTS

Results revealed that the HandeeSheets® as instructional materials in Science 6 was accepted by the Grade Six pupils with regards to all the criteria. According to the pupils, they were able to benefit from the effects of the use of Handeesheets® since these materials motivated them to strive harder and practice more in teaching not only themselves but also their classmates.

DISCUSSIONS

The HandeeSheets® was usable since they are easily found inside the classroom any time of the day and are handy for use over and over again. The material was durable since it was made of durable materials that could withstand constant handling and by the pupils. For its contents, the material had both easy and difficult science terms which were defined clearly and was written in a language that was understood by all. The science terms in the material were presented in an easy to grasp manner. With regards to evaluation, since the pupils wrote, presented and answered all the questions by themselves, the competencies were easily discerned if known by them or not. Moreover, since the material is available anytime, the material helped the pupils practice more for mastery of science terms, thereby making pupils proud of their achievement.

KEYWORDS: Key Words: instructional material, best practice, Handeesheets.

SUBMISSION ID: R04A-BATANP-0233

The Acceptability of Pinakbet Pizza in a Crust

Francis Jude Bacus, Naic NHS
(Adviser: Loida Arce)

Abstract

INTRODUCTION

Pinakbet is an indigenous dish that had originated in some part of Ilocos wherein, many Filipinos loves to create their own version of this dish but of course, we have our own techniques to cook. In our study, we tried to make an exceptional product which is Pinakbet Pizza because we wanted to increase the number of people especially the kids that should be eating vegetables with the twist of a pizza crust.

METHODS

This study was conducted by utilizing descriptive research which can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, Descriptive research is aimed at casting light on current issues or problems through the process of data collection that enables them to describe the situation more completely than was possible without employing this method. We used Slovin's formula to determine the 200 samples from the 400 total population of grade 11 senior high school students, there are 10 section based on their strand, and we choose 20 respondents for each strand. We gave each respondent survey questionnaires.

RESULTS

We had found out that our study was acceptable for our participants with the texture with 4.27 mean and 0.73 standard deviations, in appearance with 4.25 and 0.75 standard deviations, in taste with 4.31 mean and 0.77 standard deviations, and lastly, in odor with 4.34 mean and 0.78 standard deviations. And we had found also the number of the respondent who likes the pinakbet in a crust is 189 with a percentage of 89%. And the total number of the respondent who dislikes the pinakbet in a crust is 11 with a percentage of 11%. Therefore, there was no significant difference between the group of respondents.

DISCUSSIONS

The result certifies that the pinakbet vegetable was accepted as the main ingredient by our participant. In terms of texture, appearance, taste, and odor, our product became acceptable to our participant because it is more likely pizza.

KEYWORDS: Acceptability, Pinakbet Pizza, Crust

SUBMISSION ID: R04A-CAVTP-0036

The Acceptability of Rambutan Pie

Rose Marie Bucado

(Adviser: Loida Arce)

Abstract

INTRODUCTION

Pies are defined by their crust, a filled pie (also single crust or bottom crust) has pastry lining the baking dish, and the filling is placed on top of the pastry but left open, while Rambutan is a rich source of vitamins and minerals that aids in losing weight. Strengthening bones, and also offers anti-parasitic properties. In our study, we observed how accepted the Rambutan as an additive flavor of pie.

METHODS

We used a research design that is very suitable for our research and that is the descriptive research. Using a survey questionnaire, we conducted our study at Grade 11 students in NNHS. The total number of the respondents is 200, We used slovin formula to determine the 200 samples from the 400 total population of grade 11 senior high school student, they are 10 section based on their strand, and we choose 20 respondents for each strand.

RESULTS

All of the respondents participated in our study and more of them accepted it. We found out that our study is acceptable in terms of texture, appearance, taste, and odor with the result of texture 4.71 is acceptable, appearance 4.48 is acceptable, taste 4.82 is acceptable, and odor 4.75 is acceptable out of the 200 respondents/participants 96 said that they accepted it.

DISCUSSIONS

This result shows that our study is accepted by most of all participants. It is recommended that the study implementation of the project the acceptability of Rambutan pie as an additive flavor should be given an appropriate service/products for the customer in terms of texture, appearance, taste, and color.

KEYWORDS: acceptability, rambutan, pie

SUBMISSION ID: R04A-CAVITP-0037

The Actualities and Quality of the Services Rendered by the Guidance Counselors in Secondary Public Schools in the Fourth Congressional District of Laguna

Melina Kahulugan, Department of Education
(Adviser: N/A)

Abstract

INTRODUCTION

Issues on guidance and counseling comprise to what extent counseling should work and how the guidance counselor should be evaluated. The roles of the counselor are at large in its scope yet its actualities focus more on what has been used to do by the guidance counselor. This study was conducted to identify the school guidance services and dealt primarily to determine the actualities and the quality of services rendered by the guidance counselors in public secondary schools.

METHODS

This research utilized a survey study using descriptive-evaluative method to determine the actualities and quality of the guidance services. The main instrument used in the gathering of data relevant to this study is a research-made questionnaire-checklist given to school principals, guidance counselors/advocates/coordinators, public teachers, and students. These respondents were derived from the total population of twenty public schools using Lynch formula.

RESULTS

Among the identified guidance services, the majority of guidance counselors record and file student's cases accurately. Also, catering students for individual counseling is always implemented. The actualities of guidance services revealed that the attitude of guidance counselors is relevant to their work. While the quality of guidance services is perceived by all respondents as always practiced in terms of professionalism or ethics. The quality and actuality of the guidance services are not significantly different from the perception of each group of respondents. Only the perceptions of respondents towards the quality of the guidance services found significant. It implies that the guidance counselors are doing all the services included in the guidance program as seen by school members but the quality does not meet the set standard.

DISCUSSIONS

The findings illustrate that the quality of the actualities of guidance services is far off the reality of its standard. The Department of Education develops the quality of guidance program through hiring eligible counselors, yet the importance to have a sound basis of guidance and counseling program for schools to determine the standard assessment of all guidance counselors is highly recommended.

KEYWORDS: Quality, Actuality, Guidance Services, Standard Assessment, Evaluation,

SUBMISSION ID: R04A-LAGUNA-0132

The Adaptation of Kolb's Learning Style in Improving the Performance Level of Grade 8 Students in Particle Nature of Matter

Gemmarie Calingasan, Balayan National High School & Laicka Implamado,
Occidental Mindoro State College

Abstract

INTRODUCTION

Strengths and weaknesses are inevitable and are in the natural state of existence. There might be things that some can do but other people cannot. Those things that were influenced by people's unique characters and personalities that affect the way of living, adapting, and learning of every individual. A point of view that teachers should use as first principle to consider in teaching. This research aimed to provide an action plan to improve the performance level of grade eight students in the particulate nature of matter by adapting the learning styles pioneered by David Kolb. Through this, the researchers were able to identify the preferred learning style of the students based on Kolb's Learning Style Questionnaire and created an action plan on improving the performance of the students in science and for the teachers to become aware of the area and learning style to be strengthened for the sake of students' learning.

METHODS

Descriptive method of research was used in this study with the designed activities and Kolb's Learning Style Questionnaire as the main source of data. Twenty (20) students from Balayan National High School served as the subject of the study.

RESULTS

Based on the findings, as doers, nine (9) students projected a moderate preference which ranked first. First on the rank as reflector was very strong which was projected by ten (10) students. On the other hand as a thinker, the students' performance showed a moderate preference by nine (9) individuals and with the highest frequency projected by thirteen (13) students, they projected a very strong preference as the decider.

Acquired from Kolb's Learning Style Questionnaire, it was known that the preferred learning style of the respondents was decider which ranked first as projected by thirteen (13) students.

DISCUSSIONS

The Kolb Learning Theory is an effective principle in the teaching and learning process so that the teachers would become aware of the areas to give emphasize for the sake of the improved student learning and it is also significant to provide various teaching activities to give chances for the diverse learning style of the students.

KEYWORDS: particulate, kolb's learning styles, descriptive method, preference, inevitable

SUBMISSION ID: R04A-BATANP-1215

The Adaptation of Kolb's Learning Style in Improving the Performance Level of Grade 8 Students in Particle Nature of Matter

Gemmarie Calingasan, Balayan National High School & Laicka Implamado,
Occidental Mindoro State College

Abstract

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DISCUSSIONS

The Kolb Learning Theory is an effective principle in the teaching and learning process so that the teachers would become aware of the areas to give emphasize for the sake of the improved student learning and it is also significant to provide various teaching activities to give chances for the diverse learning style of the students.

KEYWORDS: particulate, kolb's learning styles, descriptive method, preference, inevitable

SUBMISSION ID: R04A-BATANC-0207

The Adaptation of Kolb's Learning Style in Improving the Performance Level of Grade 8 Students in Particle Nature of Matter

Gemmarie Calingasan, Balayan National High School & Laicka Implamado,
Occidental Mindoro State College

Abstract

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DISCUSSIONS

The Kolb Learning Theory is an effective principle in the teaching and learning process so that the teachers would become aware of the areas to give emphasize for the sake of the improved student learning and it is also significant to provide various teaching activities to give chances for the diverse learning style of the students.

KEYWORDS: particulate, kolb's learning styles, descriptive method, preference, inevitable

SUBMISSION ID: R04A-BATANC-0209

The Admission Guidelines of Batangas State University- Rosario

Daniel Mingoy, San Felipe Es, San Felipe Padre Garcia Batangas

Abstract

INTRODUCTION

This study dealt mainly on assessing the observance of the Admission Guidelines of Batangas State University- Rosario during the academic year 2016. The colleges included in this study are The College of Industrial Technology, College of Accountancy, Business, Economics and International Hospitality Management, College of Engineering, Architecture and Fine Arts, and College of Teacher Education. The researchers chose the freshmen students as the focus of the research.

METHODS

The researcher used the descriptive method of research with a questionnaire as a data gathering instrument in order to obtain the data needed. The statistical tools employed to interpret the data were a percentage, weighted mean and Chi-square.

RESULTS

After the data were tabulated, statistically treated and analyzed it was found that majority of the respondents was submitting the accomplished college application form together with their entrance requirement on time. The data showed that the Admission Guidelines of Batangas State University is observed to a great extent.

DISCUSSIONS

This study discussed the existing admission guidelines of Batangas State University-Rosario. This covered the students' assessment of the admission guidelines in terms of entrance requirements, steps in taking the examination, the process of releasing the result and enrollment procedure. This also focused on knowing if there is a significant relationship between the profile of the respondents and their observance of the admission guidelines.

KEYWORDS: Admission Guidelines, Assessment And Policies

SUBMISSION ID: R04A-BATANP-0116

The Analysis of Social Relationship Towards the Academic Performance of the Selected Grade 10 Students of Camp Vicente Lim Integrated School

Fatima G. Santiago, Camp Vicente Lim Integrated School

(Adviser: Emma C. Oña)

Abstract

INTRODUCTION

Academic performances of students sometimes depend on what kind of social relationship or friends they have. Socializing with others shares a great matter when it comes to a student's health and academic performance in school. The support that a student receives from his or her peers, social acquaintances, and company, gives motivation and encouragement to show skills and talents that mostly helps a student stand out in class. Processing a healthy social relationship helps nurture a person's social and academic progress.

In this study, we delve into a distinct motivation to promote social interaction and participation in school.

METHODS

The researcher used data gathering techniques and descriptive method design which includes a further comprehensive description of data obtained from respondents. The method design used by the researchers facilitated through quantitative and qualitative analysis of the respondent's insights about the study.

RESULTS

This study shows that social relationship is one of the factors that affect the academic performances of the students as presented, analyzed and interpreted in the collected data the research. The students were affected by the motivation they get from their social relationship and it really helps them to study well. But some of the respondents were moderately affected by lacking support from their friends that lowers their self-esteem and confidence. The social relationship might affect the student's academic performances by getting motivation, encouragement, and pressures from their friends, with 2.7 weighted means. (Motivation and encouragement got the highest degree of having a good effect on social relationship to the students 1). The social relationship is one of the factors that affect the academic performance of the students, with a weighted mean of 4.05. 2).

DISCUSSIONS

The social relation might affect a student's academic performance and well-being, including behavior and health. The researcher recommends that student should involve themselves into something that could help them to nourish their mind, their skill, and learning capabilities. Students should set their priorities. Engage themselves to people that influence good morality. Creating an organization that promotes social interaction with the help of activities and motivates the student to participate in school is a big help. Parents should maintain a good relationship as a family and set good examples in making a social relationship.

KEYWORDS: Camaraderie, Social Relationship, Acquaintances, Peers, Familiar, Academic Performance, Comprehend, Circle of Friends, Horizon, Difficulties

SUBMISSION ID: R04A-CALAMB-0327

The Annual Physical Examination of the Elementary School Teachers of Tabaco South District: An Analysis

Maria Vivien Torrecampo, Department of Education

Abstract

INTRODUCTION

This study focused on the Annual Physical Examination of the elementary school teachers at Tabaco South District, Tabaco City. It made an analysis of the results of the said examination. A total of 140 teachers participated in this research activity. They were taken on total enumeration from six elementary schools comprising Tabaco South District. These schools were Baranghawon Elementary School, Basud Elementary School, Cabangan Elementary School, Cobo Elementary School, San Ramon Elementary School, and Tabaco South Central Elementary School.

METHODS

This study was a descriptive-correlational-documentary analysis of the results of the Annual Physical Examination of the school teachers. The data were critically analyzed to find answers to the sub-problems cited. The Illness-Wellness Continuum Model by John Travis guided the conduct of this investigation.

RESULTS

Data taken from their Health Examination Record revealed that the most common health problem they experienced for the last two years were easy fatigability, joint back pains, and voice hoarseness. As to the illnesses, the highest ranked were urinary tract infection, allergic rhinitis, allergy, and asthma. As revealed they have a very good health status.

The job performance of the respondents was based on their Performance Appraisal System for teachers and the pupils' NAT results.

DISCUSSIONS

The respondents must vigilantly consider the fact that they could never be good teachers unless they are healthy and well. Only holistically healthy teachers could offer the children their maximum teaching capability. Department of Education officials must monitor regularly through reports submitted to them the number of teachers getting sick. The immediate supervisors of these teachers must maintain a good interpersonal relationship with them. This will give them more motivation to further their job performance to attain the goal of the organization. Chest X-ray for teachers must be conducted free of charge as provided for in the Magna Carta for Teachers. This is one of the benefits due to them. The school- parent-community concept of improving the educational system must be implemented. Coordination and support from one another will minimize the occurrence of problems among them sustaining quality education. Future researchers must take interest in conduction further research activities along with the topic of school teachers and their health.

KEYWORDS: Physical Examination

SUBMISSION ID: R005-TABACO-0022

The anthology Experiences of Higher Education Instructors in Senior High School: Challenges and Impact on Professional Development

Kristine Cinco & Rene Andal, Department of Education

Abstract

INTRODUCTION

The Academic Year 2016-2017 ushered the beginning of the full implementation of the K to 12 program of the Department of Education (**Department of Education**) as mandated through R.A. 10533 otherwise known as the Enhanced Basic Education Act of 2013 which featured the adding of the last two years in the Basic Education commonly referred to as the Senior High School. The said educational breakthrough and advancement has threatened the security of tenure of university teachers both from the public and private schools, respectively. At this juncture, the **Department of Education** dispelled the said dilemma of the HEI teachers and has opened the avenue for the displaced HEI college instructors by creating the demand for additional teaching personnel who will be deployed in the Senior High School. Through this new government program, the HEI college teachers were given an option in their teaching profession. It is at this point that the researchers decided to embark on this study which aims to have an in-depth understanding on different experiences of instructors from higher education institutions teaching in senior high school, their challenges and impact on their professional development.

METHODS

The main sources of data were from the interviews and focus group discussion participated in by the teachers who came from both public and private higher education institutions. Thematic analysis was done to analyze and interpret the results of the study.

RESULTS

Findings from the study showed themes based on the experiences of former college and university instructors who are currently teaching in senior high school. Teachers encountered different challenges like a shift in school culture, school climate and work habits which are all evident in the public school system

DISCUSSIONS

The support system from the school administrators and the entire government agency was perceived having a great impact on the professional development of the teachers currently deployed in the senior high school.

KEYWORDS: Higher Education Instructors, Professional Development, Senior High School, Anthology Experiences

SUBMISSION ID: R04A-LIPAC1-0000

The Application of the K-12 Pedagogical Approaches in Teaching English 7: Basis for an Action Plan

Hyzel Cuenca

Abstract

INTRODUCTION

The Department of Education learning standards consistently calls for student proficiency in Standard English usage and grammar. Enhanced Basic Education Act of 2013 Section 5 states that the **Department of Education** shall adhere to the specific standards and principles in developing the enhanced basic education curriculum. The act further stresses that the curriculum shall use the pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative. The performance of the students informative and achievement tests in English and the challenge of the department to elevate the level of learners' knowledge in English prompted the researcher to conduct this study. It assessed the extent of application of the K-12 pedagogical approaches in teaching English 7 and the skills developed among students in the Division of Lipa City.

METHODS

The study utilized the descriptive method using a questionnaire complemented with documentary analysis to substantiate the gathered data. The two groups of respondents were comprised of 39 public secondary school teachers who are handling English 7 and 372 Grade 7 students from 15 public secondary schools. The number of student-respondents was determined by utilizing the Slovin's Method. Frequency, percentage, ranking, weighted mean, and Pearson Product Moment Correlation Coefficient were used as tools to interpret the data.

RESULTS

The findings showed that approaches constructivist, inquiry-based, reflective and integrative are practiced to a great extent while the collaborative approach is performed to a very great extent. As to skills, student-respondents agreed that critical thinking, problem-solving, intrapersonal, and multidisciplinary skills were enhanced and strongly agreed that interpersonal skills were best developed when pedagogical approaches were applied. As to the academic performance of student-respondents, documentary analysis implied that they perform very satisfactory in English.

DISCUSSIONS

The application of the pedagogical approaches in English affects the development of 21st-century skills and academic performance. These approaches assist in the mastery of competencies; therefore, they are deemed necessary in teaching the subject. Thus, teachers must be encouraged to attend seminars and training concerning different approaches to enhance their skills in teaching English and be updated with the new trends in the field of education.

KEYWORDS: pedagogical approaches, skills developed, academic performance

SUBMISSION ID: R04A-LIPAC1-0124

The Assessment of Grade 11 Cookery Students Towards Improvement of Academic Performance in Cookery

Maria Leonora Peje & Anastacia Molina, NAIC NHS

Abstract

INTRODUCTION

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

METHODS

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

RESULTS

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

DISCUSSIONS

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

KEYWORDS: impact, institutional assessment, academic performance, TVL-cookery

SUBMISSION ID: R04A-CAVITP-1732

**The Attitudes and Mathematics Performance of Grade Iv Pupils in Florante
Ilano Memorial Elementary School for a Pupil Development Plan**

Gemma Borja, Department of Education

Abstract

INTRODUCTION

We are living in a world filled with all kinds of information and news from afar and near places and we act on the basis of that process every day. We have to educate our Filipino learners to filter information critically, seek credible sources of knowledge and use data and facts creatively so that they survive, overcome poverty, raise their self-esteem, develop patriotism and realize a gracious life in our own risky new world. The quality of education in public elementary education can be improved in a number of ways.

METHODS

The method used in the conduct of the study was a survey on the attitude towards Mathematics and achievement in Mathematics of Florente Ilano Elementary School pupils and to describe the study, a descriptive method was used. Descriptive method was done to seek and establish familiarity with the subject and to portray selected characteristics of the subjects accurately that was to study their stability, distribution, and occurrence. Aside from the questionnaire, informal interviews were also conducted to counter-check and indicate the data collected.

RESULTS

Pupils find that most of the lessons in Mathematics can be applied in their day to day activities, at times they cannot follow their teacher's explanation so the exercises do not mean much to them. During Mathematics period, pupils are restless and uncomfortable compared to other subjects and sometimes they like Mathematics because they have no fear to ask questions that will help them discover the answer to the problem. Thus, there was a significant relationship between the attitude of the pupils towards mathematics and their achievement in Math.

DISCUSSIONS

Most of the pupils have an attitude of dislike towards Mathematics because they find the subject difficult. At the same time, they believe it is important for them to learn the subject matter because it is very useful. School administrators will find it useful because the result would show the attitude of the pupils towards Mathematics and their achievement in Mathematics. As well as their attitudes that hinder them in achieving better results in the subject. This will, in turn, help them improve in this subject. The achievement of pupils in Mathematics was interpreted as FAIR.

KEYWORDS: attitude towards Mathematics, achievement in Mathematics, achievement in Math, significant relationship

SUBMISSION ID: R04A-CAVITP-0584

The Attitudes of Grade 10 Students of Caluangan National High School Towards Solving Problems in Mathematics

Arlene G. Hernan & Cristina Fenomeno, Department of Education

Abstract

INTRODUCTION

Students' attitudes toward solving problems can have an impact on Mathematics achievement. This is the reason why the solving problem must be given attention and difficulties must be addressed. Most students have a negative attitude toward this skill and this should be overcome in order to change their mindset as regards solving problems. Furthermore, it is important that they know the benefits of having the skill in their future employment and career. In this study, we determine the attitude of Grade 10 students of Caluangan National High School towards problem-solving in Mathematics which will serve as the basis in making an innovation.

METHODS

This study utilized descriptive design to determine the attitude of fifty-five (55) Grade 10 students of CNHS towards solving the problem in Mathematics. The survey questionnaires were distributed to the respondents. The data gathered in the survey instruments were statistically treated through percentage method, mean rating, and ranking. Five-point Likert scale was also used for the verbal interpretation of the computed mean.

RESULTS

The responses of the respondents as regards to their attitudes towards Mathematics revealed their positive attitudes on the matter. Though they find problem-solving difficult, they still believe that logical thinking skill is developed through this in real life situation. Based on the result of the study, most students understand the given problems when they ask the help of the teachers; they find difficulty working on it independently. The study further shows that students could hardly comprehend and analyze the problems given; therefore, it takes a hard time for them to identify the approaches and formula to be applied in order to arrive at the solution.

DISCUSSIONS

The result of this study indicates that there is a need for innovation addressed to the weaknesses of the students in dealing with problem-solving in Mathematics. Since reading and comprehension abilities of the students play a vital role in this mathematical skill, there is a need for the integration of English in Mathematics. It is also found out that students have a little patience in dealing with problem-solving, making them think that it is a difficult task. In order to sustain the interest of the students in this skill, they should be given problems based on real-life situations which they can relate with.

KEYWORDS: Problem-solving, attitudes, comprehension

SUBMISSION ID: R04A-CAVITP-1716

The Attitudes of Teachers of Nasugbu West Central School in Conducting an Action research: A Basis of Proposed Training Development Program

Praxedes Maullon

Abstract

INTRODUCTION

In the advent of the K-12 Program, changes and challenges were expected from teachers to engage in school reform and be accountable for student achievement increases. Action research is one of the systematic methods of solving problems or making teaching better, it allows teachers to identify changes and challenges on their teaching practices so it could be improved. Conducting action research provides teachers with empowerment, promoting their own practices, helping them understand and apply theoretical and practical knowledge about teaching.

It aimed to assess the attitudes of teachers of Nasugbu West Central School in conducting action research. It sought answers to the difficulties and challenges encountered by the teachers in writing own action research inside the classroom. This action research determines the relationship between the profile of the teachers and their attitudes in conducting action research.

METHODS

The research study employed the descriptive research method. This type of research describes what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to observe, describe, and document aspects of a situation as it naturally occurs. This method applies in this study because it aimed to assess the attitudes of teacher individual in conducting action research. Descriptive method of research was used by the researcher to assess the positive and negative attitudes of the teachers in conducting own research work. The descriptive study involved 50 out of 107 elementary teacher-respondents using random sampling.

RESULTS

The results showed that teachers' number one barrier in conducting action research was the lack of time and stressful. The methodical process of action research encouraged teachers in this study to make more informed and purposeful decisions about teaching practices.

This only showed that conducting action research by the teachers' in elementary school was demandable.

DISCUSSIONS

Most of the respondents were female, married, BEED with MA and a lengthy period of teaching.

They responded moderately agree in the importance of action research in the classroom situation and responded disagree in other statements like the steps in preparing own action research.

There was a significant relationship between the profile of the teacher and the attitudes in conducting action research. A proposed training development plan was designed to promote responsive awareness in conducting action research.

KEYWORDS: attitudes, action research, assessment, development program

SUBMISSION ID: R04A-BATANP-0871

The Attribution of Principals' Administrative Skills and Leadership Styles to the Teachers' Performance in Private Elementary Schools in Lipa City

Ronalyn Mabiling Malabuyoc, Inosloban-Marawoy Integrated National High School

Abstract

INTRODUCTION

The success of any school to achieve its stated goals or objectives depends on the ability of the principal and his administrative skills and leadership styles. It is imperative that the principals learn and understand the importance of skills and styles that enhance positive performance in schools. High performance of teachers requires high performance of school principals. This study discussed on finding out the relationship of the level of performance of teachers to the administrative skills and leadership styles of the principals.

METHODS

The descriptive evaluative method of research was used in this study. The researcher designed a questionnaire as a major source of the data. The performance evaluation of teachers for School Year 2017-2018 was obtained through documentary analysis. The study was conducted among the 417 teachers from 30 private schools in Lipa City to formulate findings and recommendations to enhance the performance of principals and teachers in private elementary school in the Division of Lipa City. The data gathered were analyzed and interpreted through the most appropriate statistical procedures.

RESULTS

Principals who were good in planning, relational, management, and decision-making skills were found to be significant predictors of teachers' performance. The most influential were the management skills and decision-making skills while the principals' communication skills were not found to be significant predictors. Moreover, democratic, transactional and transformational leadership styles were significant predictors of teachers' performance. The most influential was the transactional leadership style while autocratic and laissez-faire leadership styles did not significantly influence the dependent variable scores.

DISCUSSIONS

The results showed that principals must sustain emphasis on administrative skills such as planning, relational, management, and decision-making skills, however, they must improve their communication practices. Furthermore, principals may imbibe a mixture of transactional, transformational and democratic leadership styles in order to enhance better teaching performance and the use of laissez-faire and autocratic leadership styles should be discouraged. Lastly, there is also a need for the principals to consistently monitor and give technical assistance to the teachers to be able to obtain high-performance ratings.

KEYWORDS: administrative skills, leadership styles, principals, teacher, teacher performance ratings

SUBMISSION ID: R04A-LIPAC1-0171

**The Awareness of the Traffic Rules and Regulation in Recreational Bikers
in Ettmnhs - Ishs S. Y. 2018 - 2019**

Gabriel Calderon & Mario D. Baloy Jr., Department of Education/Ettmnhs

Abstract

INTRODUCTION

Riding a bicycle is an amusing and thrilling experience. Not only does it have countless muscular and cardiovascular benefits, but it also promotes a healthier and happier mood. The bill has also enforced the creation of bicycle parks in each municipality and city where bicycle provisions, such as parking areas, bikeways, and bicycle lanes are present. In addition, the bill also includes a section that indicates the obligations, rights, duties, and etiquette to promote safer bicycle riding for all users. In this study, the researcher wants to know the awareness about the traffic rules and regulation in recreational biking in ETTMNHS. As of now, there's a limited study about the traffic rules and regulation in recreational biking in the public school of the Philippines.

METHODS

In order to determine the student's awareness about the traffic rules and regulations, this descriptive research made use the level awareness questionnaires of awareness on traffic rules and regulation The respondents are from Grade 12, thirty (30) via systematic sampling.

RESULTS

According to the result of the data, the mean is 4.19 it says the grade 12 riders all the time aware of traffic rules and regulation.

DISCUSSIONS

The result of the level of awareness questionnaires revealed that all the time, the rider is aware of the traffic rules and regulation. Majority of the respondents are aware in yield to the pedestrian and other vehicles on the roadway, riding the same direction as the flow of the traffic, not riding in the sidewalk, yield before turning or moving to left side lane of traveled and speed positioning between intersections. However, the minority of the participants are most of the time aware about always using hand signals, obeying all traffic signals and signs, driving on the right half of the roadway, yield before entering among important roadway and yield before moving laterally or turning destination positioning at the intersection.

KEYWORDS: traffic rules, bicycle, awareness

SUBMISSION ID: R04A-CAVITP-1673

The Bases of Development of Curricular Teaching Practices of Teachers of a Public Elementary School

Michelle Fuentes, Department of Education

Abstract

INTRODUCTION

This study presented the development of curricular teaching practices in a public elementary school, specifically, it sought to answer the profile of the teacher respondents in terms of grade level assignment, the assessment used for teacher respondents in their curricular and instructional practices in terms of possible practices.

The main aim of the study was to know the bases of development of curricular teaching practices of a public elementary school as assessed by the teachers themselves. The respondents were the kindergarten to grade 6 teachers from Florentino Joya Elementary School.

This study is valuable to people especially to the pupils and teachers in order to have a better understanding of the paper, the researcher has provided both the conceptual and operational definition of reflective thinking, culture and school community.

METHODS

This chapter presents the research to be used in the processes involve in answering the statement of the problem, the venue where the study is to be conducted, the description of who will be the participants, the instrument crafted and to be used in the study, data gathering procedures in the collection of raw data to be put under the statistical treatment data. This study utilized the descriptive design because of its appropriateness to the study.

RESULTS

A number of sections per level were scattered based on the number of teachers at every level. As revealed by the data, the greatest number of teachers is in the Pre-School level. 50 percent of the teacher respondents are just starting while another fifty percent have been teaching for more than five years.

The teacher respondents have different views of perception about their teaching practices according to their grade level assignment. It can be deduced that the teacher respondents have different teaching practices based on the grade level they handle.

Those who have been teaching for a longer period of time have gained more training which helps them improve their teaching practices.

DISCUSSIONS

In reference to the educational attainment of the 40 teacher respondents, 11 of the respondents handled Pre - School with a percentage of 27.5, 3 of the respondents handled Grade 1 with a percentage of 7.5, 6 of the respondents handled Grade 2 with a percentage of 15, 7 of the respondents handled grade 3 with a percentage of 17.5, 7 of the respondents handled Grade 4 with a percentage of 17.5 and 6 of the respondents handled grade 5 & 6.

KEYWORDS: kaiserirish

SUBMISSION ID: RACE-NATOFF-0007

The Benefits of 4p's (Pantawid Pamilyang Pilipino Program) Towards Academic Performance of Selected Senior High Students of Emiliano Tria Tirona Memorial National High School

Jean Michael E. Sy, Danica T. Caimol, Suzy S. Magdalaga, & Christoper Rey Gella,
Department of Education/ ETTMnhs

Abstract

INTRODUCTION

The conditional cash transfer (CCT) program locally known as (Pantawid Pamilya Pilipino Program), or 4Ps, is a government program that provides conditional cash grants to the poorest of the poor in the Philippines. The programs aim to break the cycle of poverty by keeping children aged 0-18 healthy and in school, so they can have a better future.

There are many factors, which account for the good or poor academic performance in secondary schools like; the quality of students admitted the type of scholastic materials available in the school and home environment, the methods of teaching, the nature of administration and teachers involved in academic matters.

However, it seems that the most important factor to be considered in the academic performance of students is being a 4P's member. In fact, there is no recent study conducted in ETTMnhs about the effects of 4P's to the academic performance of selected senior high students so, the study is novel.

The researchers chose this topic for research to find out the benefits of 4P's to the academic performance of selected senior high students of the said school

METHODS

The researchers used Descriptive Research Design. The Grade 11 and 12 4P's benefactors are a sample of this study with 14 sections of Grade 11 and 5 sections of Grade 12. The instrument used in this research was the questionnaire. The data were collected, tabulated and interpreted using the mean and standard deviation.

RESULTS

Majority of the senior high school students agree that 4P's motivates themselves in going to school, pushes them to perform well in the academic activities that would lead them into the top of their class, helps them to submit all of the school requirements, provides financial assistance to buy their needs.

DISCUSSIONS

It is evident from the result that 4P's has a good benefit for the public school students who want to study hard to reach their dreams in life. This research would also give good realizations about the importance of financial assistance for the poor who cannot afford to send themselves into the academe.

KEYWORDS: Academic Performance, Conditional Cash Transfer, Financial Assistance

SUBMISSION ID: R04A-CAVITP-1099

The Benefits of LED Monitor in the Academic Performance of the Selected Senior High School Students of Emiliano Tria Tirona Memorial National High School - Integrated Senior High School

James Noel D. Vales, Charlyn P. Agliday, Shieralyn Brazil, & Ella C. Vales,
Department of Education/Ettmnhs

Abstract

INTRODUCTION

Light Emitting Diode (LED) monitor is the trend in the new generation which is already used by students and teachers in learning and teaching lessons in the different subject area. This monitor used in some schools not just in this country but in almost all over the world that is experiencing this new age of technology in a classroom. Many schools in the world might be exposed to these technologies to make their students become interested in every topic they want to learn.

To know more about the benefits of LED, the researchers conducted a study about the Benefits of LED Monitor in the Academic Performance of the Selected Senior High School Students of Emiliano Tria Tirona Memorial National High School.

METHODS

This research used a descriptive research design. One-Hundred Fifteen Senior High Students were chosen randomly, they were Grade 11 and Grade 12 who were enrolled in the academic year 2018-2019. The survey questionnaire was used to know about the benefits of the LED monitor in the academic performance of the selected senior high students of Emiliano Tria Tirona Memorial National High School - Integrated Senior High School. The collected data were tallied and interpreted with the formula of Standard Deviation and Mean.

RESULTS

Based on the result, majority of the respondents agreed that LED monitor helps them to remember their lessons in class, to enhance their understanding towards their lessons, enhance their creativity, uplift their grades in their academic subjects, and leads them to strive more in all their subjects.

We learned that these benefits were helpful in their studies and provide easiness in learning new things in class.

DISCUSSIONS

The result demonstrates that LED monitor is helpful to the senior high students of Emiliano Tria Tirona Memorial National High School - Integrated Senior High School for them to be more productive, creative and competitive in the progress of their knowledge in their academic performance. This will also encourage the teachers and school administration to provide and use LED monitor where the teaching-learning process occurs.

KEYWORDS: Academic Performance, Light Emitting Diode Monitor, Learning Environment, Senior High School

SUBMISSION ID: R04A-CAVTP-1089

The Blindside Story: A Phenomenological Study of Visually Impaired Students and inclusions

Maricel Garcia

Abstract

INTRODUCTION

Schools offering SPED classes are implementing inclusion and mainstreaming in order to give each SPED student an equal opportunity in accessing quality education. Schools and teachers need to plan and to have the resources that they need in order to inculcate knowledge with the students. This seems to be the problem in the Philippines Education, not all school is equipped with the resources- the human resource and the equipment itself. The teachers in regular classes lack training regarding the proper handling of students with disabilities. For teachers with blind students under inclusion, there are many things to consider during their lessons in each learning areas. The curriculum and the activities in the K to 12 are inclined with the students who are capable to perform each activity, some lessons and activity are not suitable for the visually impaired students. This paper aimed to describe the experiences of the teachers and the visually impaired students in the inclusion.

METHODS

The study used Descriptive Method. Purposive sampling technique was used in choosing the two visually impaired students in Grade 7 Darwin and in Grade 8 Euler and four teachers who were involved in the research. Interviews were utilized to understand the phenomena of the experiences of visually impaired students inside the inclusion.

RESULTS

Findings indicated that trust and friendship, empathy, not just wallpaper and being positive were the themes that emerged as the effects of inclusion in learning and social growth of the visually impaired students. Lack of fit resource person limited relevant activities and learning and modifying suited lessons were the problems encountered by the teachers. To solve the problems encountered, teachers used teaching with a heart strategy, flexibility, and settling for less.

DISCUSSIONS

Based on the result, inclusion in Calamba Integrated School gave the visually impaired satisfaction in their situation. However, since the research used only two visually impaired students and only eight teachers in Calamba Integrated School effectivity of inclusion may vary in other areas. The research may be a basis to improve inclusion in public schools.

KEYWORDS: inclusion, visually impaired students, teaching and learning process

SUBMISSION ID: R04A-CALAMB-0026

The Brain Processing Styles of Teachers and Learners as Related to Academic Performance of Students: Prospect for a Pedagogical in-Service Training

Vilma Ambita, Department of Education

Abstract

INTRODUCTION

The study sought to answer these questions: What is the brain processing style of the teachers? How significantly different are the brain processing styles of teachers and learners? How is the teacher's brain processing style associated with the academic achievement of the learners? How is the pupil's brain processing style related to his or her academic performance?

METHODS

The study was administered to 110 teachers from all grade levels and ten students under them. A descriptive survey was used about the processing styles of Alfonso teachers and learners as measured from GPA. Checksheets were used as designed by the Center for Learning and Teaching Styles, Philippines. Mean, Percentages, T-Test, and Chi-Square were used in the study.

RESULTS

The study revealed that teachers are 76.37% Analytic, 20.9% bilateral and 2.72% Global. The pupils are 46% Analytic 43% bilateral and 11% Global. The value of 7.34 means that teachers are moderately analytic and at 9 pupils are bilateral. The difference between 1.71 revealed a significant difference in learning styles. The t-value of 7.59 which was greater at .01 and at .05 rejected the null hypothesis showing that there is a significant difference between the brain processing styles of teachers and learners. Moderately analytic teachers are significantly different from their bilateral pupils. In brain- processing style of teachers as associated with academic achievement of learners, chi test revealed significant relationship from the t-value of 24.30 which was greater than 12.592 at 0.05 level of significance and still greater than 16.812 at 0.01 level of significance. In pupils' brain processing style as related to academic performance, Chi-square revealed a significant relationship with t-value of 13.214 is greater than 12.592 at 0.05 level of significance.

DISCUSSIONS

Data suggested that there is a direct relationship between the teachers' learning style and the type of learners who will perform well in the class. Analytic teachers tend to develop analytic learners and global learners tend to develop global pupils. Most likely analytic teachers tend to fail to reach their global learners. The same thing happens between global teachers and analytic learners. The study suggested: the following: That learners came from different backgrounds and they can be helped if their thinking and learning styles are known by the teachers so that the style of teaching can be adjusted to their learning needs.

KEYWORDS: Brain Processing Styles, Analytic Learners, Global Learners, Analytic Teachers, Analytic Learners, Learning Styles

SUBMISSION ID: R04A-CAVTP-0663

The Bullying Situation at Banilad Elementary School: Input to a Reinforced antibullying Program for School Year 2017-2018

Luzviminda Dime, Department of Education

Abstract

INTRODUCTION

Bullying, an issue all over the place nowadays that cannot be ignored, neither neglect nor denied. Still, everyone is positive that these behavior problems can be remedied if not diminished. Family, school, and environment have a lot to do with misbehavior.

In line with this, the researcher intends to study and determine the extent of perception of pupils and parents of Banilad Elementary School on manifestations of bullying and its effects on the bullies and the bullied.

METHODS

Varied methods were used. The researcher used the questionnaire method dealing with 136 respondents of which 68 are parents and the rest are pupils. Data gathering method was also used. And for treating the responses in the questionnaire, used is a data analysis plan.

RESULTS

The perception of pupils on bullying yielded a weighted mean of 3.27 interpreted as agreeing while the perception of parents on bullying got a composite mean of 3.44 which is interpreted as strongly agree.

Pupils and parents who participated in the research revealed that they have a negative perception regarding bullying. The effects mean affecting: 1. Emotions, 2. Classroom organization 3. academic performance 4. Emotional scars 5. loners 6. Trauma.

DISCUSSIONS

The study revealed that there is a need for further study in different situations so as to prevent from occurring. The factors to consider are family, environment, and peers. Intervention must be carefully and appropriately done to protect parties, the bully and the bullied.

KEYWORDS: Bullying, Reinforcement, Situationer

SUBMISSION ID: R04A-BATANP-1946

The Caring Attitude of Teachers Towards Misbehaved Primary Learners

Agatha Reynancia, Department of Education

Abstract

INTRODUCTION

Based from four year experience in teaching at public elementary school, it can be said that what is learned from homes, either good or bad, is sometimes brought in schools. What the students practice in school can be seen from their respective communities. These are all mirrored from the behaviors of the children when they start going along with peers, with classmates, and with persons in authorities inside the school.

METHODS

This study was able to utilize descriptive-qualitative research approach using interview guide, document analysis framework, and focus group discussion. The major respondents of this study were the 45 teachers from the locale of the study. Primary learners who were recorded or noted as exhibiting or have exhibited behavior problems were the secondary respondents.

RESULTS

This study revealed the following findings: Quarrelsome/bully/naughtiness, inattentiveness/laziness, rudeness, cheating, attention seeking, and hyper activeness were the most commonly-observed misbehavior problems. It was found that family problems, peer influence, short attention span, traumatic experience, unpreparedness for schooling, and not conducive classroom were the causes of misbehavior for primary learners.

To demonstrate caring attitude despite misbehaved learners, teachers were found using friendly approach, one on one conversation, integrating lessons on misbehavior, praising and rewarding learners, and teaching them by example, sticking to agreed rules, using activities to develop their social skills, utilizing varied instructional materials with multimedia, and acting as second parents to misbehaved learners.

Whenever the teachers reciprocate a caring attitude, the learners became obedient and caring, demonstrated regret and change gradually, and showed an improved level of attentiveness. It was also found that they only behaved for a week while others still misbehaved and showed no reaction at all.

DISCUSSIONS.

The common misbehavior problems of learners in the primary level are roads which test the dedication of their teachers in showing their passion to make them learn the basics of everything in the curriculum that add spice to envision how each and every one of them would grow as worthy individuals. The causes of misbehavior of primary learners open the realization of the teachers to escalate their being a teacher into a full-scale channel for developing misbehaved learners through positive means. Being involved with the problems and issues of misbehaved learners, lead towards creating better individuals, building wholesome families, and inspiring them to be the best of what they can.

KEYWORDS: Caring Attitude, Primary Learners

SUBMISSION ID: R005-CAMNOR-0020

**The Causes of Absenteeism among Grade One to Grade Six Pupils of
Kayquit Elementary School From August to October School Year 2018-2019**

Leah Marie F. Papa & Jessica C. Ramos, Department of Education

Abstract

INTRODUCTION

All pupils, yet for one reason or another want to miss a day in school. The general tendency to engage in such unwillingness is referred to absenteeism.

Absenteeism has negative effect on the performance and academic achievement of the pupils. It also becomes a hindrance to their success later in school. Frequent absences can also lead to a more serious problem of school dropout.

Moreover, absenteeism also affects the ability of the teacher to deliver the lesson properly and also those pupils who are present every day. Since absenteeism became one of the problems in our school, we resort to find out the reason behind the absences of most Grade I pupils. Through identifying the underlying reasons, we can now make better strategies to minimize if not totally eradicate absenteeism.

METHODS

The purposive sampling design was used. Using the sampling technique, we identified the pupils who got 3 or more absences per month. Questionnaires which the 30 Grade I pupils have responded focused on the reasons of absences such as physical, health, personal attitude, teacher-related, classroom atmosphere, and home-related factor. Frequency count, percentage and mean was also used for data analysis.

RESULTS

Results showed that in the presented 6 factors that causes absenteeism among Grade I-VI pupils, Physical Factor with a mean of 2.43 emerged as the primary reason of absenteeism among pupils. It is followed by Personal Attitude with a mean of 2.28, Health Factor with 2.17, Home-Related Factor with 2.11, Classroom Atmosphere with 1.63 and Teacher-Related Factor with a lowest mean of 1.25 respectively.

DISCUSSIONS

Observation and monitoring of pupil's daily attendance helped the teachers to identify the pupils who committed more than 3 absences a month. Through this monitoring, the teachers come up with this research to identify the reason behind absenteeism. After several procedures, the results revealed that Physical Factor was the primary cause of absenteeism among Grade I-VI pupils of Kayquit Elementary School. The result of this study will be disseminated to the parent or guardians of the concerned pupils so that they will be guided properly also to those parents of pupils who are at risk for absenteeism. Since incentives and rewards seem to be an effective way to increase school attendance, the school will have Perfect Pal as intervention program to lower or minimize absenteeism among pupils. The school will also test for the effectiveness of the said intervention program in the next research.

KEYWORDS: Causes of Absenteeism at Kayquit Elementary School

SUBMISSION ID: R04A-CAVTP-0921

The Classroom Management Styles of English Teachers and the Academic Performance of the Students in Public High Schools in the Division of Santa Rosa City

Arra Aquino, Southville IV National High School

Abstract

INTRODUCTION

It is probably no exaggeration to say that classroom management has been primary concerns of teachers ever since there have been teachers in the classroom as stated by Marzano (2003). There is an increasing pressure for teachers and educators to deal with the difficulties and constant challenges encountered in choosing an efficient classroom management styles to provide a better learning. Teachers are trying their best to figure out the reason why still there are students who do not excel in the class and get failing grades. They are very much concern on how to improve the academic performance of the student which leads to the making of this study.

METHODS

Descriptive method of educational research was used in this study. A total of ninety two (92) English teachers were used as respondents. A standardized instrument was used as questionnaire and distributed personally by the researcher. The statistical treatment of data included were frequency, percentage, mean, Pearson Correlation. Likert scale was also used in this study.

RESULTS

Majority of the students got a grade of 75-79 in the Academic Performance which was interpreted as Fairly Satisfactory. In terms of the relationship between the classroom management styles of English teachers when they were group according to the students' academic performance, Authoritarian, Authoritative, Indifferent and Laissez-Faire got a p-value greater than on our level of significance 0.05 which revealed that the null hypothesis "There is no significant relationship between the Classroom Management Styles of English teachers and the Academic Performance of the Students" was accepted.

DISCUSSIONS

The results revealed that the academic performance of the students is not dependent on the classroom management styles of English teachers. This is probably because students' academic performance in school may be influenced by different factors. The study of Osa- Edoh and Alutu (2012) which examined the usefulness of imbibing in the students' study habits, as a means of enhancing their academic performance, revealed a high correlation between study habits and students' academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon.

KEYWORDS: classroom management styles, authoritarian, authoritative, indifferent, laissez-faire, academic performance

SUBMISSION ID: R04A-STAROS-0025

**The Classroom Reinforcement Techniques and the Academic Performance
of the Primary Pupils of Cluster 6 and 7 in West 1-Calamba City**

Liezel Maestro, Southville VI Elementary School

Abstract

INTRODUCTION

Through the years, teachers and other practitioners have always been concerned with how to improve the outcomes of teaching in terms of the extent of student learning. This is why there are a wide array of teaching approaches, strategies and techniques which an ingenious and resourceful teacher can utilize in his or her teaching. There are determining factors too, in the choice of the why, what, how, when, where, and who to teach. One aspect of teaching is educators' abilities to effectively manage.

The study aimed to determine the classroom reinforcement techniques and the academic performance of the primary pupils of clusters 6 and 7 in West 1 - Calamba City. The respondents were the 37 Teachers in Grade I, 38 teachers in Grade II, and 35 teachers in Grade III.

METHODS

Statistical methods used to treat gathered data include the simple mean, The Kruskal - Wallis H-test, Percentage Distribution, and Pearson Correlation

RESULTS

The study found that the classroom reinforcement techniques in teaching primary pupils in terms of social and tangible are both observed. It was also evaluated that the academic performance of the primary pupils in two clusters were not that far in reality, which are both developing. Finally, there was a relationship between the classroom reinforcement techniques in teaching primary pupils and the academic performance of the primary pupils.

DISCUSSIONS

From the findings of the study, the researcher concluded that the teachers very much observed paying attention, when the lessons are introduced and discussed, and they relied on tangible incentives such as, giving star to their pupils who excel in every learning areas.

In the light of the findings and conclusions of the study, the researcher recommended that the teachers should always employ the classroom reinforcement techniques and be encouraged to continue improving and upgrading their skills as teachers: Department of Education officials should come up with good programs in the development of teachers and students and serve as the bases for giving school awards and recognition; to further embrace the academic performance of the pupils, preparation should be made, they should strengthen their capability and upgrade their leadership skills as a leaders and managers of the learners; teacher can use modern strategies in teaching to arouse the interest of the students, or can initiate group work and give lots of exercises to facilitate learning by doing.

KEYWORDS: reinforcement, techniques, performance, academic

SUBMISSION ID: R04A-CALAMB-0325

The Classroom Writing Activities of Grade Iv to VI Pupils: A Basis for the Supplementary Materials for Writing

Kenneth Muya, Department of Education Division of Calamba

Abstract

INTRODUCTION

Writing is the ultimate method of communication. It is the one's soul and outlet from seeking voice and freedom. Observations, researches and evaluations prove that most children can read but cannot express themselves orally and even more cannot write the detail of events in their life. There are few pupils who have the talent but most of them certainly do not have the interest and the level of writing skill to compete and excel. Although, teachers can be most influential individuals to affect the writing interest and competency of their pupils, they have the overwhelming responsibility in the awakening and ensuring the quality of graduates and the future leaders of tomorrow. Teachers should develop the writing competencies among the school learners.

The researcher believes that through this study, teachers will have back view on how to enhance the writing performance of Grade IV - VI pupils in public elementary schools specifically in the Calamba West District of Division of Calamba City. Assessing the writing competency of Grade IV- VI pupils will give an overview on how they perform in terms of writing proficiency.

METHODS

This study used descriptive type through survey questionnaire. The descriptive design was intended to give more information about a particular characteristic in a particular field of study. The respondents of this study were the Grade IV - VI English teachers and principals in Calamba West District during the school year 2015 - 2016. The researcher was able to enumerate all the twenty-three (23) schools principals and eighty-seven (87) teachers, thus, no sampling technique was utilized in the study.

RESULTS

The summary of findings based on the result of data, the principals and teachers assessed classroom writing activities in terms of journal writing, social letters, theme writing, filling up of forms and writing from dictation as observed in their respective schools. They were observed in the entire cited variables. Also, the principals and teachers perceived that the pupils' performances in classroom writing activities were satisfactorily observed.

The findings imply that teachers and principals are sharing the same views in terms of their observation on the said variables. The result also illustrates that both group of respondents exert equal effort in assessing the basic writing skills of Grade IV - VI pupils in their respective schools. It was concluded that the respondents' observation can manifests to utilize formulated supplementary writing materials for the enhancement, reinforcement and remediation of pupils' level in writing performance.

DISCUSSIONS

The results demonstrate that the teachers and the school principals may enhance their teaching and supervision skills on classroom writing activities by attending seminars and workshop and also review or research some modern techniques in teaching and preparing instructional materials. School principals are encouraged to include among their priorities the frequent observation of classes and make it a point that classroom writing activities such as journal writing, social letters, theme writing, filling up of forms and writing from dictation are actively incorporated.

KEYWORDS: Supplementary writing materials, English classroom activities, Competency, Assessment

SUBMISSION ID: R04A-CALAMB-0421

The Common Reasons of Grade 10 Students of Emiliano Tria Tirona Memorial National High School in Choosing their Academic Track/Strand

Clarisse Niño, John Mark Frias, Catherine Flor D. Tabulog, & Sheila Mae A. Morales, Department of Education/Ettmnhs

Abstract

INTRODUCTION

A career choice is important because it determine your success in the next stages of your life. One of the tasks of a high school student is to explore and plan for their post-secondary career options. High school students are at the exploration stage of career development. Many factors affect the career choices of high school students. It could be a factor as a motivation for them to persevere for success or it could be a reason to burden themselves. Thus, the researchers want to know the common reasons of grade 10 students in choosing their academic track and strand like for them to be guided in selecting the best one for them.

METHODS

Descriptive Design of research was used in this study. The participants of the study were Grade 10 Junior High School students of the Emiliano Tria Tirona Memorial National High, School Year 2018-2019. The researchers randomly pick 10 respondents every section who serve as the sample of the study. Survey questionnaire is the instrument that was used to collect data.

RESULTS

Majority of the Grade 10 respondents choose the Accounting Business Management (ABM) when they step in Senior High School because they believe that this strand will help them to find an easy job after the graduation and there is a big chance for them to proceed into college level. Second, is Humanities and Social Sciences (HUMSS), they believe that this strand helps them to become more creative and imaginative. Third is Science Technology and Engineering and Mathematics (STEM); some of them want to enroll engineering courses in tertiary level. Fourth, Technical Vocational Livelihood Program (TVL); others preferred this track for they are eager to go abroad and apply for a job. Fifth, General Academic Strand (GAS); most of them are undecided on what course to take in tertiary level. Lastly, Computer System Service (CSS); only few choose this strand because they find it difficult.

DISCUSSIONS

It is evident from the result that there are many reasons why students choose their preferred strand and track. Most of them want to find a job after graduation and only few want to proceed in tertiary level. This implies that most of the respondents want to earn money after Senior High School to help their parents. This research would give an idea to all the parents and teachers to assess their students in choosing the best track or strand that would best fit for them.

KEYWORDS: Career choice, strand, track

SUBMISSION ID: R04A-CAVITP-1208

The Common Reasons of Grade 10 Students of Emiliano Tria Tirona Memorial National High School in Choosing their Academic Track/Strand

Clarisse Niño, John Mark Frias, Catherine Flor D. Tabulog, & Sheila Mae A. Morales, Department of Education/Ettmnhs

Abstract

INTRODUCTION

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METHODS

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RESULTS

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DISCUSSIONS

It is evident from the result that there are many reasons why students choose their preferred strand and track. Most of them want to find a job after graduation and only few want to proceed in tertiary level. This implies that most of the respondents want to earn money after Senior High School to help their parents. This research would give an idea to all the parents and teachers to assess their students in choosing the best track or strand that would best fit for them.

KEYWORDS: Career choice, strand, track

SUBMISSION ID: R04A-CAVITP-1578

The Completeness and Timeliness of Books in Public Schools

Erma De Los Reyes, Department of Education Calaca

Abstract

INTRODUCTION

Books are said to be important source of knowledge especially to students. Without books, we are no more. The schools have the approach of releasing books in the different part of the world that the schools have to sustain the information needed by the students in order for them to have enough knowledge that they can use in the future.

According to the latest study of educators, the schools are now facing problem in giving of books in public schools. Why? It is because the government cannot sustain the needs of the large number of students enrolled in the said schools. Usually, the problem occurs in the public schools wherein there are lack of resources and instructional aide to provide learning necessities of the students, so that they will be no disturbances in public schooling.

METHODS

In order to accomplish the objective of this study, the survey method was used. Through the use of questionnaire, the researchers were able to get the opinion of the elementary pupils as well as their teachers who are involved in this study.

Population of the study comprised of 110 respondents which are 10 teachers and 100 student respondents. They are chosen based on academic achievers of the class.

RESULTS

Findings revealed that students said that the books can increase their study habits. It can be a burden for them to accomplish school works if they are not up to date. Most of them clearly stated that the books are really useful to them. It only means that the books that are up to date can help them a lot when it comes in learning.

Up-to-date books have a good impact to the students especially in public schools. Students can satisfy their needs in studies with the help of these books where they can find the information they need in learning.

DISCUSSIONS

The results revealed that the timeliness of books in school can affect the performance of the students in day-day scenario in school.

The accurateness of books in public schools is very important in each and every student, while he is inside the classroom. The students need a source of information to be able to cope up with their everyday lessons. Most public schools especially in the rural areas are lack of resources or books that they need in order to sustain their studies.

The students are aware of what completeness and timeliness of books can do with their studies. It can be an edge of the students in order for them to have enough information that they need.

KEYWORDS: Completeness, Timeliness, Books, Accuracy

SUBMISSION ID: R04A-BATANP-2242

The Composition Writing Competence of First Year Students at Cabuyao National High School Cabuyao, Laguna

Jennilyn De Guzman

Abstract

INTRODUCTION

Many people are intimidated by writing. Even so, there are times when writing is the best way to communicate, and oftentimes the only way to get your message clear and accurate. When writing, be mindful of the fact that once something is in written form, it cannot be taken back. Communicating in this way is more concrete than verbal communications, which has less room for error and even less room for mistakes.

Students build and acquire competency in two broad areas; writing mechanics and writing process. As a student advances in grades, teachers must continue to place emphasis and use reinforcement on the mechanics in addition to process aspects of writing. The primary purpose of this study is to analyze the students' writing competence, to find out their difficulties in writing and seek possible solutions to the problems.

METHODS

The descriptive method and the purposive sampling research design was deemed the most appropriate for this study using the summary, questionnaire in the Rating Scale form in gathering data. This method seeks to describe a present condition, since the present study concerned with the levels of writing competence of first-year students of Cabuyao National High School. The questionnaire was administered to the respondents with 91 students of the first year students of Cabuyao National High School. The male students are 34 while the female students are 57.

The writing test is composed of three pages; the first page contains the profile of the respondents concerning. The second page contains the Ordinal Scale and the table for the rating of the researcher. And the third page is for the respondents' scratch paper.

RESULTS

The survey showed that the composition writing competence of the first year high school students of Cabuyao National High School had no significant relationship to their age and previous grades in English, while in gender there is a significant relationship.

DISCUSSIONS

Based upon the summary of findings and conclusions of this study formulated the following recommendations were offered:

1.

The teachers should help the students to think seriously about their writing and work habits by asking students an open-ended question.

2.

Encourage students to make a first draft, scan, and edit their composition to see the common errors use.

3.

Develop positive attitudes so that it can help the students to get rid of all negative self-evaluation and increase their self-confidence that he is competitive enough to write as what the modern society needs.

KEYWORDS: communication competencies, formal themes, verbal communication, written communication

SUBMISSION ID: R04A-CABUYA-0047

**The Comprehension Level of Grade Five Pupils of Lemery Pilot Elementary
School: An Assessment**

Grace Maneja, Department of Education Batangas

Abstract

INTRODUCTION

Comprehension plays an important role of individual pupil to determine his/her reading ability. The researcher believes that it is very necessary to develop, improve and increase the level of comprehension skills of pupils because it plays a very important role in the academic performance of every pupil. Specifically, the study aims to identify the present comprehension level of Grade 5 pupils; the strategies used by the teachers in enhancing the comprehension level of pupils, and the teaching and learning difficulties with regards to comprehension.

METHODS

The researcher used the descriptive method of research to 130 Grade 5 pupils of Lemery Pilot ES for the School Year 2016-2017, Pre-Assessment Phil-IRI results were used in gathering the needed data and information to determine their comprehension level. She also utilized the data gathered from interviews and questionnaires and results were treated statistically with the use of frequency counts and percentage.

RESULTS

It was found out that majority of the pupils needed attention with regards to their comprehension for 92% of the total respondents are under the Frustration level. Various reading comprehension techniques such as vocabulary development approach, use of graphic organizers, summarizing story structure instruction, modeling, explicit teaching and collaborative approach. However, pupils still had difficulties in comprehension so the researcher dug in the root cause of the problem. It was then, revealed poor vocabulary development and weak word recognition skills by the pupils are the leading factors that hinder the pupils from comprehending what they read.

These factors in teaching and learning process were noted in crafting an intervention program that will enhance the comprehension level of the pupils.

DISCUSSIONS

The researchers came up with a program which aims to assess the comprehension level of the Grade five pupils which is contributory in crafting and designing possible intervention activities that will address their problem. Project I Am (Identification, Assessment and Monitoring of Learners) will profile the strengths and weaknesses of the learners using assessment tools like Phil-IRI and will look for the root cause of the problem. The learners' progress after certain interventions were introduced will also then be evaluated and monitored.

KEYWORDS: COMPREHENSION, ASSESSMENT

SUBMISSION ID: R04A-BATANP-1315

**The Computational and Problem Solving-Skills of Grade Six Pupils: Basis of
a Training Program to Improve the Teaching of Mathematics in the 5th
Congressional District, Division of Camarines Sur**

Jasmin Pentecostes

Abstract

INTRODUCTION

This research work proposed a training program for mathematics teachers in the 5th Congressional District, Division of Camarines Sur. It drew out the profile of the pupils' computational and problem-solving skills; determined the significant difference of performances of pupils in the different districts; the extent of the strengths and weaknesses of the pupils. Likewise, it drew out the professional background of teachers; extent of the Strengths and Weaknesses of the teachers; methods and strategies employed and utilized in the development of computational and problem-solving skills; and whether the rank orders of the strengths and weaknesses, methods and strategies utilized significantly agree among the teachers in the different types of schools.

METHODS

The Descriptive - Inferential - Correlational Method of research was employed with documentary analysis. A teacher-made test administered to pupils and teacher-made questionnaire.

RESULTS

The following findings were taken from the analyzed data and found out that there is a need to undergo a training program on Methods and Strategies in Meaningful Mathematics Learning Activities.

DISCUSSIONS

On the bases of these findings, the researcher made the following conclusions: 1. Majority of the profile of the pupils' computational and problem solving skills on the different mathematical concepts admitted and rated "average." 2. There is no significant of agreement among the three groups of respondents on the rank orders of pupil's performance in Mathematics. The respondents consider lack of comprehension skills. 3. The pupils manage smartly the activities in Mathematics maximize for a more interactive learning. 4. Most of the teacher finished Elementary Education, attended district level seminars, and formulated test questions/assessment in Mathematics Instruction. 5. There are strengths and weaknesses perceived by the respondents along teaching mathematics. 6. The methods and strategies employed in meaningful Mathematics learning activities by the three groups vary from each other. 7. The teacher respondents are lack of seminars and trainings in Mathematics Instruction. 8. The Training program is designed to help improve the teaching capabilities of Mathematics Teachers and Pupils' academic performance. 9. There is a need to undergo a training program on Methods and Strategies in Meaningful Mathematics Learning Activities.

KEYWORDS: computational, problem-solving, training program

SUBMISSION ID: R005-CAMSUR-0059

The Computer Proficiency of Teachers in Tanauan City South District: A Basis for a Proposed Training Program

Norilyn Isleta, Department of Education Tanauan City

Abstract

INTRODUCTION

There is widespread belief that ICTs can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to student- centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. ICT can help learners explore the world beyond the classroom by providing access to vast resources and information, promoting scientific inquiry and discovery, and allowing students to communicate. ICT can provide opportunities to interact with a wealth of resources, materials and data sets

METHODS

The descriptive-survey method of research was used in the study. A teacher-made questionnaire was also used to address the study on the computer proficiency of teachers in Tanauan City South District as a basis for a proposed training program. To further understand the descriptive method, the researcher was guided with the definition of Manuel and Medel (2014) who proposed that this method involves the description, recording, analysis and interpretation of the present nature, composition or processes of phenomena

RESULTS

The level of the computer proficiency of teachers was very proficient in all computers program like Microsoft Word, Microsoft Excel, Microsoft power point, and internet Explorer, with a weighted mean of 3.74 (Word), 3.67 (Excel), 3.92 (Power Point), 4.03 (Internet Explorer).

There is no significant relationship between the age, sex, year in service, employment and educational attainment of the teachers to their computer proficiency level

DISCUSSIONS

To upgrade the skills and education of teachers in terms of computer, training in the use of ICT must be proposed. Through this, teacher can make the teaching - learning process more efficient and help teacher to adopt to the individual learner's needs. This training will also help the teacher in preparing documents for classroom usage, maintains classroom records and the like

KEYWORDS: Computer Proficiency, Educational Technology, in-service training programs

SUBMISSION ID: R04A-TANAUA-0014

The Conduct of Career Guidance in Grade 12 Students of Tipas National High School (Grade 7-12)

Delmah Grace S. Calamigan & Dyan S. Rondilla
(Adviser: Claren Morcilla)

Abstract

INTRODUCTION

Public and private educational institutions conduct career guidance to the graduating students to develop their knowledge, skills and experience that is necessary to identify options, explore alternatives and succeed in life. But then, even they implemented it, career guidance fails. In our research, we witnessed how career guidance failed to give a better insight in choosing the profession that a student wants. Through our study, we made activities that will deepen the knowledge of the students based on the findings that we gathered.

METHODS

Quantitative-descriptive design was used. Using a survey questionnaire as research instrument, we conducted the study at Tipas National High School, Grade 12 students.

RESULTS

The persons involved in the activity are Grade 12 students. Most of the respondents are 17 years of age and female. Respondents strongly agree that career planning is content in conducting career guidance with a weighted mean of 4.46. On the other hand, cooperation is the best factor needed in conducting career guidance with a weighted mean of 4.59 with an interpretation of strongly agree. Broadening the knowledge skills or abilities ranked first in the effects of career guidance to the life of Grade 12 students with the weighted mean of 4.56 which is interpreted as strongly agree.

DISCUSSIONS

The results indicates that the following contents are needed in conducting career guidance: self-appraisal, decision-making, goal-setting, career planning, team building, counseling, career exploration, outreaching, assessment, financial planning are really needed in conducting career guidance that has a composite mean of 4.29 and interpreted as strongly agree. Factors which are time, cooperation, confidence, patience, commitment, comprehension, awareness, ego strength and openness in decision-making are needed in conducting career guidance that has composite mean of 4.44 and interpreted as strongly agree. Helping Grade 12 students to make decisions and choices involved in planning for the future and building a career or in choosing an occupation, preparing for it, entering it and succeeding on it. It was the main effects of career guidance to their lives.

KEYWORDS: career guidance

SUBMISSION ID: R04A-BATANP-0218

The Conduct of Educational Field Trip in the Elementary Level

Edison Baez

Abstract

INTRODUCTION

Field trips, like other activities should fit into the general program for learning. Frequently they are largely informal, contributing directly to an understanding or appreciation of how people live and work. Field trip should fit into the teaching plan; the school may have a certain regulations for such activities. In any case the principal should know where the class will go and when they will come back.

METHODS

This study used descriptive method of research to determine the effectiveness of conducting educational field trips in elementary grades. The findings were then used as the basis in making guidelines of conducting educational field trips to ensure the success of the activity. For this purpose, a questionnaire was designed according to the specific questions in the study and analyzed with appropriate tools. The gathered data were analyzed using the following statistical tools such as frequency, ranking and weighted mean.

RESULTS

Most of the pupils assessed that their knowledge about the environment broadened and enriched in conducting educational field trip. Pupils sometimes experienced problems during the educational field trip. Majority of the pupils that educational field trip gives them the opportunity to develop accuracy of observation and the joy of discovery. The pupils revealed that teacher has responsibilities in conducting educational field trip. The guidelines in the conduct of educational field trip may ensure the success of the activity for the benefit of the pupils.

DISCUSSIONS

The guidelines in the conduct of educational field trip may be presented to the teachers and school administrators to ensure the safety and success of the educational field trip. Pupils are encouraged to join educational field trip to gain more knowledge about their environment. Similar study may be conducted to determine further the effectiveness of conducting educational field trip in elementary grades.

KEYWORDS: educational field trip, assessment, perceptions, guidelines

SUBMISSION ID: R04A-BATANP-1980

The Conquer of Deficit: A Phenomenological Study on Financial Stressed Students

John Rich Gamas

Abstract

INTRODUCTION

In the field of education, many students are encountering financial struggles that may lead to financial stress. In this study, we found out deeply about the effect of financial stress on the life of the students. For that reason, conducting this study made sense as to reveal the experiences and insights of the participants regarding the phenomenon. Moreover, this study of students' financial stress was essential to contribute knowledge that can be applied for further practices, as it was mentioned by the participants and supported by various authors, and was also anchored to strong theories.

METHODS

This qualitative study uses the phenomenological approach to discover the experiences of the participants regarding the phenomenon. We interpreted the personal statements of 12 financially stressed participants, six from the in-depth interview and six from the focus group discussion. We assured the trustworthiness and the ethical considerations upon conducting the study, and our upright roles as researchers are implemented.

RESULTS

Based on the data gathered from 12 participants, we come up with a total of five major ideas, three core ideas from their experiences, and two core ideas for the insights. From the experiences of the participants, the major ideas that have emerged are the insufficiency of the budget to satisfy the wants, failure to comply with academic requirements, and the weakening of self-determination. Moreover, the two core ideas from the insights of the participants are to be economic and wise and to be optimistic. Most of the participants from both in-depth interview and FGD stated that encountering financial stress is a very difficult situation. Yet, they also shared their perspectives that economic and optimistic personalities are the instruments to overcome financial stress.

DISCUSSIONS

Various authors supported the major ideas that we have gathered, which contributes the ideas of how difficult the financial stress upon encountering it and also supports the idea of having an economic and optimistic personality as a weapon to overcome financial stress. The results demonstrate the need for implementing any kinds of programs that will help to reduce the risk of financial stress phenomenon. The programs can be any orientations or seminars that will give an additional knowledge for the students in integrating financial stress, or it may be any government programs that would help address the financial difficulties/problems

KEYWORDS: Financial Stress, Education, Financial Struggles, Financial Management

SUBMISSION ID: R011-COMPOS-0007

**The Contribution of Guidance and Counseling to Holistic Development of
the Pupils in Banjo Laurel Elementary School S.Y. 2017-2018**

Rosario Morales

Abstract

INTRODUCTION

The term "guidance and counseling" has been perceived in different ways. Kinra (2008) defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give the assistance, the goal being to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counseling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behavior patterns in the interests of the group. Additionally, most of the teachers tasked with guidance and counseling roles are overburdened due to the high number of students in schools.

METHODS

The researcher used the following methods in this research: counseling services, information services and testing services. Counseling services includes appraisal, information, placement, placement, orientation, evaluation, referral and follow-up. Each of these major components of guidance and counseling alone with their services address students' needs, challenges and problems. The researcher also used the two major types of counseling, the individual counseling and the group counseling.

RESULTS

To test whether there is a significant contribution of guidance and counseling to holistic development of the pupils. The researcher conducted a survey using the descriptive method with the questionnaire as the primary data gathering instrument. The respondents are the pupils from grade one to grade six. Based from the result of the survey conducted, all the respondents agreed that guidance and counseling contributed much to the holistic development of the pupils.

DISCUSSIONS

The information service is designed to provide accurate and current information in order that the students may make an intelligent choice of an educational program, an occupation or a social activity. The counseling service is designed to facilitate self-understanding and development through dyadic or small group relationship. The testing service is designed to collect, analyze and use a variety of objective and subjective personal, psychological and social data about each pupil. The two major types of counseling are the individual counseling and the group counseling. Individual counseling is referred to as one-on-one counseling, and group counseling is a counseling session that takes place between the professionally trained counselor and a group of people.

KEYWORDS: guidance, counseling, holistic, dyadic, counselor, development, appraisal

SUBMISSION ID: R04A-TANAUA-0090

**The Correlation Between the Ability to Cope with Stress and the Ability to
Render Quality Guidance Services and Academic Instruction among
Elementary Guidance Teachers of Iriga City Division**

Mary Jane Abano, San Juan Es

Abstract

INTRODUCTION

Stress is one of the most common concerns among educators since the advanced changes in the educational setting of our country demands greater responsibilities. Skills are indispensable and little knowledge of everything is necessary. Our profession creates stress that results from the emotional demands of the nature of teaching. This might lead to job dissatisfaction, mental health related problems, and sometimes lead to early retirement.

METHODS

The study employed survey method, ranking, weighted mean and Pearson's correlation coefficient as the statistical treatment.

RESULTS

Based from the findings of the study, assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs and assessing students' needs which both got a weighted mean of 4.41 and interpreted as excellent; managing routines and procedures with a weighted mean of 4.23 and interpreted as excellent. The rest of the indicators were interpreted as above average. Teachers maximizes instructional time and minimizes disruptions with a weighted mean of 4.59 and interpreted as excellent; the teachers also use available performance outcome data to continually document and communicate student academic progress and develop interim learning targets with a weighted mean of 4.26 and interpreted as excellent; and they effectively address appropriate curriculum standards and use variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population which both got a weighted mean of 4.23 and interpreted as excellent. The rest of the indicators are interpreted as above average. There is no significant correlation between the ability to cope stress and the ability to render quality guidance services of the elementary guidance teachers of Iriga City Division.

DISCUSSIONS

Coping strategies identified in this study do not reflect the overall practices of the teachers, with the help of seminars and workshops, the teachers can be a source of other ways in dealing with stress. Since the teachers have different experiences and different stress, they can be a good source of best practices. It is highly recommended that teachers should be fond of self-assessment in terms of their performance according to their designation. When teachers are aware of how they perform and recognize their strengths and weaknesses they will learn to adjust, adapt and perform well.

KEYWORDS: Stress, Coping Strategies, Guidance Services and Academic Instruction

SUBMISSION ID: R005-IRIGAC-0018

**The Correlation of Metal Craft Art in the Performance of Students of
Shielded Metal Arc Welding in Sinalhan Senior High School S.Y 2018-2019.**

Roan D. Villanueva, Sinalhan Senior High School
(Adviser: Raymond Richard Magan)

Abstract

INTRODUCTION

The General objective of this study is to know the correlation of metal craft art in the performance of the students of Shielded Metal Arc Welding. In the year 2017, Sinalhan Senior High School implemented different clubs and the metal craft art club is included. Unfortunately, this club is ended in the year 2018 for some reasons but the researchers want to bring back some benefits of this club that a student can be attained to be competent because metal craft art can help a students to enhance their skills and performance and to make a creative product.

METHODS

Using a correlative research under descriptive method, we conducted a correlation of metal craft art to the performance of the students. By using a pure random sampling technique where the selection is completely arbitrary and a given number of the total population is selected completely at random, twenty six Shielded Metal Arc Welding Students respond to three sets of variable questionnaire which the variables are the level of competency, interest and creativity.

RESULTS

The students of Shielded Metal Arc Welding are competent to their performance with a highest mean of 1.81. The study showed that the level of interest regarding to metal craft art is positive which means that the students are interested in metal craft art and it can affect their performance in Shielded Metal Arc Welding while the level of creativity are neutral. These results shows that two out of three determinants are significantly predict the significant relationship of metal craft art to the performance of the Shielded Metal Arc Welding. These determinants are the level of competency and level of interest.

DISCUSSIONS

Based on the results, in the first variable "Level of Competency", Students are competent because their performance are improving while learning and enjoying Metal Craft Art. In the second variable "level of interest", students have a positive interpretation with regard to their interest in Metal Craft Art as well as to their specialized subject which indicate that students generally have favorable level of interest for both and for the "level of creativity", most of the students were interpreted as neutral regarding to their level of creativity in Metal Craft Art Welding which indicates that the students have moderately favorable level of creativity and with that result the students must enhanced their creativity skills through constant practice guided by the teacher in Shielded Metal Arc Welding.

KEYWORDS: Competency, interest and creativity, metal craft, performance

SUBMISSION ID: R04A-STAROS-0076

**The Courtship and Mariage Practices of the Agia People at Catsilyan, San
Dionisio I, Maddela, Quirino**

Felix Gallangi, Jessa May L. Penaranda, & Marissa A. Bulayo, San Martin
Integrated School
(Adviser: Berbadith Curramem)

Abstract

INTRODUCTION

Various courtship and marriage practices are very evident among all nationalities around the globe. Their identities, customs, traditions, and cultures are revealed through their practices on courtship and marriage. Nowadays, these practices bridged up the gap between and among races or ethnicity in terms of their differences. And most likely it helps us to understand the totality of an individual when on courtship and marriage stage.

METHODS

Using ethnographic approach under ethnography as a type of a qualitative research was the method used. Focus group discussion, observation and interview was conducted with eight households who participated and willingly gave views and concepts on their courtship and marriage practices of the Agta people at Casilayan San Dionisio I, Maddela Quirino.

RESULTS

With our interview to those elders in Catsiiyan, as well as to those heads of the family with their wives, it has been told that "matchmaking" or the so-called "parental love" is the old trend of having a wife or a husband. Parents are the one to choose and decide whoever will be the husband and the wife to be of the child. Before their marriage, the man will offer and do some household chores at the woman's house for a couple of months. After which, he then asks the hands of the woman for their marriage in exchange of ten butchered pigs and ten sacks of rice flour. But today, they are not practicing anymore this old means of courting and marrying. They already adapted the modern way of courting the woman of their interest and after which, marrying the woman they truly loved. They acculturated themselves with the modern trends, means, and ways of courting and marrying. That, if a man finds a woman of his dreams, he then starts courting her by asking first permission to the woman's parents. Then, followed by constant or multiple visits in their house. And if they found that they truly loved each other, planning for their marriage is the next step. The man is not obliged to render services to his fiancé's house. Furthermore, he is not also obliged to give anything in exchange for his wife to be.

DISCUSSIONS

The results show that the Agta people at Catsilyan, San Dionisio I, Maddela Quirino don't follow anymore the holistic way of courting and marrying a woman based on their customs and traditions before, instead, they follow the trend today in the society wherein a man or a woman is free to see and fall in love whoever his or her heart desires.

KEYWORDS: courtship, marriage, ethnicity, ethnography, enculturation

SUBMISSION ID: R002-QUIRIN-0138

The Critical and Analytical Thinking Skills of Science Technology Engineering and Mathematics (Stem) Students in Camp Vicente Lim Integrated School

Christine Flor I. Cariño, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

The critical and analytical thinking skills are essential skills a person must possess. Critical thinking is about making reasonable judgments that are needed for decision-making. On the other hand, analytical thinking is used to evaluate simple or complex problems in everyday life. Due to the significance of these two skills the researcher decided to conduct a study about the critical and analytical thinking skills of STEM students in CVLIS. The study identified the level of the respondents' critical thinking skills in terms of rational thinking, criticizing and argumentation, while it identified their analytical thinking skills in terms of visual thinking, logical thinking and analysis.

METHODS

From 63 STEM students, the researcher randomly selected 55 respondents. Descriptive-correlational method was employed with the test as its primary tool in data gathering. Statistical tools applied to research data are frequency/ percentage, mean, standard deviation, and Pearson's r using SPSS 23. The data gathering tools used by the researcher were adapted test questionnaires from Cornell Critical Thinking Test, NSE Analytical Test and Test of Reasoning (Non-verbal).

RESULTS

The respondents' level of critical thinking in terms of rational thinking was outstanding, for criticizing it was satisfactory and in argumentation it was fairly satisfactory. Generally the respondents' level of critical thinking was satisfactory. Their level of the analytical thinking skills in terms of visual thinking was satisfactory and in logical and analytical thinking was fairly satisfactory. Overall, the level of analytical thinking skills of the respondents was fairly satisfactory. More so, there was a significant relationship between critical and analytical thinking skills of the respondents. The program of activities was proposed by the researcher to enhance the critical and analytical thinking skill of the students.

DISCUSSIONS

The outcome of the study shows that the critical and analytical thinking skills of STEM students are not fully established. This is because of the minimal exposure of STEM students when it comes to activities relating to the use of their critical and analytical thinking. Moreover, the result of the study showed that there was a significant relationship between the critical and analytical thinking skills, therefore in order to attain the higher level of the critical and analytical thinking skills, both of the said skills should be regularly practiced and enhanced.

KEYWORDS: critical thinking skills, analytical thinking skills, STEM students

SUBMISSION ID: R04A-CALAMB-0040

**The Critical Thinking Skills and the Academic Performance of Grade 11
Academic Strand Students in Camp Vicente Lim Integrated School**

Lalaine G. Masongsong, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

Critical thinking plays an important role in people's lives. It becomes essential for a student as it helps in comprehending lessons and accomplishing tasks. Considering the need to build the society that possess higher level of cognitive abilities, educational institutions considered the development of their students' critical thinking skills through providing lectures and activities that test their skills. It is understood that being able to think critically enables students to perform well; however, it was found that the current classroom appears to be ineffective in developing students' thinking skills. From this, the researcher aimed to know if there is really a significant relationship between a students' ability to think critically and his academic performance; if the development of the thinking skill contributes to the increase in the students' academic performance.

METHODS

The respondents of the study were the 115 grade 11 academic strand students of Camp Vicente Lim Integrated School whereas the researcher computed the sample size for each section to distribute the questionnaires equally. The descriptive-correlational method of research was used with the questionnaires as its primary tool in data gathering. Statistical treatment applied to the research data were weighted mean and Pearson's r using SPSS 23.

RESULTS

The researcher found out that the respondents' level of critical thinking skills was very high in terms of analytical thinking, logical reasoning and problem solving skills. More so, the researcher concluded that majority of the respondents have a very satisfactory academic performance. A moderate positive correlation was found between the level of critical thinking and academic performance.

DISCUSSIONS

The researcher concluded that there is a significant relationship between the critical thinking skills and the academic performance of grade 11 academic strand students. It is a proof that students with critical thinking skills can give an exemplary performance academically. That is why it is a challenge for the future study to know how to improve students in terms of thinking analytically, problem solving and logical reasoning as well.

KEYWORDS: Critical Thinking skills, Academic Performance

SUBMISSION ID: R04A-CALAMB-0042

**The Cvc Project-Collect Vocabulary for Comprehension: A Strategy in
Improving Reading Comprehension of Grade Three Pupils in Binubusan
Elementary School**

Cherryvi Cabali, Department of Education Batangas

Abstract

INTRODUCTION

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The process results from a negotiation of meaning between the text and its reader. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles the way the reader negotiates with the text's meaning. Vocabulary refers to the words pupils must know which are understood over time. It plays a significant role in the strong foundation of a child's comprehension. In the CVC strategy, vocabulary learning in four categories is improved, based on the fact that most of the times children lack reading and writing vocabularies and so speaking and listening vocabularies are not in sync with one another. Thus, reading comprehension became a problem.

METHODS

This study used the descriptive method of research with the researcher-made questionnaire as main data gathering tool. Since there was a need to analyze the level of reading comprehension and the problems encountered involving vocabulary, as well as the effects of low level vocabulary, the researcher also used observation and informal interviews to form the background of this study. Peer validation was done to ensure that the questionnaire was constructed objectively and without bias. Furthermore, since the topic asked for minors to be respondents of this study, a letter requesting permission from parents of the respondents was forwarded before the administration of the questionnaires. Finally, the responses of the respondents were treated confidentially.

RESULTS

The strategy which focused in the introduction of vocabulary words in different levels and reinforcing them in the next day had considerable effect in the comprehension abilities of the respondents. The vocabulary bank increased, the comprehension level was eventually improved.

DISCUSSIONS

The results demonstrate the need for religious implementation of the proposed CVC project to improve the reading comprehension of the pupils in Grade three, wherein "reading to learn" starts. Basically, a pupil who can read can learn everything and comprehending what he reads measures the effectivity of learning. This project can promote critical thinking to the minds of the pupils that will result to better reading skills.

KEYWORDS: vocabulary, vocabulary bank, reading comprehension, reinforcing

SUBMISSION ID: R04A-BATANC-0553

The Development of the 21st Century Skills through the Work Immersion Program: An Input to Mobilized Partnership Program

Lean Grace Ortaleza, Department of Education Batangas Province

Abstract

INTRODUCTION

The role of the K to 12 Program is to hone employment ready nation builders by developing their 21st century skills. With the goal of ensuring global competitiveness among senior high school students, a work immersion program has been implemented for them to apply in real work setting what they have learned in the classrooms. However, the initial implementation was confronted by several problems related to the preparation, implementation, monitoring, and evaluation phases that somehow hindered the students' acquisition of skills to a great extent. With this, the researcher conducted a study to determine if the 21st century skills have been developed among the Grade 12 senior high school students through the work immersion program.

METHODS

A quantitative descriptive method of research was used by the researcher to reveal the development in the 21st century skills among Grade 12 students through the work immersion program. A researcher-made questionnaire was used as a tool to gather the needed information from the respondents. This study was participated by the 155 Grade 12 students who underwent the work immersion program during the first semester of the school year, 2018-2019. They were identified through the purposive sampling technique.

RESULTS

Majority of the respondents were 18 years old, most of them are female and belong to TVL-HE strand. Then, the respondents strongly agreed that among the four learning and innovation skills, collaboration skills were greatly developed during the work immersion program. Likewise, they just agreed that ICT literacy was developed among the information, media and technology skills. Moreover, flexibility and adaptability was also cultivated in them as these are part of the life and career skills. In lieu, the respondents encountered some problems that hindered the development of these 21st century skills. It was noted that work descriptions were vague that resulted to confusing tasks. In addition, lack of equipment and facilities delayed the accomplishment of task, and there was lack of encouraging words.

DISCUSSIONS

The results demonstrate a need for a mobilized industry partnership program to address the constraints met by the respondents. This is with the positive goal of meeting both ends: ensuring a positive image of the industry partners and letting them visualize their establishment in a different perspective, and ensuring the development of the 21st of the century skills among the next batch of work immersionists.

KEYWORDS: 21st century skills, work immersion program, industry partners

SUBMISSION ID: R04A-BATANP-0618

The Development of Work Immersion Preference Test

Jocelyn Miñano, Gov. Juanito Reyes Remulla Senior High School

Abstract

INTRODUCTION

Personal adaptivity, career adaptability and career indecisions are but some few challenges that Grade 11 students of Gov. Juanito Reyes Remulla Senior High School under General Academic Strands face today. Thus, the development of Work Immersion Preference Test would address this current issue. The prime purpose of the test development is for the Grade 11 students enrolled in General Academic strand to distinguish and align themselves to what is befitting for them to take as elective subjects as basis for their Work Immersion program and exposure. Also, this is the very recent study to address such dilemma of Grade 11 students on locale.

METHODS

The researcher employed exploratory design and development research to find out if the identified constructs of the test, Work Immersion Preference Test was successfully determined. There are fifty (50) respondents who were stratified and randomly selected for the study. The formulated test was used and validated accordingly.

RESULTS

Seemingly, the results of the study indicated an over-all Cronbach alpha of .844 which significantly indicated a high internal consistency. This can be noted that the Work Immersion Preference Test proved that there is an internal consistency among the test constructs.

DISCUSSIONS

The result of the study proves that the use of Work Immersion Preference Test can determine what work tasks either on Accounting Business and Management (ABM), Humanities and Social Sciences (HUMSS) or Science Technology Engineering and Math strands, the student can excel. Notably however, the test constructs are at first phase of development and for the meantime it will be used for school-based application for more validation on the reliability of the test constructs.

KEYWORDS: Work Immersion, Test Development, General Academic Strand

SUBMISSION ID: R04A-IMUSC1-0060

**The Digital Natives of Second Language Learning: English Instruction
Utilizing Technology at Sto.tomas North Central School**

Marivic D. Manset, Kathleen S. Javier, & Ma. Theresa D. Evangelista, Sto.Tomas
North Central School

Abstract

INTRODUCTION

Digital natives, the net-generation, the digital-generation, and millenniums are all labels to identify today's learners. Prensky (2001) created the term digital native in his work *Digital Natives, Digital Immigrants* to describe the generation of learners growing up interacting with digital technology. Challenged by the words of Prensky, the researcher came up with an idea of fusing the use of technology in teaching English to the digital native pupils of Sto. Tomas North Central School. The purpose of the research study was to discover if integrating technology into instruction improves student academic achievement.

METHODS

The respondents of the study were 83 Grade 3 pupils of Sto. Tomas North Central School. One group was comprised of 43 participants. The next group was 40 participants and a collaborative teacher worked with the classroom teacher. The average age for a grade three student is 8 to 9 years old. The study was a non-equivalent control group design purposely using random assignment of treatment employing a pre-test and post-test. Random allocation limits bias by employing a double-blind experiment so the statistician will not know which group received which treatment. Random assignment was employed to select the control group for English. A coin toss was the method of random assignment used to make the selection.

RESULTS

Comparing the highest and lowest scores using two different techniques in teaching; students taught with technological aided instruction scored 95%, 93%, and 91% as top score percentage with 88%, 86% and 84% low score percentage while students who were taught of the same lesson using lecture method scored 90%, 88% and 85% as top score percentage and 83% and 80% as low score percentage. Inferential statistics revealed that there was a significant difference between the pretest and post-test. These findings showed that technological instruction is effective in enhancing the pupil's academic performance and recommended to be used during intervention programs.

DISCUSSIONS

Most learners taught with technological inputs performed better compared to that of those pupils that undergo traditional means of learning. This simply provides an array of ideas to all teachers to find efforts in building educative class in a more sophisticated manner of teaching by applying Web 2.0 technology.

KEYWORDS: digital natives, net-generation, web 2.0 technology

SUBMISSION ID: R04A-BATANP-1744

The Dimension of Work Knowledge and the Work of Life of Primary Public School Teachers

Yolanda Ocsit, Department of Education Cavite

Abstract

INTRODUCTION

Knowledge and learning are and have been a central part of work. This study was undertaken to find out the different dimensions of work knowledge and the way of life as primary public school teachers.

METHODS

A multiple methods design was used. Using the descriptive method of research, I personally distribute the survey questionnaire to ensure a hundred percent retrieval and will coincide the conduct of instructed interview to confirm the written answers and to get other pertinent information from the respondents need to make the study concrete and beneficial to all concerned. Thirty-eight (38) primary public-school teachers in the district of Magallanes responded to this survey. The gathered data will be subjected to statistical treatment using percentage analysis, weighted mean and ANOVA.

RESULTS

The four dimensions of knowledge (cognitive, social, societal and the extential) affect the dimensions of knowledge of work life of primary public school teacher respondents. There we're similarities and differences on the dimension profile and work of life of the respondents when they group chronological. There we're relationship between the personologival, dimension profile and quality of work life of primary teacher respondents when they group accordingly. The working place strongly affects the quality of work life.

DISCUSSIONS

In order to understand working life (teacher hands learning) and its consequences it is not enough to emphasize the technical skills of the individual needs in order to perform their work tasks. Work also contains skills for relating to other people, to society and to oneself. By learning, teachers mean the process through which human beings adapt to conditions new to them. The knowledge demands the new work life places on people-in four desperate dimensions. There must be better working place for better quality of work life.

KEYWORDS: yolanda1976

SUBMISSION ID: R04A-CAVITC-0108

The Dying Heroism of Dr. Jose Rizal: Views and Perspective of Select Grade Five Pupils

Arlene Rivera, Department of Education

Abstract

INTRODUCTION

This research aims to determine the dying heroism of Dr. Jose p. Rizal in the views and perspective of grade five pupils in Ibaan Central School. It is very evident in the classroom setting that there are very little information when the discussion is centered and focused on Dr. Jose P. Rizal.

METHODS

The researcher used the descriptive method and conducted an interview which answered three questions about Dr. Jose P. Rizal.

RESULTS

The result revealed that the need for modules, workbooks and other learning materials will definitely help our learners especially the Araling Panlipunan subject in imbibing the much needed knowledge about the heroism of Dr. Jose P. Rizal. Seemingly important like any other works and heroism, Dr. Jose P. Rizal was and is been the country's one and only national hero that can be set as a model to our young learners.

DISCUSSIONS

In our modern day, teenagers are primarily inclined with the use of the different gadgets whereas their mindset was not into how and why our history had started. As for the record, children nowadays, did not know who Jose Rizal was, his fame and of course his heroism which made our country free from colonization of other foreign lands. Yet, for these reason the researcher asked the pupils of three questions which discussed about the dying heroism of Dr. Jose Rizal. The first question was being answered by these five pupils stating that their views and perspective of Dr. Jose Rizal's heroism was very simple, he was being shot and had written Noli Me Tangere and El Filibusterismo that made the Spaniards guilty of their reason for colonizing the Philippines. For the next question, if what characteristics were they admired most of Dr. Jose Rizal, one common answer had arrived it was because he died and became a hero. The third question discussed the heroism of Dr. Jose P. Rizal and the reason they think why he had been chosen as our national hero, with that, the respondents answered that the main reason for Dr. Jose Rizal why he had been chosen as a hero were because of his literary works and his death which arose the nationalistic views of the Filipinos.

KEYWORDS: heroism, modules, work text, workbook

SUBMISSION ID: R04A-BATANP-2011

The Dynamic Classroom: Cooperative Learning Experiences of Grade VI Pupils at Select Schools in Mabini District

Leonito Porley, Department of Education

Abstract

INTRODUCTION

This research is conducted to identify the level of pupils' participation in classroom activities when cooperative learning strategy is employed. The difficulties that can be encountered as well as the best practices using said approach will be identified. It targets the deeper appreciation of the application of cooperative learning in classroom instructions as an approach that will improve learners' achievement level. A suggested learning implementation scheme should also be provided by the researcher as a helpful extension of the study.

METHODS

This research utilized survey questions, interview and observation forms for the identification of the pupils' level of participation in classroom activities. The difficulties encountered and the sustainability of best practices relative to the approach were also noted. Two hundred forty eight (248) Grade VI pupils from schools in Cluster III of Mabini District were the subjects of the study. Teacher advisers and school heads were included as respondents. They were provided with research tools that will add to the validity of the research being conducted.

RESULTS

There is an indication that Grade VI pupils of select schools in Mabini District hold generally a positive view on the implementation of cooperative strategies in teaching and learning context. High level of participation and performances with said strategy is noted. Understanding of instructional goals is achieved and harmonious relationship is also highly enhanced. Applying cooperative learning practices in classroom could lead to positive academic growth for our pupils. Teachers' awareness had been heightened in identifying said strategy to meet the learners' needs and thus further become a motivating factor to adapt measures for the improvement and reinforcement of instructions. It also lead to a sustained utilization of shared learning in school.

DISCUSSIONS

Research shows that cooperative learning bolstered student productivity, increased self-esteem and positive interpersonal relationships. Learning in groups improved students' abilities to comprehend and retain abstract information and help teachers and instructional leaders achieved educational goals. Providing classroom activities that will encourage collaboration and cooperation among group members in the class will maximize involvement that leads to the attainment of a long-lasting learning. In conclusion, cooperative learning should be put into practice across all student populations, grades, and subject areas.

KEYWORDS: Dynamic, collaboration, learning outcomes, approach

SUBMISSION ID: R04A-BATANP-0982

The Dynamic Classroom: Cooperative Learning Experiences of Grade VI Pupils

Mila Ilao

Abstract

INTRODUCTION

The teaching-learning process has become an issue of rational consideration and of critical query on various fronts, and there have been academic debates on the instructional material being provided to the students of various levels worldwide. The students should have cooperative tasks in order to make student interaction effective for inventions are actually the result of the collaborative and cooperative work and not of an individual effort. As far as need for group work is concerned, science is slightly ahead compared to social sciences. A collaborative venture in the community of science, certainly brings forth new dimensions to enrich and accomplish the classroom teaching of science. This research aims to further enhance pupils' cooperative learning in Grade VI science subject of Anilao Elementary School.

METHODS

The researcher utilized the descriptive method which is a scientific method of research which involves observing and describing the behavior of a subject without influencing it in any way.

Descriptive research involved gathering of data that describe events, and then organizes, tabulates, depicts and describes the data collection. It used visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in- depth, narrative descriptions of small numbers of cases are involved, the research used description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications

RESULTS

Through this research, pupils built cooperative skills such as communication, interaction, cooperative planning, sharing ideas, and decision making, listening, taking turns and exchanging synthesizing ideas. During discussion of the lesson, higher order thinking skills were developed and small group brainstorming were done.

DISCUSSIONS

Based on the result of the study, the researcher noticed that the teacher should put emphasis on the improvement of pupils' ability in learning the skills in cooperation. At the same time, the teacher should pay attention to the cultivation of pupils' ability in learning and innovation, make efforts to build a harmonious and equal atmosphere in cooperative learning activities.

KEYWORDS:dynamic,cooperative

SUBMISSION ID: R04A-BATANP-1051

The Effect of Project Infomercial to the Performance in Music of Selected Grade 6 Students in Cupang School

Sharonmae Jaranta

Abstract

INTRODUCTION

Effective learning has become the primary concern of teachers in all subjects' areas. Hence, various teaching method and strategies have been utilized or integrated with teaching to produce quality education. As cited in Castro (2012), it was stated that "if a child can't learn the way we teach, maybe we should teach them the way they learn" auto marks the crucial significant of learning in today's field of education. It implies as well as the value of daily learning through the conduct of various child centered activities. Further the study focuses on the effect of using innovations in teaching and learning Music. Indeed, music plays a very important role in our daily life. It has become a valuable way of expressing oneself. Likewise, the mastery of knowledge and skills of the learners based on the present curriculum is another reason why effective teaching of the lessons should be given priority. Consequently, the researcher proposed a fuller approach in teaching and handling learning through utilization of computer aided instructions. This action research becomes an avenue to attest on the effect of infomercial to the performance in Music of selected student.

METHODS

The study will utilize experimental method of research experimental method of research depicts an analysis on the responses of the subjects of the study as exposed on stimuli in light of this, experimental method .

RESULTS

Based on the result of the study the performance in Music of selected grade 6 Learners who undergo to experimental method group and used an audio visual aids which get a very evident w, which mean that through the use of the learning instruction the pupils easily understand the lesson specially in Mapeh, On the other hand, the control group which undergo to the Conventional method of teaching music didn't got the least evident which means the pupils got bored in a traditional method of teaching.

DISCUSSIONS

The participants or respondents of the study will be the two groups of 44 grades 6 learners from heterogeneous classes. 44 or 88 percent out of 50 respondents will be selected through an eating variables based in their grade Music during the first quarter. 15 item test will be administered to the respondents after exposure to the aforementioned teaching strategy to reveal the effect of infomercial to the performance in Music of the Learners. It will also depict an analysis on the significant difference in the performance in Music of the two groups of respondents.

KEYWORDS: The effect of Project infomercial to the performance in Music

SUBMISSION ID: R011-TAGUMC-0001

The Effect of Activity-based Teaching on Grade Three Pupils' Achievement in Fractions

Mary Joy Domagtoy, Tagaytay City Science National High School

Abstract

INTRODUCTION

An individual should master, at least, the basic skills in Math as it is essential in almost all the daily activities. Though the concept of fractions is included in the basics of Math, many are still frightened to see a fraction in the equation. The understanding of fractions must be established well from the beginning to lessen its intimidation and improve one's Math skills. For this reason, the study, "The Effect of Activity-based Teaching on Grade Three Pupils' Achievement in Fractions", was conducted.

METHODS

It used a quasi-experimental design where the teacher of one group used manipulative materials such as discs, strips, kit, mat, flash cards, dominoes, and matching cards sets in teaching fractions. Interviews with the teacher and pupils of both sections were also conducted.

RESULTS

The results showed that both activity-based teaching and the usual lecture approach had significant effects on the pupils' achievement in fractions. However, the pupils that had activities using the manipulative materials had better achievement. Moreover, pupils in the activity-based group claimed to have more positive learning experiences.

DISCUSSIONS

Based on the results, activity-based teaching is recommended in the establishment of the learners' understanding of fractions as it promotes learning in an engaging and interesting way.

KEYWORDS: fractions, activity-based teaching, mathematics, elementary, achievement

SUBMISSION ID: R04A-CAVTP-1677

**The Effect of Assessment Tools in the Comprehension Level of Grade III
Pupils in Ulat Elementary School S.Y.2016-2017**

Dionicia Tibayan

Abstract

INTRODUCTION

The program started when Francisco Tolentino Memorial High School, the Leader School, considered Ulat Integrated School to be their partner school in the Department of Education Division of Cavite's Program in uplifting the quality of education of its pupils. The program will last for three months. To bring the program in reality, a budget of Php140 000.00 was provided to leader school to support the Reading Program created by both partner school. The amount was used to provide pupils with the needed materials in the whole duration of the program. The leader and partner schools designed a reading program that will help pupils to increase their comprehension level. With this, the partner school provides an environment that is conducive and will help to motivate pupils' interest in reading.

METHODS

This study used mixed method - qualitative and quantitative design. Seventy-nine grade 3 pupils were included in study. A pre- assessment was conducted to determine the comprehension level of the pupils. The Phil - IRI pre-test was used as tool in pre-assessment. An intervention was done after assessing the comprehension level of pupils. A post assessment test was given to prove if the weekly assessment tools helped the pupils to improve their comprehension level. The Phil - IRI post-test was used for the final assessment. The result of pre- assessment and post assessment was gathered as the basis of the study.

RESULTS

The result of pre-assessment test of grade 3 pupils shows that 39.24% are in frustration level, 46.84% are in instruction level and 13.92% are in independent level of comprehension. The result of post-assessment test of grade 3 pupils shows that 12.66% are in frustration level, 63.29% are in instruction level and 24.05% are in independent level of comprehension.

DISCUSSIONS

The assessment tools used were producing sounds of letters, followed by reading of words, phrases, sentences and reading of stories with corresponding questions. The Phil-IRI passage was used for final assessment. Based on the result of post-assessment test of grade 3 pupils, the percentage of pupils in frustration level of comprehension decreased. Thus, the percentage of pupils in instructional level and independent level increased. There is significant difference in the comprehension level of grade 3 pupils before and after using the assessment tools. The result indicates that the assessment tools used improved the level of comprehension of grade 3 pupils.

KEYWORDS: SSP RESEARCH

SUBMISSION ID: R04A-CAVITP-1306

**The Effect of Classroom Management in Learning Process of Grade-VI at
Palumlum Elementary School**

Bernadette Cuadra

Abstract

INTRODUCTION

Teaching requires managerial skills-specifically, classroom management skills. In a way, a teacher is like the captain of the ship and the students are all part of the ship's rowdy crew. For the teacher, plain sailing is the desired standard-an easy and uncomplicated course to common goal- learning.

It's easy to assume that this is such a simple task, especially for a well-oiled, old warhorse of a teacher like you. But in reality, even the best of us can use a little help in this important component of teaching. However, it is done right, more innovative ways of managing your classroom allows you to become better teachers. In the end, this leads to more learning. Establish the right environment early. And early on, students- of all -ages- try to figure out what kind of teacher you are in terms of your teaching style, the amount of work you assign, and yes, how you manage the students in your class. As such, it is important for you to give them the right first impression since they'll expect you to be this-or that- every time they are in your class. Your students must know what's in the offing.

METHODS

The descriptive survey method was used in gathering data from the questionnaire to be distributed to the students of Grade-VI from Palumlum Elementary School.

The questionnaires were finalized after the following considerations have been met: First, the questionnaires must not be duplications of any previous writer. Second, it will be an instrument in accordance with the problem of the study. Third, it must discover more matters relevant for the improvement of then movement. Fourth, it must be the students of Holy Child Jesus Montessori who will be the respondents. It is also intended to help the parents, teachers, and school head.

RESULTS

N/A

DISCUSSIONS.

N/A

KEYWORDS: policewoman@06

SUBMISSION ID: R04A-CAVITP-1388

**The Effect of Classroom Management in Learning Process of Grade-VI at
Palumlum Elementary School**

Bernadette Cuadra

Abstract

INTRODUCTION

Teaching requires managerial skills-specifically, classroom management skills. In a way, a teacher is like the captain of the ship and the students are all part of the ship's rowdy crew. For the teacher, plain sailing is the desired standard-an easy and uncomplicated course to common goal- learning.

The most important determinant in the entire school system is the teacher. A good teacher is not necessarily born with a teaching instinct but one who has been with the product of years of effort. It is clearly recognized that a wise selection of teachers for training or employment depends upon the ability to determine what qualities make for successful teaching.

Most important at all, the teacher must be sure that he is setting the proper example before his students. All efforts to teach the students to live a good life will be useless if the teacher acts squarely with his teaching.

The attitude of the students has different backgrounds which depend on what kind of environment they involve to. How their parents brought them up and nurtured and influenced play a vital role in the development of their attitude. How they viewed and expressed their attitude in the environment and home considering the positive and negative conditions would somehow reflect and be manifested in school. This is why every teacher must always be ready to accept any forms of attitude-revelation when they begin to handle them both inside and outside of the classroom and in academic aspects.

Both teacher and the students must see and expect either positive and negative impact on one way or another.

METHODS

The descriptive survey method was used in gathering data from the questionnaire to be distributed to the pupils of Palumlum Elementary School.

RESULTS

In this study, I discuss the results that took place in one elementary classroom. The attitude of the pupils is an important factor in classroom management; it has a great impact in learning progress of pupils. The interest and laziness really shown in every classroom but it will depend on the teacher how he resolve this concern. The

DISCUSSIONS

The classroom environment cannot be pinpointed as one specific entity. The whole environment of the classroom consists of several factors, such as the positive and negative attitudes of the pupils and the teacher's techniques to manage the class.

KEYWORDS: evia beilly

SUBMISSION ID: R04A-CAVTP-1717

The Effect of Computer Assisted Language Learning (Call) on the Reading Comprehension of Grade 9 Students of St. Michael's College-Basic Education Department

Dianne Cabigas, Department of Education/ETTMNHS

Abstract

INTRODUCTION

Computer Assisted Language Learning may be defined as the search for and study of applications of computer in language teaching and learning (Levy, 1997, p. 1). CALL is very helpful in uplifting the learning interest of the students especially in developing their skills in reading. In line with this, the study was conceived as an attempt to determine the effect of computer assisted language learning on the levels of comprehension such as literal, inferential and critical level. The idea of venturing into this area of inquiry was given impetus by the curiosity of the researcher of the possible significance or critical effect of CALL on 92 students at St. Michael's College-Basic Education Department in Iligan City

METHODS

The students were grouped into two (2)-46 students who comprised the group who used computer in learning the levels of comprehension (experimental group) and another 46 students who composed the traditional reading class (control group). The instruments used in this study were five video clips of the short stories from YouTube and their hard copy which were taken from world literature book.

The researcher used quasi-experimental research design specifically the pretest-posttest design, to determine if computer assisted language learning would have a significant effect on the reading comprehension among Grade 9 students at St. Michael's College- Basic Education Department.

RESULTS

In the Pre-test scores, the literal level of both groups got the equivalent of "GOOD". The Experimental Group performed better compare to the other group with the performance level of "VERY GOOD" on the Inferential and Critical levels with the scales of 60.74 and 60.14 respectively, compared to the control group of the same levels with "GOOD" at scales 46.96 and 44.66 accordingly.

In the Post-test, on the other hand, it is remarkable in the presentation that all the levels in experimental group reached the range of "VERY GOOD" which shows how the score-performance improved in the said test. With the performance equivalence of "GOOD" in all levels, the control group is just a bit above the border line.

DISCUSSIONS

It can be said that the performance of the students exposed to CALL came out better, as shown by the higher literal level, inferential level and critical level attained by them. The use of CALL is more effective compared to the traditional way of teaching reading comprehension. Technologies like computer, MP3, mobile phone help students to become more efficient in English language.

KEYWORDS: Reading Comprehension, Experimental, Traditional, literal level, inferential level, critical level

SUBMISSION ID: R04A-CAVTP-1143

The Effect Of Concrete -Representational-Abstract In Improving The Mathematics Skills Of Grade III Pupils

Vilma Luna, Marife Mondido, & Eleuteria M. Pasiolan, Department of Education
Cavite

Abstract

INTRODUCTION

Today, a skill in Mathematics has been a goal of mathematics educators and leaders in curriculum. Learners need to have knowledge of certain mathematical skills. Concrete-Representational-Abstract is one of the best interventions is conceptualized because researchers believed that 21st century teachers need to develop approach such as (CRA) to improve the performance of grade III pupils. They believed that pupils with learning difficulties in the problem solving and in different skills need this approach as intervention to solve the gap of their weaknesses. Pupils improved their performance with regard to mathematics skills.

METHODS

This study applied pretest-post-test design by control experiment to compare student achievement during diagnostic test and achievement test in all competencies having the least mastered skills in Mathematics. This study allowed the practitioner to identify any trends and patterns in a normal classroom setting and environment. Class records, pupils' worksheets, and their interviews were collected to analyze the different problem solving and mathematical skills strategies, behaviors and interactions in the curriculum teaching environment.

RESULTS

All participants finished the study. It was good to note that all the pupils need to experience the CRA approach for the betterment of their academic performance in Mathematics concepts. There was a better result to those who undergo the CRA intervention program than others. CRA approach to performance of the pupils tells that it was explicit connections between lessons and stages are crucial in order for pupils to learn the targeted skill as well as comprehend the associated concepts followed by concrete-to-representational-to-Abstract levels of understanding, provides a framework for pupils to make meaningful connections. Based from the data gathered by the researcher, majority of the respondents were satisfied about the intervention using CRA.

DISCUSSIONS

This study has proven that determining the intervention of Concrete-Representational-Abstract using interview and monitoring Learning Outcomes Assessment can be a good intervention to help pupils to solve their difficulties in mathematical skills. This also proves that when supervisors, principals and teachers communicate quickly with each other especially to pupils with difficulty in mathematical skills became a good vehicle to help build trust and improved the academic performance with regard to mathematics skills as well as concepts.

KEYWORDS: concrete- representational-Abstract approach, mathematical skills, elementary school

SUBMISSION ID: R04A-CAVITP-1291

The Effect of Division by Patched Method to the Learners with Hard Time in Dividing Number

Greg Villanueva, Department of Education Cavite Province

Abstract

INTRODUCTION

We need Math in our daily living. Many people believe math talent to be something that is inherited or are born with. But this is just a fallacy about Math. The four basic mathematical operations--addition, subtraction, multiplication, and division--have application even in the most advanced mathematical theories. If we can add and subtract fairly enough, we can divide, too.

In this action research---division by patched method, children whose foundation of the basic arithmetic is limited to but, addition and subtraction skill, will enable them to successfully landed in the correct quotient with or without remainder easily.

METHODS

This action research study used two sets of 30 pupils with hard time dividing numbers were randomly selected from Grade Three to Grade Five. The first set will comprise ten grade three, ten grade four and ten grade five pupils classified as frustration or actually having hard time or difficulty in dividing numbers. The second set of the same number of learners classified as instructional or can divide partly. The second stage is the intervention stage which is composed of two session. The first session is a questionnaire type why they cannot divide. The second session is discussion and/or demonstration of division by patch method.

RESULTS

Based on the actual result comparatively analysed, division by patched method is , big percentage of the participants can perform the division skill.

DISCUSSIONS

Division by patched method is an intervention suitable to learners whose capability and skill is only addition and subtraction. The participants can use his fingers, pencils to count and subtract to attain the requirement of the operation to reach at the quotient.

KEYWORDS: Division, Patched Method, Learners, Dividing Number

SUBMISSION ID: R04A-CAVITP-1293

**The Effect of E-Book as a Learning Material in the Selected Grade 10-Chs
Students of Camp Vicente Lim Integrated School**

Adreanna Landong, Camp Vicente Lim Integrated School
(Adviser: Emma C. Oña)

Abstract

INTRODUCTION

Technology matters in all aspects. It is used in almost everything such as school, work, hobby, and etc. This study tackles the good and bad effects of modernizing especially in books. In some schools. E-book takes advantage of the student's interest in gadgets, especially in our era where almost everyone, even kids has a mobile phone and it is part of our daily life. A study evaluates people's awareness, interest and intention to use e-books (Jung 2012) states, if found that younger, more education and higher income consumers showed higher levels of awareness, interest and use of e-books."

The purpose of this study is to enlighten students and parents of a better possible future of their children that is in need of attention. Having an e-book, you will not have the need to find information on libraries.

METHODS

The researcher used descriptive method, a purposive process of data gathering, analyzing, classifying and tabulating data about practices, beliefs, processes, and effect relationship and adequate and accurate interpretation about such data with or without aid statistics treatment. The method design used by the researchers facilitated through quantitative and qualitative analysis of the respondent's insights about the study.

RESULTS

Based on the analysis and interpretation of data on the effects of e-books to the grade 10 students of Camp Vicente Lim Integrated School, the study will show the good and bad effects of E-books and some precautionary measures that can be taken to avoid future problem

- 1) E-books are commonly used as past time such as reading novels and webtoons but can also be used as a learning material in subjects like C.H.S.(Computer Hardware Services).
- 2) E-books is not a distraction to the study because it helps increase the level of reading comprehension of the students, the more they read it unless other factors appear, including the device in which the e-books is in, be used in games. This shows that E-book is not a distraction to the studies instead it is more helpful to the students in every subject especially in C.H.S. It helps the students to enhance more their reading skills.

DISCUSSIONS

This shows that E-book has a lot of use and doesn't only help in physical phases such as being lighter than books, but also in mental aspects because it increases the level of comprehension of the students the more they read and it is more convenient having built in dictionary or installed Websters in the device which E-book is in. E-book is not a distraction to the studies and is more of a help. We recommend that the school and the administrators must require the use of the E-books and should install an application that blocks the installation of games or have a regular inspection of mobile devices of every student. Subjects other than C.H.S (Computer Hardware Services) especially English should also start using E - Books.

KEYWORDS: webtoons, blocks, comprehension, precautionary, E-book, distraction, purposive, adequate, accurate, gadgets

SUBMISSION ID: R04A-CALAMB-0328

The Effect of Gamified Instruction on the Improvement of Basic Math Fact Fluency to the Selected Grade Six Pupils in Doña A Susana Madrigal Elementary School

Sylvia Celoz, Rizal Sherwin Cruz, & Marilyn Macawile, Department of Education
Rizal

Abstract

INTRODUCTION

In this world of modern technology wherein teachers are dealing with the new generation that are born in the digital age, it is but empirical to consider the use of Digital Math Games to accept and embrace the world of the digital natives in a functional and educational way. It may provide self-generated, peer-generated or teacher focused feedback and can be used as intervention tool. The study encourages the gamified instruction to allow us to take the concepts of games, with the associated fun and enjoyment and combine this with instruction, practice and feedback that is necessary for effective learning to occur.

METHODS

The study utilized the experimental research using pre-test and post-test design to determine performance in the improvement on basic math fact fluency of the experimental and controlled group. The respondents went through purposive sampling using the identified non-numerates as the result of the DD Cards administration. The researcher used Mean and Standard Deviation to determine the difference in the performance of the control group using traditional method and experimental group utilizing the gamified instructions and Independent T-Test to determine if there is significant difference in the performance of the two groups before and after exposure to gamified instructions.

RESULTS

The result indicated an improvement in the basic math fact fluency of the experimental group with an average mean of 38.25 as compared to the control group with average mean of 32.55 and mean difference of 5.70 on the experimental group which means that the performance of the pupils improved utilizing gamified instructions through Digital Math Games. The computed value of $T = 0.000042$ is lower than the level of significance of .05 hence, the null hypothesis that stated that there is no significant difference on the level of performance of the experimental group with the aid of Gamified instructions using digital math games is rejected. Digital Math Games can be utilized as an intervention tool on the improvement of basic math fact fluency.

DISCUSSIONS

The results demonstrate that it has a positive effect and therefore can be utilized in improving learners' performance. Teachers must be updated with the latest digital trends that may ease their teaching for the betterment of teaching and learning process. The utilization of free mobile applications as aid in teaching can be an intervention tool to increase the performance of the pupils in the mastery of 4F's.

KEYWORDS: gamified instruction, free mobile application, digital math games, digital natives, fluency.

SUBMISSION ID: R04A-RIZALP-0449

The Effect of Jigsaw Classroom on the Achievement Level of Grade 8 K-12 Mathematics

Ma. Corazon Dagutao, General Mariano Alvarez Technical High School

Abstract

INTRODUCTION

The primary purpose was to determine the effect of jigsaw classroom on the achievement level of grade 8 students in K-12 curriculum. This study was in response to released guidelines of Department of Education regional office entitled "The 2C-2I-1R: K to 12 Approaches Across Learning Areas that Support Teacher" for use in curriculum implementation wherein one of the pedagogical approaches mentioned is the Jigsaw Puzzle Model. The researchers were motivated to contribute for the veracity and validity whether this model is effective.

METHODS

The study made use of quasi-experimental involving quantitative method which utilized Matched Two-Group Pretest-Post-test design. Purposive sampling was used with a population of one hundred eighty (180) grade 8 students which were composed of sixty (60) students from San Jose Community High School; sixty (60) students from Carmona National High School; and sixty (60) students from General Mariano Alvarez Technical High School during the school year 2016-2017. Each school had one group for experimental and control group. T-test for un-correlated means were computed to find the significant differences in the achievement level of the two groups.

RESULTS

The study revealed that the implementation of jigsaw classroom strategy has a significant effect on the students' achievement level. Post test result revealed that experimental group performed better than the traditional group. The salient findings of the study is that it would be utilized on the provision of time for independent/cooperative learning for the purpose of developing student capacity for self-directed learning, teamwork, goal orientation, sense of responsibility and accountability of results. This study has proven its validity because the results were triangulated from three (3) schools. The benefits of jigsaw classroom have proven by this study.

DISCUSSIONS

The jigsaw classroom strategy would further be used to improve the teaching learning process provided that it should be properly implemented during the independent/cooperative learning (ICL) sessions held on Fridays. The class should be well facilitated and responsibilities were compiled by the students. The proponents recommend that the strategy be in force to further improve teaching and learning process.

KEYWORDS: Jigsaw Classroom Strategy, student achievement, 2C-2I-1R pedagogical approaches

SUBMISSION ID: R04A-CAVITP-1620

The Effect of Jigsaw Classroom on the Achievement Level of Grade 8 K-2 Mathematics

Elizabeth B. Dizon & Ma. Corazon B. Dagutao, GMATHS

Abstract

INTRODUCTION

N/A

METHODS

N/A

RESULTS

N/A

DISCUSSION

N/A

SUBMISSION ID: R04A-CAVTP-1286

**The Effect of Mass Promotion in the Performance of Selected Pupils of
Grade 6 - Julian Felipe at Ladislao Diwa Elementary School**

Divina Fe Villanueva, Department of Education, Division of Cavite City

Abstract

INTRODUCTION

Education is the light of the life. Education proves to one of the most important factors of the development of human civilization. Education enhances human status and leads everyone to propriety. It is a continuous and life long process. It attributes most important, precious and permanent property of an individual. Education provides manpower, strengthens national unity and uplifts public awareness. It invites positive and constructive change in life. It makes our lives prosperous and meaningful. Everyone wants to be well educated. Life can be successful by the help of appropriate education. Educated person can only judge what is right and what is wrong and takes the appropriate and right decisions but uneducated person fails to do so. This study aims to know the effect of mass promotion in the performance of selected pupils of Grade VI Ladislao Diwa in terms of their basic skills in reading, writing and mathematics.

METHODS

This study will make use of interview method. Teachers will be the focal persons to be interviewed regarding the student's performance in their respective subjects. Parents will be also asked about their children's problems regarding their difficulties in their daily learning experience. The study will be conducted to determine the effects of mass promotion in the performance of selected students in grade VI Julian Felipe at Ladislao Diwa Elementary School during the school year 2017-2018. The aspects to be observed will be their basic skills in reading, writing and mathematics. The respondents will be the teachers in English and Mathematics teaching in Grade VI-Julian Felipe.

RESULTS

Most parents have thinking that if their children will be retained in the same grade level it will be a burden to them especially when it comes to finances. For teachers, all of them agreed that promotion must be based on the pupils ability to their basic skills in numeracy and literacy suited to their level.

DISCUSSIONS

This study will be beneficial to both teachers and learners especially in the intermediate grade. Lessons will be easily conveyed to students if they already mastered the basic skills needed to advance to a higher level of learning. Teachers will have lesser problems when it comes to the preparation of lessons. Learning experiences will be fun and significant to both teacher and pupils and not a dilemma to those who are not able to cope with the demands of the day's lessons. Promotion to the next level will be justified.

KEYWORDS: mass promotion, literacy and numeracy skills, comprehension, grade level, finances

SUBMISSION ID: R04A-CAVITC-0002

The Effect of Model-Eliciting Activities Using Manipulative in Mathematics to Mathematical Disposition and Problem Solving Performance of Grade 10 Students of Calamba City

Victorina Palanas, Department of Education Calamba City

Abstract

INTRODUCTION

Model-eliciting activities (MEAs) are activities that encourage students to invent and test models. They are posed as open-ended problems that are designed to challenge students to build models in order to solve complex, real-world problems. (Lesh, Hoover, Hole, Kelly, & Post, 2000, p. 597). This study aimed to increase the level of mathematical disposition and problem solving performance of grade 10 students of Calamba City.

METHODS

One hundred (100) students from heterogeneous group were divided into two but only one group was given treatment. Treat to internal validity were determine using the second group. In a control group, students were taught using conventional teaching strategies while the experimental group was taught through model-eliciting activities using manipulative. Applying mixed method, qualitative data was collected and evaluated using score card based on the given tasks daily.

Following grounded theory, data was collected and interpreted using t-test independence and correlation analysis. Both experimental and control group were pre-tested and post-tested using the teacher-made test and the mathematical disposition test.

RESULTS

Findings revealed that there is a significant difference between the pre-test and post-test of grade 10 students during the fourth grading period of the school year 2016-2017. Likewise, there is a significant relationship between the result of the two test administered. It was found out that participants presented high level of mathematical disposition when it comes to problem solving performance after the treatment period. Having the value of $r = 0.978$ at 0.05 level of significance, it was then concluded that model-eliciting activities using manipulative help the students to increase their self-confidence, curiosity, flexibility, diligence and reflective in doing math.

DISCUSSIONS

Based on the result, it was recommended that Model-Eliciting Activities using manipulative should be implemented across grade level in the particular school used for the study before it was fully implemented across grade level within the Division of Calamba City. The strategy also used to implement the school to school partnership (SSP) program for it will helped the learners to improve their mathematical abilities. And lastly, it will be presented to School Learning Action Cell (SLAC) so that not only the researcher will benefit the study but also the teachers and administrator.

KEYWORDS: Mathematical Disposition, Problem Solving, Model-Eliciting Activities

SUBMISSION ID: R04A-CALAMB-0320

The Effect of Part time job to the Academic Performance of selected Senior High School Students in Calamba Bayside Integrated School

Jholina A. Barrameda
(Adviser: Hearnthy Hernandez)

Abstract

INTRODUCTION

Working students are those students who render services outside their school works and activities. For varied reasons, students want to help their parents in earning money to meet the needs of their family. These may include their everyday food, bills, clothing, and cash for schooling. Others wanted to work for amusements, personal saving and for experience purposes. Students who engage on a job have you carried both their duties and responsibilities as students and worker in order to maintain school and company.

METHODS

The descriptive methods used in gathering data. The researcher tried to interpret the average grades of students with parttime job and with the regular students. The researcher gathered 10 participants on both population and randomly select and choose and evaluate the difference between the two. Based on the computation, 86.99 was the average mean score of the regular students while 83.76 on the student having their part time jobs.

RESULTS

The findings suggest that the employment of part time job among the students has any significant or negative effect on academic performance.

DISCUSSIONS

Workers are considering part time if they commonly work fewer than 30 hours a week. Due to its upheaval and increasing numbers, the researcher decided to conduct a study to understand its effect and significance from those who are not working. This phenomenon tries to determine the effects of working to academic performance. Basically, this study tries to answer if there is a significant relationship between the two.

KEYWORDS: part time job, Academic performance, necessity,

SUBMISSION ID: R04A-CALAMB-0145

The Effect of Pbb on the intrinsic and Extrinsic Motivation of Grade 6 Teachers of Schools a and B in Lucena North District

Lailah De Chavez

Abstract

INTRODUCTION

One of the major issues in education in the world today is the influence of motivation on teachers' performance at work. However, in several countries where research on teachers' intrinsic and extrinsic motivation have been done, motivation has been neglected even though it is clear that without teachers' motivation

METHODS

A pre-test-post-test Bquasi-experimental design was used to conduct this study. The study focused on "The Effects of Performance-Based Bonus on Intrinsic and Extrinsic Motivation among 2 big Schools of Lucena North District, Division of Lucena City".

RESULTS

The result showed that the level of Intrinsic and Extrinsic Motivations for School A before the information campaign was highly motivated with over-all weighted arithmetic to mean of 4.39; 5months after got highly motivated with 4.46 weighted arithmetic to mean.

DISCUSSIONS

Level of Intrinsic and Extrinsic Motivations for School A before and after the information campaign were highly motivated. The reward in a form of incentives was found to the best match for RPMS. The personal variables of age, gender did not affect the performance of teachers while educational attainment of teachers revealed that there was a significant difference. Future studies and other factors should also assess aside from teachers motivation for the improvement of the Performance of the School in Division of Lucena City

KEYWORDS: Performance-based bonus, Intrinsic Motivation, sand Extrinsic Motivation

SUBMISSION ID: R04A-BATANC-0560

The Effect of Peer Assessment on Group Work Productivity in Science of Grade Six Learners in Tayuman Elementary School

James Carlo L. Arville & Roger Dm. Ebreo

Abstract

INTRODUCTION

Peer assessment can be an essential tool for facilitating the learning process. Studying its effects on the productivity of learners inside the classroom can be crucial for adding evidence on its helpfulness on the mentioned aspect. Also, productivity is a vital aspect of the learning environment as it is connected to how much output a learner can produce in a specific period. This study is limited to grade six pupils in Tayuman Elementary School, the school year 2017-2018. Grade six learners included in the two sections were randomly assigned into two classes, A and B.

The pupils within each group in the class with peer assessment were the ones who gave peer feedback to their co-members.

METHODS

The subjects of the study were grade six pupils in two sections. Specifically, 45 pupils per section for a total of 90 pupils were randomly selected for this study. They were randomly assigned into two batch, class A comprised of 15 groups consisting of 3 pupils was provided with a peer assessment intervention (experimental group); and the class B comprised of 15 groups consisting of 3 pupils each was not provided with the intervention (controlled group). The researchers used a tally and frequency table as the instrument to determine the effect of peer assessment on group work productivity of grade six pupils. The table was divided into the groups of subjects which accomplished the tasks provided (productive) and the groups of subjects who were not able to finish the tasks (unproductive).

RESULTS

To conclude, peer assessment resulted in an increased in group work productivity of Grade Six learners who participated in the facilitated activity. Clearly, with the given results of the study, peer assessment can lead the majority of the participants to be more active in giving their contribution and helping their group mates in finishing collaborative work. Furthermore, the findings of the research further supported the study by Cavas et. al. (2010) which emphasized that peer assessment makes students feel more motivated and be more involved in contributing to tasks.

DISCUSSIONS

The learners involved in the activity expressed that peer assessment helped in accomplishing the tasks. Furthermore, compared to their past activities without peer assessment, the pupils also stated that they their effort increased and were more motivated in terms of their contributions in the collaborative work because their groupmates were assessing their individual performance.

KEYWORDS: Peer Assessment, Group Work Productivity, Learners

SUBMISSION ID: R04A-RIZALP-0382

**The Effect of Peer Group in Oral Reading Skills of Grade Eight Students of
anastacio G. Yumul High School**

Christina Baluyut, Department of Education, Anastacio G. Yumul High School

Abstract

INTRODUCTION

Peer teaching is a process by which students learn from students that are more experienced and knowledgeable about the subject material. Even though most of Language teachers studied strategies and method to develop the students' oral reading skill, teachers still had problems in teaching oral reading to students. Often, students are afraid of reciting and being corrected by the teacher, which results in poor participation of students in oral reading. According to the Tennessee Teaching and Learning Center, most students feel comfortable reading or asking questions to other students, rather than their teachers. This result just showed that students reading with peer group will develop their oral reading skills if they will read with peers, who were experienced and knowledgeable in reading.

METHODS

The study made use of the descriptive-experimental method of research to draw responses from the Grade 8 high school students of Anastacio G. Yumul High School of the school year 2014-2015. It considered five peer groups for reading were twenty students of English 8 will be expected to group with four members each and twenty students will be reading individually.

RESULTS

From the result of the study, the following conclusions in response to the hypotheses posted earlier are hereby drawn that there is a significant difference between the pre-test scores of the experimental group and control group. This is necessary to make the data valid because both groups have little or no knowledge on the topic read. The result of the post-test scores of the experimental and the control group was significantly different. That there is a significant difference between the pre-test and post-test scores of the experimental and control group. The pre-test and post-test scores of the experimental group were higher than the control group. This implies that peer grouping is more effective than traditional classroom reading and discussion. This concludes that students had gain higher pacing reading ability in oral reading after being exposed in peer group reading.

DISCUSSIONS

From the aforementioned findings and conclusions, it is hereby recommended that teachers could utilize peer group in oral- reading. Further studies of the peer group in oral reading as a delivery mode in teaching the second language can be conducted and a study could be conducted in developing a tool assessment in evaluating peer group performance of students in different subject areas.

KEYWORDS: Peer Group, Oral Reading Skills,

SUBMISSION ID: R003-TARLAP-0002

The Effect of Phonics, Dolchs, Fuller and Marungko to the Oral Reading Performance of Grades Ii to VI Struggling Readers: Basis for Reading Action Plan

Cristina M. Ben, Robelia O. Gayo, & Ma. Chona C. Dorosan, DREAM

Abstract

INTRODUCTION

Oral reading performance is used as an indicator of students overall reading ability. It is used to measure the three components of reading: accuracy, rate, and fluency which have been shown to relate to comprehension. Listening to students to reading aloud provides valuable insights into the covert cognitive processes used to decipher and comprehend printed materials (Stefanco, 2011). Reading aloud with fluency is the ability to read quickly and easily. It enables the child to recognize, decode words accurately and automatically understand the words being read. Children who do not read fluently (choppy readers) must work hard on the mechanics of reading and no mental energy is left to think about the meaning of what they are reading.

METHODS

In this study, the descriptive method of research was used. To determine the significant difference in the oral reading proficiency of Grade 2 to 6 struggling readers, Phil- IRI tool was utilized as instrument and t-test were used to compare the result of the oral reading test from pre- test to posttest for questions 1, 2 and 3.

RESULTS

Based on the results, the interventions applied were effective in improving the oral reading performance of the struggling readers. It also showed that teacher, student, and parent respondents have unified perception in the affirmative effect of the interventions to the cognitive, psychomotor and affective learning domains.

DISCUSSIONS

Learners' perception of reading is not as welcoming as the other areas of their interest as revealed by the weighted mean ranging from 2.46 to 2.78 in the cognitive and 2.12 to 2.16 in the affective domain. However, affective learning domain got an affirmative view as it revealed a positive effect on socializing with peers with a weighted mean of 3.13. This implied that along with their interest in learning to read and develop their cognitive and affective learning domains, their interest in reading led them to mingle and socialize with their peers thus building their self- confidence and self-worth as a reader. Further, the next higher mean under affective with a mean of 2.93 is that the learners were happy in class. Once the atmosphere in class is happy, it demonstrated a positive effect on the learners learning capability. A happy mind and a happy disposition created positive energy favorable to learning.

KEYWORDS: struggling readers, intervention, action plan

SUBMISSION ID: R04A-IMUSC1-0003

**The Effect of Profile, Attitude and Physical Fitness of Grade 7 Students of
Sta. anastacia-San Rafael National High School Towards Physical
Education**

Janine Mangabat

Abstract

INTRODUCTION

Childhood and adolescence are critical time period for adopting a physically active lifestyle. Health-related fitness includes the components of cardiorespiratory endurance, muscular endurance, muscular strength, body composition, and flexibility. Skill related fitness includes factors such as agility, balance, coordination, speed, power, and reaction time. The main objective of the study is to investigate the associations of physical fitness and attitude of the students towards Physical education.

METHODS

The researcher utilized the descriptive research method through the survey technique, chosen on the appropriateness to the problem. The questionnaire was the major instrument used in gathering data. It was divided into two parts the profile of the respondents included the age and gender. The validation of the instrument was done through face value validation and by administering the survey instrument to a group of respondents who are not the target respondents of this study. At the same time, a group of grade 7 students who are not respondents in this study was asked to answer the questionnaire. Once they were retrieved, the researcher revised the questionnaire based on the result of the mock survey. Items which are not understood by the sample population were revised.

RESULTS

Based on the findings of the study, the following are the conclusions arrived at. All the respondents are in the adolescent stage with the majority as 13 years old and female and most of the respondents' level of fitness is normal. The respondents have a neutral attitude towards Physical Education subject. There is no significant relationship in the respondents' level of measured fitness when grouped according to age. However, there is a significant relationship when grouped according to gender. There is no significant relationship in the respondents' level of physical fitness when grouped according to age and gender. There is a significant relationship between respondents' level of fitness and attitude towards Physical Education.

DISCUSSIONS

The results demonstrate the need for teachers to be aware and be guided by the findings of the study and must ensure that all students are actively engaged in physical activities in school and even outside the schools. The students must be receptive enough to be active participants to the proposed programs and must be instruments in enticing other classmates who are reluctant to join by encouraging and helping them cope with the demands of physical activities.

KEYWORDS: physical fitness, attitudes, physical education

SUBMISSION ID: R04A-BATANP-2126

The Effect of Project Apmar (A Pupil Must Be a Reader) in the Oral Reading Proficiency of Select Pupils in Sala Elementary School

Ma. Corazon Bien, Department of Education

Abstract

INTRODUCTION

The objective of this study is to improve the reading level of the identified non-readers in English from Grades Two to Four to at least 20% during the school year 2016-2017. There were 25 respondents in this study, composed of 11 Grade Two pupils, 11 Grade Three and 3 Grade Four identified non-readers in Sala Elementary School for the school year 2016-2017.

The Project aPMaR was implemented using the Remedial Reading Pull-Out approach with the support of different strategies and activities like conducted School Reading Journey, Nanay Ko Guro Ko and Reward System. Kinder Teachers with the support of the CI Team TARP were the people behind this project.

METHODS

This action research relied chiefly on the results of the different oral reading tests (word recognition level and comprehension level) conducted during the period of the program to identify the pupil's reading level. The Phil-IRI reading selections were used as a tool during the pre-test and post-test assessment while during the implementation of the Project aPMaR, the modified reading fuller selections were used as an assessment tool. The descriptive method of research was used in the study to find out the reading performance of the pupils. The data gathered were tabulated, evaluated and analyzed using percentages to identify the reading levels of the pupils.

RESULTS

The implementation of Project aPMaR (a Pupil Must be a Reader) using the Pull-Out Approach in reading remediation is effective in improving the reading level of the identified non-readers. That the implementation of Project aPMaR is effective, from the 25 non-readers, they were improved to 16 or 62% readers. Furthermore, from the result of 1 pupil with 4% in Instructional Level, 14 pupils with 58% in Frustration level, and 9 pupils with 38% still Non-readers that still need remediation and guidance. Moreover, there were reading difficulties which were prevalent among pupils in this study. The most common miscue is "mispronunciation", and the least miscue was reversal and insertion of words.

DISCUSSIONS

In the light of the conclusions arrived at, the following recommendations were offered to enhance and sustain the project appears as the remedial reading program to improve the reading level of non-readers in English: First, using the Pull-Out Approach in reading had been found effective, teachers are encouraged to use this method in remedial reading instructions. Second, Pupils should be grouped according to their abilities and level of difficulties to facilitate assessment and evaluation of pupils' reading abilities. Third, Activities of pupils with reading difficulties must be followed up and intensified at home lastly, Sustainability of the Project aPMaR is highly recommended.

KEYWORDS: Remedial Reading Pull-out Approach. Continuous Improvement (CI) team

SUBMISSION ID: R04A-CABUYA-0052

The Effect of Project Spread (Summer Program for Reading Enhancement and Development) on the Reading Performance of Selected incoming Grade Seven Students at Guronasyon Foundation incorporated NHS

Emyrose Tiraña, Guronasyon Foundation Incorporated National High School

Abstract

INTRODUCTION

Reading is essential in education and is the foundation of life- long learning. It is the basis for success in all other skills. The education field has been engaged in different programs and innovations on how to improve the reading skills of learners. Strengthening and balancing students' ability for word recognition and comprehension may help them to be considered as independent readers. Reading promotion gives the chance to raise the sheer joy of exercising the imagination and improves literacy, social skills, health, and learning outcomes.

METHODS

The study aimed to identify the effects of Project SPREAD (Summer Program for Reading Enhancement and Development) on the reading performance of selected incoming grade seven students at Guronasyon Foundation Incorporated National High School with respect to word recognition and comprehension skills. Participants were the incoming grade 7 students who were gauged as Frustration Readers from the reading assessment given during the early Registration and grade 7 enrollment. Purposive sampling was done to determine the respondents of the study. To validate the data gathered different statistical treatments like mean, standard deviation, and dependent t-test were used. Students were given pretest before the exposure to the summer reading program and posttest after.

RESULTS

Based on the results of pretest and posttest, there was a difference in the mean score for both word recognition and comprehension skills. The overall mean result after the exposure to the program is higher than 3.25 for word recognition and 0.35 for comprehension skill with the verbal interpretation of satisfactory and satisfactory respectively. Also, learners who are engaged in such reading activity showed development for there is a significant difference in the reading performance as proved by the result of dependent t-test with a p-value of $\alpha \leq 0.05$.

DISCUSSIONS

Progress was vivid for there is a greater mean score on word comprehension and comprehension skill as perceived on the test results. The null hypothesis is rejected with a verbal interpretation of significant using the results from the pretest and posttest Improvement of word recognition and comprehension skill was shown after exposure to Project SPREAD (Summer Program for Reading Enhancement and Development). It is indeed effective, however, continuous effort and emphasis on enhancing reading performance should be given to improve their reading level.

KEYWORDS: summer reading the program, reading enhancement, improved reading performance

SUBMISSION ID: R04A-RIZALP-0273

The Effect of Project Times (Thorough Improvement in Mathematics through Effective Strategies) in Mathematics Performance of Grade VI Pupils

Aileen Montemor

Abstract

INTRODUCTION

The purpose of the study is to develop and assess different instructional devices in Mathematics in Grade 6 pupils. Specifically, the researchers aim to search for effective instructional devices in teaching the subject in which language can be minimized. This study also aims to increase the MPS of 47 Grade 6 pupils in Mathematics who got the low scores in the given Pretest.

Based on the Periodical Test Results, it is highly evident that for the past two grading periods, Mathematics was considered as one of the subjects with low MPS result wherein Mathematics 6 got the least MPS result of 60.98% in the first grading period and 63.20% in the second grading. This signifies that the population did not obtain the 75% mastery level in the administered test.

METHODS

The researcher selected three sections of Grade 6 pupils of Ananias Laico Memorial Elementary School in Magdalena, Laguna based on the periodical test results. Out of 138 pupils, 47 of them got the low scores in the pretest who are under investigation in this study.

The study used a descriptive method of research to determine the effectiveness of the Project TIMES used in teaching Mathematics. It is a technique that divides complex projects into easily manage phases.

A Pretest and Post-test was administered in order to assess the effectiveness of the instructional devices. The Mean Percentage Score (MPS) of both tests were treated statistically to find the difference. Data were tabulated and analyzed using weighted mean and standard deviation

RESULTS

Given the Post Test to Grade 6 pupils, it shows that 87 out of 138 pupils reached the 75% mastery level. This time, an MPS of 75.20% was obtained.

The study shows that teaching Mathematics 6 using Project TIMES, a remarkable improvement in MPS of post-tests over the pretest results were shown.

DISCUSSIONS

To assess the acceptability level of the instructional devices in teaching Mathematics, the researcher evaluated the students' performance level.

Among the MPS results based on the different alternative solutions used, the Multiplication Table Board is the most effective method to increase the MPS of pupils in Mathematics.

There is a difference in the presentation of the MPS of pretest result and the indication of the MPS of the post-test result. In the post-test, it has an improvement in their mastery level as shown by an increase of 23.55% post-test over pretest.

KEYWORDS: strategies, improvement, Project TIMES, assess,

SUBMISSION ID: R04A-LAGUNA-0313

The Effect of Reflective Learning Strategy in Improving the Critical Thinking Skills of Grade 5 Pupils in Pio Valenzuela Elementary School

Angela Raras, Rossbee S. Ramirez, & Jeffrey, Department of Education

Abstract

INTRODUCTION

Studying Science involves critical thinking process. This study was conducted to determine the effect of Reflective Learning Strategy to improve the critical thinking skills of pupils in Science. Pupils reflect on the lessons to identify their strengths weaknesses, and insights gained using six-core critical thinking questions. Through this strategy, learners acquire knowledge and develop their critical thinking skills.

METHODS

The statistical tools that the researchers used are the mean and the independent t-test. Mean was used in determining the critical thinking skills before and after their exposure to the lecture-discussion strategy and reflective learning strategy. On the other hand, the independent t-test was used to determine the significant difference in the critical thinking skills of the pupils of the two groups who are exposed in reflective learning strategy and those who are exposed in lecture-discussion strategy.

RESULTS

The critical thinking skills of the control and experimental group before their exposure to the lecture-discussion strategy and reflective learning strategy falls under low mastery level. This reveals that the pupils cannot identify the parts and functions of the Human and Plant Reproductive System. After their exposure to the lecture-discussion strategy, the control group falls under low descriptive mastery level while the experimental group which was exposed to reflective learning strategy has a high descriptive mastery level. Furthermore, there's a significant difference in the mastery level of the two groups. This implies that reflective learning strategy is more effective than lecture-discussion strategy.

DISCUSSIONS

After implementing the reflective learning strategy, it was revealed that most of the pupils were able to answer higher-order thinking questions and reflect on their previous lessons. They were able to pose their own questions, investigate and discover to answer their questions, assess their previous knowledge and plan for their future learning. This is a way to maximize and take charge of their own learning. Reflective Learning Strategy is more effective in improving pupils' critical thinking skills rather than Lecture Discussion Strategy.

KEYWORDS: Critical thinking, scientific skills, reflective learning, experimental method

SUBMISSION ID: NCR1-VALENZ-0002

The Effect of Remediation Classes (Power It Up) for the Pupils Experiences and Learning Difficulties

Juliet Lopez & Dhina Cascante, Alfonso Municipal Association of Research
Educator

Abstract

INTRODUCTION

POWER IT UP program caters all types of learners to address learning gaps, achieve expected competencies unleash student's highest potentials within and outside classroom set up and to increase the performance level of the learners at least up to 75 % proficiency level through conduct of intervention, enhancement and reinforcement activities to ensure the learners' optimum potentials in learning across all learning areas particularly the pupils of Pansin Elementary School.

METHODS

This study focused on the reading ability and academic excellence of the respondents from Grade 4 pupils as well as their performance in different learning areas. PHIL- IRI passages, other reading material, and different exercises were used in pretesting and post-testing to know their improvement in academic excellence last school year 2017-2018. Mean Analysis and T-test were the statistical methods used in the study. The source of data was gathered from the 75 respondents of Grade 4 in Pansin Elementary School.

RESULTS

This study examined the reading ability of the 75 proponents from Grade 4 pupils from Pansin Elementary School. This implies that pupils were already acquainted with a series of activities and exercises to comprehend and become more competent in different learning areas. In all, however, the study found that remediation/POWER IT UP was necessary to attain high-level performance for the pupils. 65 pupils out of 75 proponents were able to comprehend and became more competent in different learning activities almost 87% of the respondents passed the post-test that implemented last December 2018. They also gave an excellent record when it comes to different contests.

DISCUSSIONS

The results confirmed that the respondents demonstrate the need for continuous involvement of the pupils in the remediation. With this, the learners gain more knowledge and they will maintain their class standing, it also helps ease their learning difficulties through remediation (POWER IT UP).

KEYWORDS: POWER IT UP

SUBMISSION ID: R04A-CAVITP-1035

The Effect of School Academic Pressure to the Behavioral and Academic Performance of Students in Academic Strands of Gen. Pantaleon Garcia Senior High

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(Adviser: Maria Theresa Landoy)

Abstract

INTRODUCTION

Students usually spend their longest hours in school studying different knowledge and competencies, most likely students are experiencing a different kind of pressure, especially in school wherein there is a lot of school papers and performance tasks to do. Basically, this pressure is called academic pressure. Academic pressure may affect the behavior and academic performance of the students positively or negatively.

In this study, the researcher wants to determine the factors that contribute to students' academic pressure and how they may affect the behavior and academic performance of the students in school.

METHODS

In order to seek accurate data, the researcher used 95% margin of error (sloven's formula) to have 195 respondents in total that choose randomly in offered academic tracks of Gen. Pantaleon Garcia Senior High School.

Using 4 points Likert Scale approach of the survey questionnaire, the researcher able to analyzed and interpret the assessment by getting the average mean using quantitative analysis and descriptive research design to gather factual results.

RESULTS

The study concludes that school academic pressure primarily affects the student's behavioral and academic performance. Most students experienced stress and anxiety as a result of academic pressure. Topmost cause of School Academic Pressure was having overloaded projects, assignments and other school requirements. Students tend to become emotionally unstable and getting upset easily. Because of those factors' students may experience sleep deprivation due to complying school requirements.

On the other hand, time management is the key to fight academic stress. The students should know how to organize their schoolwork, especially in 12 curriculum wherein all the subject areas are performance based.

In general, the results vary for every student sometimes the academic pressure gave them adrenalin rush to finish the tasks on time while others are pre-occupied of so many things.

DISCUSSIONS

The results demonstrate the need for further research regarding how students may cope up school academic pressure as well as determining indicator on how to identify that they are experiencing it. The implications either positive and negative may also reflect to prevent this kind of pressure through deeper understanding and adding of clinical theories and approach to address the assessment which the researchers started.

KEYWORDS: academic pressure behavioral academic performance

SUBMISSION ID: R04A-IMUSC1-0013

**The Effect of Science Teachers' Teaching Style on Grade Six Pupils'
Motivation in Tagaytay City Central School**

Rowena Umayam, Department of Education Cavite/Tagaytay City Central School

Abstract

INTRODUCTION

As stressed in the Educator's Diary published in 1995, "Teaching takes place only when learning does." Considering one's teaching style and how it affects students' motivation greatly concerns the researchers. Although we might think of other factors, however, the emphasis has been geared towards the effect of teacher's teaching style and student motivation. For this reason, this research aims to determine the Effect of Science Teachers' Teaching Style on Grade Six Pupils' Motivation in Tagaytay City Central School.

METHODS

The descriptive-survey method was used in this study and descriptive means that surveys are made in order to discover some aspects of teacher's teaching style and the word survey denotes an investigation of a field to ascertain the typical condition is obtaining. The researchers used a questionnaire, observations, interviews, pupils' class work and other pupil outputs for this study. The questionnaires were administered before and after strategies were applied. Observation refers to what he/she sees taking place in the classroom based on the pupil's daily participation. Pupil interviews were done informally before, during, and after classes. Several categories affecting motivation were being presented in the questionnaire.

RESULTS

To determine the Effect of Science Teachers' Teaching Style on Grade Six Pupils' Motivation in Tagaytay City Central School, we chose a sample of 280 pupils who were in Grade VI level. The students were enrolled for SY 2015-2016 Based on the findings, it showed that 94% of the students strongly agreed that they have a good relationship with their Science teacher, and no one disagreed. 98% noticed that their Science teachers used materials that were easy to understand. 91% said that their teachers presented the lessons in many ways. 70% of the students said that they understood the way their Science teachers explained the lesson. 95% said that they got feedback from their Science teacher.

DISCUSSIONS

When the teachers used materials that were easy to understand, presented the lessons in many ways, explained the lesson, maintained a good relationship with their pupils and give feedback, their pupils showed excitement in attending their classes. They will believe that Science is fun and interesting, and that Science will become important for them and they will love it.

According to the responses, it can be concluded that when a teacher's teaching style would fit in a class and is used consistently, then pupils are motivated to learn.

KEYWORDS: science, teaching styles, teachers, grade six pupils, motivation, pupils, learn

SUBMISSION ID: R04A-CAVITP-0747

**The Effect of Seating Preference on 2nd Year Psychology Students From
the College of Arts and Sciences of University of Perpetual Help System -
Gma, Cavite**

Ma. Diana Calix, GMATHS

Abstract

INTRODUCTION

The focus of this study is to know if seating preference affects the performance of 2nd-year Psychology students from the College of Arts and Sciences of University of Perpetual Help System- Jonelta, General Mariano Alvarez, Cavite for the First Semester in the school year 2013- 2014. The primary sources of data will be gathered through observation in the recitation followed by a quiz that will be answered by the respondents and a scale that will be used by the professor to evaluate respondents' performance.

METHODS

The researcher used the experimental method of research to determine the effects of seating preference to the academic performance of Psychology students. The researcher made a rubric that served as the basis in knowing the level of the students' academic performance. The researcher observed a class for recitation and quizzes. The recitation and quizzes given by the professor were used to measure the academic performance of students. Standard Bennett Scale was used to rate the score of the students. Frequency and Percentage Distribution were used to describe the students' performance. T-test was utilized to test the significant difference between the students' performance in relation to their seating preference.

RESULTS

A total of 26 respondents were involved in the study; 18 were females and 8 were males. The respondents were 16 to 35 years old, mostly aged 16- 17. The seating preference during recitation and quiz has an equal number of students seated in the front row and in the back row. During recitation, the result indicates that students seated in front got better performance than those seated at the back. During the quiz, the students seated in front also got better performance than those who are seated at the back.

DISCUSSIONS

T-test was used to answer the statement of the problem and test the hypotheses, respectively. During recitation, the interpretation shows that there is a significant difference in the performance between students seated in front and those at the back. During the quiz, the interpretation shows that there is a significant difference in the performance between students seated in front and those at the back.

KEYWORDS: effect, psychology, students, college

SUBMISSION ID: R04A-CAVITP-0988

The Effect of Socio-Economic Status in Class Participation of Grade 11 and Grade 12 Humanities and Social Sciences Students During Class Discussion in Trece Martires City

Kimverly Ann Espineli, Trece Senior High School

Abstract

INTRODUCTION

The data written in this research imparts knowledge and introduce the effect of socio-economic status into the class participation of the students. Likewise, the researcher considered the factor as one of the reasons why some students do not often participate during the discussion. Gunderman, Venerosi (2012) and Thompson et al, (2013) stated that "Extracurricular activities were expected to enrich students' experience, developed students' soft skills, help the students to cope with stress, and provide the respondents with added advantages, and increase the students employability" the study of Venerosi, Gunderman and Thompson postulated that extracurricular activities involving participation causes a good effect that enriches the students experience and develops soft skills, help to cope with stress, which was now common in senior high school students, the study was considered by the researcher as the positive effect of participation to the respondents inside the classroom, and families with high socioeconomic status often have the capacity to seek out information and help parents make the young children prepared for school. Sharma and Hardikar (2010) stated that income affects the level of living in a family. Which was tantamount also of saying that the students in the family also experienced the problem because of socioeconomic status where the students belong.

METHODS

The researcher found out and present accurate information about the effect of socio-economic status in students' class participation. The researcher applied evaluation research design, and the study used survey questionnaires in gathering the data from the respondents. The researcher used dichotomous questions which the respondents must only answer yes or no, however, the process was only a part of the adapted questionnaire that the researcher used. Stratified sampling technique was used in the study. The researcher used a quantitative type of data using statistical analysis to support the data gathered from the respondents.

RESULTS

The researcher found out that even the respondents were poor or middle class, the respondents can still participate during the class discussion.

DISCUSSIONS

The research study revealed that that socio-economic status has no significance regarding the students' class participation inside the classroom and socio-economic status is not considered as a hindrance to be participative in class hours.

KEYWORDS: Students Socio-Economic Status, class participation, class discussion.

SUBMISSION ID: R04A-CAVTP-0086

**The Effect of Strategic Intervention Material (SIM) in Increasing
Vocabulary Comprehension for Grade 7 Students in TMCNHS for S.Y.2015-
2016**

Baby Nympha Estrella

Abstract

INTRODUCTION

Limited vocabulary is important in the underachievement of children from economically disadvantaged homes. Children with larger vocabularies find reading easier, read more widely, and do better in school. The vocabulary literature suggests that the relationship between vocabulary instruction and reading comprehension is complex, and the results of vocabulary interventions are inconsistent to improve reading comprehension.

METHODS

Students' performance, pre-test/post-test control group design was used in conducting this study. The samples were given pre-test, then, one group was taught using regular lesson only while the other group, the experimental group was taught with both regular lesson and SIM. The simple random technique was utilized

RESULTS

The average of the students without SIM is lower as compared to the students with SIM. The result of the investigation showed that the use of Strategic Intervention Material increases the vocabulary comprehension of the students.

DISCUSSIONS

Post-test performance of the two groups of students differs by 2.00. This value is significant at the 0.05 level. Consequently, the null hypothesis is rejected. This means that there is a significant difference in the post-test performance of the control and experimental group.

KEYWORDS: Strategic Intervention Material, Vocabulary Comprehension

SUBMISSION ID: R04A-CAVITP-1597

The Effect of Tackling Least Learned Concepts Thru Utilization of Innovative Test Bank in Practical Research 2

Michelle A. Mercado & Merdeka L. Esmalde, Pila SHS

Abstract

INTRODUCTION

A rationale in Department of Education Order No. 35, s. 2016 it states that successful teaching is a result of the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for each lesson and make instructional decisions based on formative assessment results that identify LLCs. Several studies reveal that Filipino students have low retention of concepts, limited reasoning, and analytical skills thus cannot effectively express ideas or explanations of events and phenomena in their own words (UP NISMED, 2008). Many educators and student researchers have identified several factors behind low academic performance. A test bank is a practice of creating and cataloging assessment questions per lesson on an index card or any other hardcopy media. Extending a test bank utility thru innovation of its use can be a way to identify the least learned concepts before any major test.

METHODS

The study was geared toward the improvement of the least learned concepts thru the utilization of innovative test bank in Practical Research 2 to the selected 120 Grade 12 students from the sections of Pila Senior High School for the second quarter of the first semester in the year of 2018-2019. Purposive sampling technique was applied to this study. The research utilized an experimental approach method of research, the experiment group were treated with a lesson review from identified LLCs thru innovative test banking that had categorized LLCs. The control group was not given an LLCs review prior to taking an assessment.

RESULTS

The study revealed that 1. The pretest of the experimental group has an overall mean and standard deviation of 21.94 and 3.80. While the pretest of the control group has an overall mean and standard deviation of 20.30 and 3.74. 2. The post-test overall mean and standard deviation of the experimental group were 38.03 and 4.81. While the post-test overall mean and standard deviation of the control group post was 31.58 and 3.36. 3. There was a strong positive correlation between the post-test of the experimental and control group of the students in Practical Research 2. It was 77.14%.

DISCUSSIONS

The study revealed that the utilization of innovative test bank has a significant effect on the performance of the Grade 12 students as revealed by the posttest of the experimental group. It implies that reviews conducted by tackling Test Bank identified LLCs are more concise and accurate that saves time for both teacher and students.

KEYWORDS: Test bank, Tackling, Student's Performance

SUBMISSION ID: R04A-LAGUNA-0162

The Effect of Technology Integration in the Academic Performance of Kinder- Grade Six Pupils in Malinao Elementary School

Lilibeth Dapoc

Abstract

INTRODUCTION

As the academic performance of Kinder- Grade Six pupils of Malinao Elementary School is not yet improved and pupils' interest in studies is not yet observed, the researcher conducted this study to know the effect of technology integration in engaging the pupils in the teaching-learning process and enhancing their academic performance.

During the Technology Integration process, a common problem is that the availability of the technology, teacher competency level with the given technology and the degree to which the technology is utilized in the classroom. This study aims to determine and to ensure that the Technology Integration had a really good effect and enhanced the academic performance of the pupils

METHODS

Descriptive qualitative research was conducted to identify the effect of technology integration in the academic performance of the pupils. The respondents of the study were the Grade Four-Grade Six pupils and teachers who will be benefited in the results and findings of this study.

The researchers used a checklist, questionnaire and written interview as gathering tools to attain the objectives of the study.

RESULTS

This part of the study presents the responses to the research objectives heaved in the research.

1.

Th

e extent of the use of technology integration in the classroom

Table 2 shows the different technology that can be used and integrated into the classroom. According to the teacher-respondents with a percentage of 71.43% they used. The result from the pupil-respondents in terms of technology that they wanted to be used by their teachers shows 74.43% of them wanted the laptop/computers.ptop/computers to the highest extent.

Data in Table 4 shows that the teacher-respondents used to the highest extent the technology in Science and MAPEH with both 71.43%.

Results tallied in Table 6 show that 6 teacher-respondents or 85.71% prefer of using the video/video clips as an aid for teaching. Results tallied in Table 6 show that 6 teacher-respondents or 85.71% prefer of using the video/videoclips as an aid for teaching.

DISCUSSIONS

The researchers heaved the following conclusions and recommendations:

1.

Te

chnology integration engages pupils in teaching-learning process, prepares pupils in the real world situation, makes pupils more active, creative and critical thinker, and, enhance pupils' academic performance.

2.

It

is recommended that all teachers must integrate technology into the classroom to enhance pupils' academic performance.

KEYWORDS: 1111

SUBMISSION ID: R04A-BATANC-0546

**The Effect of the Different Factors on the Performance of Secondary Food
Trades Students at Rinconada National Technical Vocational School SY
2012-2013**

Edna N. Miraran, Department of Education
(Adviser: Edna Miraran)

Abstract

INTRODUCTION

The study attempted to determine the extent of the effect of the different factors on the performance of Secondary Food Trades Students at Rinconada National Technical Vocational School SY 2012-2013.

METHODS

The study is focused to determine the factors affecting the performance of Secondary Food Trades Students at RNTVS SY 2012- 2013 using descriptive evaluative survey method of research. The Information needed to be was gathered from a total enumeration of this group of students using the Likert Scale format questionnaire as the main instrument.

RESULTS

Findings show that the student-respondents considered facility-related factors to have the highest extent effect to their performance with an average weighted mean of 4.4. It was followed shortly by the teacher related factors with 3.99 as the average weighted mean and the lowest extent was on the student related factor having 3.95 as the average weighted mean. All three factors were interpreted as often or frequently affecting their scholastic performance. Majority of them or 53 out of 100 students performed satisfactorily in their class. It was followed by 30% who had a performance of Very Satisfactory with a final rating ranging from 87 to 94. Only 10% belongs to needs improvement group and 7% garnered the outstanding performance.

DISCUSSIONS

The result of this study will serve as policy-basis on improving the teaching-learning process and finally students' performance. This study is further significant to the students, school administrator, teachers, curriculum planner, lawmakers, stakeholders, and researchers. It was noteworthy to mention that laboratory facilities should be improved especially on technology subjects for better students' performance. The teachers as a key implementer of the curriculum should seek professional improvements like enroll in graduate studies, attend training, seminars, and send for industry immersion to enhance their technical competencies and teaching skills.

KEYWORDS: performance, effect, Food Trades, Students

SUBMISSION ID: R005-IRIGAC-0015

**The Effect of the Teacher's Teaching Style on Pupils' Motivation in Grade
Two Pupils of Jose Zabarte Elementary School**

Mildred De Ocampo

Abstract

INTRODUCTION

Teachers are the main authority figure in this model. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is very necessary that we need to understand the need to be motivated in doing our work well, to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires different teaching styles or strategies to get their interests easily. As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes.

METHODS

The study utilized the descriptive method which made use of questionnaire in obtaining necessary data. The researcher also used questionnaires, observations, interviews, students' class work and other pupil outputs for this study. Pupil interviews were done informally before, during, and after classes. Several categories affecting motivation were being presented in the questionnaire.

RESULTS

The data that were collected from this research helped the teachers to evaluate their strengths and weaknesses to improve instruction. The results of this study could benefit both teachers and pupils. The result indicated that the committed and passionate teacher, must be a role model for pupils interest and develop meaningful and respectful relationships with the pupils. Their approaches/strategies defending on their pupils' learning needs to develop pupil's motivation in learning.

DISCUSSIONS

The results used new teaching patterns and methods, consider students' interests and individual differences to motivate the learners with the teacher, parent, and peer support, Positive relationships of teachers offers many opportunities for successful educational adjustment. A well-motivatedpupil develops spending more time studying, avoiding problem behavior, higher school satisfaction, engagement, self-efficacy, and better grades which produce a better and effective citizen of tomorrow.

KEYWORDS: teaching style, motivation, engagement, self-efficacy

SUBMISSION ID: R04A-BATANP-2080

The Effect of the Teacher's Teaching Style on Students' Motivation and Academic Performance in the 1st Quarter of K-12 Grade 10 English Class of Inosloban Marawoy-Integrated National High School for S

Jayson Samson, Department of Education Lipa City, Plaridel Nhs

Abstract

INTRODUCTION

The teacher's teaching style will greatly influence on how students will be motivated to learn, thus it is through the creativity of the teacher in presenting the lesson in various ways can add up to the motivating factors of the students to perform well inside the classroom. It is the teacher's task to create a 21st-century classroom for the 21st-century learners, hence it is also the teachers' responsibility to find a way on how to cope up with the changes that need to meet the 21st-century skills. The teacher's knowledge of combining the different teaching-learning approaches will be of great help in making different teaching styles that will suit the needs of the students in meeting the desired goal and objectives of the curriculum.

METHODS

This research was done to see the impact of the teacher's teaching style on students' motivation and academic performance in the k-12 grade 10 English class for the 1st Quarter thus giving the teachers idea of what things they can do to improve their teaching styles for the benefit of the students. The research design used was descriptive wherein a survey questionnaire form was distributed to the select Grade 10 students of Inosloban-Marawoy Integrated National High School. Furthermore, the process of selecting the students was done through a sampling method.

RESULTS

Based from the tables and grades of the students, 76.54 % were able to perform well in English in the first quarter due to the different teaching styles of the teacher in motivating the students to achieve the necessary goal of having a good grade. It has been observed also that the students were able to engage themselves, perform well and submit quality output if they are properly motivated and exposed to different kinds of activities, thus the teacher must have a variety of activities that will challenge and bring excitement to the students to fully utilize their skills and capabilities.

DISCUSSIONS

The data gathered from the survey questionnaire and the result of the first quarter grades of the students were used to identify how teachers teaching styles greatly affects the students' motivation and academic performance in English 10 in the first quarter, hence the result of the research will serve as a basis in crafting In-service training design for teachers to further strengthen their capabilities and knowledge in dealing with different types of students through their effective teaching styles.

KEYWORDS: Teaching style, Motivation, Academic Performance

SUBMISSION ID: R04A-LIPAC1-0152

The Effect of Using "Damabond" on the Interest and Achievement of Grade 9 Students in Chemical Bonding

Florissa De Jesus, Looc Integrated School

Abstract

INTRODUCTION

Teaching Chemistry has always been a challenge especially to teachers who do not have enough background and training on this subject. In chemistry, students find chemical bonds and chemical bonding some of the most difficult topics. They commonly have misconceptions regarding ionic and covalent bonding and the types of elements involved in chemical bonding. Several teaching techniques were proven to be effective in teaching these topics to students, which resulted in improved academic performance of the students. Aside from the acquisition of pedagogical content knowledge (PCK), it has been proven that game-based learning helps enhance students' learning. The fact that students find it more interesting to learn topics, the researcher sought ways to give more enjoyable, yet a meaningful and educational way of learning chemical bonds and bonding. And this is through the utilization of DAMABOND.

METHODS

This study was administered to Grade 9 Students of Calamba Bayside National High School from SY 2015-2016, SY 2016-2017, and SY 2017-2018, comprised of 145; 157; and 150 students, respectively. The respondents were selected through purposive sampling technique. A mixed method of research was used in this study. The quantitative analysis focused on identifying the scores and the significant difference between these scores during the pre-posttest before and after implementation of DAMABOND for three consecutive school years. On the other hand, the qualitative analysis focused on determining students' interest in learning chemical bonds and bonding through focused group discussion (FGD) and interview.

RESULTS

Based on the results of the statistical tests conducted, a notable increase in the posttests were observed for three consecutive school years. The results revealed that most students who utilized DAMABOND showed more interest in the topic of chemical bonding. The respondents also strongly agreed that they find it enjoyable to learn chemical bonding with the use of DAMABOND.

DISCUSSIONS

Through DAMABOND, students were encouraged to become more participative and more engaged in chemical bonding lessons, which implied an improved interest in the lessons. More importantly, they were trained to become more peer-oriented and the value of friendly-competition is instilled in them as well. The study found out that using DAMABOND helped Grade 9 students improve their academic achievement, particularly in chemistry by providing a more enjoyable and stress-free way of learning.

KEYWORDS: DAMABOND, chemical bonds, chemical bonding, Chemistry, Grade 9 Science

SUBMISSION ID: R04A-CALAMB-0308

**The Effect of Using Module on the Performance in Statistics of Fourth Year
Students of Felicisimo San Luis National High School, S.Y. 2016-2017**

Razhel Travinio, Looc Integrated School

Abstract

INTRODUCTION

This study aimed to determine the effects of using the module to the performance in Statistics of selected fourth-year students of Felicisimo T. San Luis National High School, S.Y. 2016-2017. Specifically, it sought to answer the following questions; (1) What is the mean level of student's perception on the module in Statistics in terms of (a) Objectives, (b) Content and (c) Activities? (2) What is the mean level of the respondents' performance in Statistics terms of (a) Pre-test and (b) Post-test? (3) Is there a significant effect of the use of the module to the performance in Statistics of the students?

METHODS

The experimental method of research was used in this study to determine the effect of using the module to the performance in Statistics of selected fourth-year students' of Felicisimo T. San Luis National High School. The statistical treatment utilized in this study consisted of a weighted mean, standard deviation, percentage, and t-test to establish the effects of the module on the students' performance. The self-made module and the checklist were used as the main instrument of this study. The collected data were computed electronically using Microsoft Excel 2010® and treated statistically with the use of mean, standard deviation and two-tailed t-tests.

RESULTS

The findings are formulated in the view on the data analysis of the present study. The respondents rated the objectives of the module as "Very Attainable", its content "Very Comprehensive", and its activities "Very Enriching". The post-tests' scores got a mean value of 21.03 and remarked as "Very Satisfactory" which exceeded the mean value of pre-tests' score of 17.40 and was remarked as "Satisfactory". The pre-test with a mean of 17.40 and post-test with a mean of 21.03 has the mean difference of 3.63. Therefore, the difference between the mean scores of pre-test and post-test only implied that there is a significant difference between their test results. The computed t-value revealed that there is a "Significant" effect of using the module to the performance in Statistics of the students.

DISCUSSIONS

The researcher recommended the following: Students must study at home to be prepared as they go to school. Therefore, students must use modules as their guide in studying at home and use exercises in it to broaden more their knowledge and to practice what they learned; Teachers must give students modules to give them guidance in understanding the topic they must study. Modules instructional materials that can be used before or after each lesson.

KEYWORDS: Module, Performance, Statistics, Perception

SUBMISSION ID: R04A-CALAMB-0304

**The Effect of Using Multimedia over Books to the Academic Performance
of the Selected Grade 10 Students of Camp Vicente Lim Integrated School**

Lorilie Jane V. Balba, Camp Vicente Lim Integrated School
(Adviser: Emma C. Oña)

Abstract

INTRODUCTION

Multimedia, considering as one of the most influential forms of information is utilized to make learning more effective. As a student who lives in an era where internet usage dominates most information sources, they find information much accessible in this form. It is also viewed that achievement, motivation and learning attitudes of students with different learning styles change positively when teaching designs are supported by technology, including multimedia.

However, it can't be denied that information written in books equal and even sometimes considered more reliable than the ones being promoted by academic institutions the thought of making students learn manually.

Hence, a study conducted by Al-Hariri and Al-Hattami (2016) stated that there is indeed a possible relationship between students' use of technology and their achievements classes most especially with secondary and tertiary level.

METHODS

The researcher made use of the descriptive design with a questionnaire checklist as the main tool to obtain necessary information. A survey was conducted for the selected Grade 10 students, gather the data for systematic analysis and interpretation. Interpreted data was utilized for future innovations in teaching styles.

RESULTS

The respondents/participants perceived essential elements on the following challenges: Among the questions, the following have the highest figure in percentage: A. Improves the student's interest in learning, with 3.05%. B. Improves the student's understanding, 2.55%. C. Improves critical thinking, 2.35%. As to the variable, "interested in multimedia over books in learning", 73% of the students strongly answered yes while 23% answered no.

Multimedia hit the best interest/impact to the students for them to learn and develop the student's skills. It also improves the student's creativity and thinking ability during the class.

DISCUSSIONS

Generally, the results establish the need to enrich some focal points for guidance and governance. The use of animations, video presentations, and pictures help the students to learn is highly advisable. Hence, it is advised that every school must prioritize the use of multimedia facilities in the function rooms of the school.

On the same view, limit only the approved device of the internet to be used in the learning process to avoid improper use of the internet.

KEYWORDS: Multimedia, dominate, accessible, reliable, academic institution, systematic analysis, advisable, critical thinking, animations, innovation

SUBMISSION ID: R04A-CALAMB-0329

The Effect of Utilizing SOCOS Game in the Performance of Grade 6 Learners in Science

Jordan G. Gimao, Catelyn C. Dominguez, & Mariel Ann F. Plegaria

Abstract

INTRODUCTION

Nowadays 21st-century learners in public school especially in heterogeneous section are having difficulties when it comes to understanding different concepts in science such as identifying mixtures because of common factors such as different learning needs and styles. This study aimed to determine the effect of utilizing SOCOS (Solution, Colloid, and Suspension) Game among the grade 6 learners of Tayuman Elementary School, Binangonan, Rizal during the first quarter of the school year 2018-2019.

METHODS

The respondents of the study were 47 learners with low performance in Science. One-group dependent pre-test - the post-test design was used to gather the needed data to determine the effect of SOCOS game in the performance of grade 6 learners. First, the learners were given a test which was validated by the Science Coordinator after using the lecture method. Then, the learners were given a posttest after exposure to SOCOS game. After the test, the data were recorded and tabulated.

RESULTS

The findings revealed that there is a significant difference between the performance of one group experimental section as revealed in the pre-test which has a mean score of 5.11 and 8.53 in the post-test. The study concluded that pupil's performance in Science mixtures improved after exposure to SOCOS Game which is an innovative instructional material since it is more fun to use and it addresses the learning needs of different learners in the heterogeneous section.

DISCUSSIONS

The study recommended that the teachers may continuously utilize the SOCOS game in teaching Science Mixture to motivate learners and achieve better performance. Pupils may be exposed to more innovative instructional materials in Science for better teaching-learning outcomes. Parallel studies may be conducted considering other variables.

KEYWORDS: SOCOS, effect, game, utilizing, performance

SUBMISSION ID: R04A-RIZALP-0139

The Effect Or Ray Diagram String Tool on Students Performance in Geometric Optics

Anna Cristine Lopez, Department of Education Cabuyao

Abstract

INTRODUCTION

Teaching and learning Ray Diagramming is challenging for instructors and students (Galili & Hazan, 2000). In fact, for the past 3 consecutive school years (2014-2015, 2015-2016, 2016-2017) at Pulo National High School, the least learned contents are a reflection of light in mirrors and refraction of light in lenses. The main objective of the study investigated the effect of the developed ray diagram string tool kit on the performance of Grade 10 students in Geometric Optics specifically on the image formed by concave and convex mirrors.

METHODS

This study utilized a quasi-experimental design. Specifically, the nonequivalent pre-test and post-test contest control-group design were employed in carrying out the investigation. Two sections of Grade 10 students enrolled for the SY 2017-2018 with comparable performance were the respondents of the study. Both groups were pre-tested and post-tested. The experimental group were allowed to determine the characteristics of an image using the ray diagram string tool kit while the control group was taught using the traditional method of constructing ray diagrams through pencil and ruler

RESULTS

The result of the pre-test indicates the level of understanding of the experimental and control groups are low ($X=4.355$; $X=4.516$). On the other hand, the post-test result indicates that the level of understanding of the experimental and control groups are average ($X=9.1299$; $X=8.903$). Using two-tailed t-test to determine the decision in accepting or rejecting the null hypothesis, the critical value \hat{t}_{\pm} is set at 0.05 with degrees of freedom of 60, where in the level of significance is 2.00. Since the computed $t(.05) = 0.39$, use of ray diagram kit made no significant difference in the level of understanding between groups.

DISCUSSIONS

The use of a ray diagram kit as an intervention material increases students' performance but cannot cause a significant effect compared to the group who undergo the traditional method. Hands-on activities truly increase students' performance by helping them learn the scientific concept. There are several conventional strategies use in teaching scientific concepts, stills teachers should continue to search and develop more effective strategies. In regards to this, the Department of Education must create training workshops in improvisation, especially for Science teachers. This will widen the teacher's knowledge in implementing interventions that will aid fruitful learning.

KEYWORDS: Ray Diagram String Tool Kit, Performance, Geometric Optics

SUBMISSION ID: R04A-CABUYA-0001

The Effectiveness of "Nikilam Technique" in Subtraction of Numbers with Regrouping to Grades 5 and 6 Pupils

Irene Albalate

Abstract

INTRODUCTION

The study determined the Effectiveness of "Nikilam Technique" in the subtraction of numbers with regrouping to Grade 5 and 6 pupils in Lupi Central School, Lupi, Camarines Sur school year 2014-2015. Specifically, this research answered the following questions: 1) What is the achievement level of pupils in Numeracy Test under Subtraction operation? 2) Is "Nikilam Technique" effective to enhance pupils' achievement level in the subtraction of numbers with regrouping? 3) What suggestions may be recommended to improve the use of "Nikilam Technique" as a tool for Mathematics?

METHODS

The experimental research utilizing the one-group pre-test-post-test design was used in this study to determine the achievement level of pupils in subtraction fundamental operation by comparing the pre-test and post-test results of the pupils. A pre-test was conducted prior to the exposure of the pupils to "Nikilam Technique". Afterward, pupils were measured through post-test and their score was compared.

RESULTS

The findings were as follows: 1) The achievement level of Grade 5 pupils prior to the exposure of the "Nikilam Technique" was 31.28% and the post-test was 84.72% with an increase of 53.44%. Grade 6 pupils obtained 90.72% over the pre-test which was 20.06% with an increase of 50.60%. Generally, the achievement level of pupils was increased. 2) Based on the result, the overall achievement level of pupils increased by 52.02% which was strongly related to the effectiveness of "Nikilam Technique" to pupils' achievement in subtraction operation with regrouping. 3) The following suggestions are recommended to improve the use of "Nikilam Technique" as a tool for Mathematics: a) Conduct LAC session to improve teachers' skills in using "Nikilam Technique" in teaching Mathematics; b) Start using "Nikilam Technique" in Grade I and continue up to higher grade; c) Practice the technique religiously in a day to day activity whenever applicable for mastery.

DISCUSSIONS

The results may serve as a solution to the teachers and pupils' difficulty in solving problems involving subtraction of numbers with regrouping. Once the teacher guides the pupils in using the technique properly, it would be a great advantage to both sides.

KEYWORDS: Effectiveness, Nikilam Technique, Regrouping

SUBMISSION ID: R005-CAMSUR-0127

The Effectiveness of Action Songs on the Pupils' Basic Mastery of Competencies in English: Basis for Lesson Exemplars

Rowena, Department of Education

(Adviser: Rowena Perea)

Abstract

INTRODUCTION

Action songs can be a useful tool when teaching English because they give students the opportunity to listen to someone other than their teacher. Often students become familiar with how one person sounds and may have difficulties understanding others. Songs can be a challenge for students because they are often faster than an instructor's speech however, they can also be enjoyable and serve to reinforce certain aspects of English.

METHODS

The study will use the Experimental Design in its attempt to determine, describe and analyze the effects of action songs on the academic performance of Grade II pupils. It tries to find out if the independent variables significantly affect the dependent variable.

RESULTS

On the basis of the data gathered and analyzed, first, the experimental and control groups obtained Approaching Proficiency in their pretest results in both phases, Secondly, by getting their T-test for independent means it shows that the pretests in both phases did not differ significantly between experimental and control groups and they were both equated.

DISCUSSIONS

In the light of the affected findings of the study, it is evident that the use of action songs can be a medium that could be beneficial not only to the pupils as learners but also to the facilitators of the learning process.

KEYWORDS: BINAKAYAN

SUBMISSION ID: R04A-CAVITP-0675

**The Effectiveness of Authentic Warmth Model in the Pre-School Education
in Public Schools of a District: Basis for Strengthened Teacher Training
Program**

Jannette Eguia, Department of Education

Abstract

INTRODUCTION

"In theory, there is no difference between theory and practice. But, in practice, there is."

Historically, there has been an unspoken belief pervading the childcare profession that looking after children is mainly a matter of common sense. In England, most foster teachers do not undergo formal training and it is only since 2011 that residential childcare workers have been required to complete a National Vocational Qualification, caring for children and Young People, where the focus is mainly on issues like child and equal opportunities. Teachers must have appropriate skills to understand and support personal qualities like sensitivity, empathy and a sense of humor that allows teachers to laugh with children.

METHODS

The study will make use of descriptive-correlational research design. Descriptive research is used to answer descriptive research questions: What, How and Why is something happening? Simple descriptive research design gathers data in order to explain and describe. The correlational design describes the statistical association between two or more variables. A correlational study determines whether two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlational studies are a type of research often used as a preliminary way to gather information about a topic or in situations where performing an experiment is not possible. Another important thing is that while correlational research can reveal if a relationship exists between variables, this kind of research cannot prove that changes to one variable lead to changes to another variable.

RESULTS

In relation to the study, the researcher proudly recommends the adaptation of the Authentic Warmth Model as part of the teaching strategies and as components in the training program. The three dimensions should be highlighted and reinforced in the training program. In line with this, the researcher suggests several points which have spring from the study. Teachers should be trained to adapt the model and focus on child outcomes, childcare, their beliefs, approaches, and competencies to be developed in order to improve the delivery of authentic warmth and caring for the pupils.

DISCUSSIONS

The findings imply that the years of the teachers spent in service and the position they possess may clearly affect the kind of assessment and implementation of the Authentic Warmth Model to the students in their teaching.

KEYWORDS: Authentic

SUBMISSION ID: R04A-CAVTP-1721

The Effectiveness of Banana Peelings as a Material for Special Paper

Jamaera De Leon, Department of Education Tanauan

Abstract

INTRODUCTION

Papers are made of trees. To overcome this problem, an eco-friendly type of special paper is made from banana peel to reduce the cutting of trees that will prevent landslide and floods in Trapiche Elementary School. This study aimed to determine the Effectiveness of Banana Peelings as a Material for Special Paper.

METHODS

The effect of using the banana peel in producing special papers was determined in the conducted study. The papers were produced with different amount of water added a different span of time for boiling and blending.

The amounts of ingredients used were then tested, and the data was gathered and analyzed for summaries and conclusions.

The production process includes cutting of banana peels, boiling the banana peel, blending the banana peel, shaping the paper and drying. The cutting of banana peels started from the peeling of bananas. After it is cut, it was poured by water and boiled. After boiling it, it was blended and crushed using a blender. It was shaped and dried. After drying it was then removed from the molding container and it is now ready for various uses. Different minutes, weights of banana peels and amount of water were tried and tested.

RESULTS

Tests showed that the amount of banana peel used, the amount of water and the time of blending and boiling the banana peel affected the texture of the product. The greater the amount of banana peel used, more banana paper produced. The greater the time of boiling the banana peel, the finer the banana paper is. The greater the amount of water used in boiling the banana peel takes a long time to dry the banana paper. The greater the time of crushing the banana peel, the smoother it is. It has also been seen in the results that the Special Papers out of banana peel are more eco- friendly and less expensive type of special papers.

DISCUSSIONS

Production of banana paper from banana peel yielded positive results. To further improve the study, we want to recommend the following:

Slice the banana bark into tinier pieces so that it easy to be crushed in the blender. Rinse it directly under the sun or above the root so that it will not consume much time to dry the paper. Blend the banana peel twice so that there is a great possibility to have a finer paper. We recommend this product because it will help our environment and it can provide your needs in terms of paper

KEYWORDS: Alternative, Fibre, Paper, Peel, Recycle

SUBMISSION ID: R04A-TANAUA-0085

The Effectiveness of Chili Powder and Calamansi Rind Extract as an Alternative Termite Exterminator

Lilybeth Guernaldo

Abstract

INTRODUCTION

This Science Investigatory Project was conducted to evaluate the effectiveness of chili powder and calamansi rind extract as an organic pesticide against termites.

The study was experimental in design to determine the potency of the product components as an alternative termite exterminator without harming our health and our environment. The fact that commercial pesticides are expensive, the researcher was motivated to produce a natural solution against termites. The researcher used chili powder because it contains capsaicin which is known to be a good repellent against insects by causing membrane damage and metabolic disruption. Extract from calamansi rind, however, contains D-limonene that can melt the wax coating of the insects.

METHODS

This study aims to interpret data on how effective insecticides is to relate the product's benefit to the school and even household. Data were derived from the experiment. The researcher observed recorded and examined the data gathered. Counting the number of termites died and recording the time they last were the proponent's bases on the effectiveness of the product. The researcher tried the effectiveness of the solution according to chili powdered pungency per 500g of calamansi rind extract. And to determine its effect, replication of test was done with the amount of chili powder in the solution as the tested variables. Each 10 ml treatment using a different proportion of chili powder was sprayed in ten sample termites. The no. of termites died in each treatment were counted and the time was recorded.

RESULTS

The researcher tried to determine the right amount of chili powder in 500g calamansi rind extract that could possibly eliminate the termites at best result. It was found out that 40g chili powder in the solution made was more effective. On this sight, the researcher went on deeper testing to determine the effectiveness of the made product based on the amount of calamansi rind extract on it.

DISCUSSIONS

Based on the results, the proportion from 5000g calamansi rind extract with 40g chili powder showed the best result of termite termination. Its effectiveness was tested by counting the number of termites died as they sprayed in different amounts. The result was compared to the outcome as the commercial pesticide was sprayed in the same variables. It revealed that the natural made product is as effective as the commercial pesticide. ChilCal Terminator, the product name, could be an alternative pesticide proven safe, economic and environmentally friendly.

KEYWORDS: D-limonene, capsaicin, pungency, pest, pesticide, organic

SUBMISSION ID: R04A-BATANP-1203

The Effectiveness of Citronella Essential Oil Candle in Repelling Mosquitoes

Rosalina Alcedo

Abstract

INTRODUCTION

The researcher's main objective in conducting this study is to produce an environmental-friendly, affordable, and health beneficial mosquito repelling candle with Citronella oil from Lemongrass as the main ingredient.

METHODS

This research study used the experimental method to allow the proper execution of the research. This method was used to determine the effectiveness of a candle with Citronella Oil as a mosquito repellent. Otherwise, the descriptive method was used to gathered data and facts to reach the objectives of the study.

RESULTS

Candles with citronella oil effectively repel and/or kills mosquitoes. The mosquito repellent candle with citronella oil better than another mosquito repellent which is sold in markets since it can kill and/or repel mosquitoes while providing enough light for the users. Citronella essential oil candle has no negative effect on one's health.

DISCUSSIONS

Based on the analysis and interpretation of the data gathered, it is found that citronella oil candle smells good before it is burned. Also, as the amount of citronella oil from lemongrass increases, the strength of the aroma increases. The candle is odorless when it is lit up. The smoke emitted by the candle has no negative effects on one's health. The candle with 10 mL citronella oil which is Candle is the most efficient of all since it lasted longer than the other candles and also killed the greatest number of mosquitoes. The mosquitoes that were not killed by the presence of the candle flew away weakly from the candle.

KEYWORDS: citronella oil, lemongrass, mosquito repellent

SUBMISSION ID: R04A-CAVITP-1180

**The Effectiveness of Conducting Remedial Math Instruction Utilizing
Varies Activities to Improve the Achievement of Grade VII Low-
Performing Students of GFLMNHS SY 2017-2018**

Charina Manzano, Department of Education - GFLMNHS

Abstract

INTRODUCTION

Learning deficiency in Mathematics is now becoming a serious problem that educators are now facing. Low performing students often trouble with the simplest math problems. They have difficulty understanding basic mathematical concepts and lack an intuitive sense of how numbers work. Learning mathematical procedures can be quite challenging for them. This results in pupils starting to dislike math and avoiding it whenever possible. To help students who may have this learning disability and to save them before the problem gets worse, teachers should learn to respond to their needs as efficiently and carefully as they can. Teachers play a key role in improving the students' achievements in all fields of endeavors.

METHODS

The study used the descriptive correlation type of educational research utilizing the ratings of the student-respondents for the first grading period to gather the data needed for the study. This method is designed to establish the effectiveness of a variety of activities in conducting remedial Math instruction to Grade VII low-performing students of GFLMNHS. It also used the Student's Profile Form that contains information about the respondents. Frequency counts and T-test were used as statistical tools. The study used a survey questionnaire from where the respondents indicate their personal data and the data on the different activities used by the researcher in conducting the remedial instruction.

RESULTS

The findings of the study revealed that most of the pupils are males, of the proper age for their grade level, with a monthly family income between P5000-P7000 and their nutritional status ranges from below to normal. A t-test then employed to assess if there is a significant difference in the students' academic performance after giving them a remedial session using a 0.01 level of significance.

By applying the t-test for two related population: Matched Pairs, the test statistics $t\text{-test} = 4.67$. This shows that this lies in the rejection region.

DISCUSSIONS

The results showed the need of the students of varied activities in Mathematics for them to learn the different skills and concepts in the said subjects. The common activities prevailed and found effective such as the use of flashcards, games, etc. There is a significant increase in the performance of student-respondents who undergo remedial classes using a variety of activities.

KEYWORDS: remedial, intuitive sense, t-test, manipulatives

SUBMISSION ID: R04A-BATANP-2169

The Effectiveness of Continuous Improvement Project: Test-Taking Improvement Program Sa Araling Panlipunan (TIPsaap) in Improving the Quarterly Examination Scores of Grade Seven Students of Carmona

Linuel Mabasa, Jasmin F. Marcelo, & Carolina L. Sulit, Department of Education
(Adviser: Linuel Mabasa)

Abstract

INTRODUCTION

This study was set to assess the effectiveness of the continuous improvement (CI) project: Test-taking improvement program as Araling Panlipunan (TIPsaAP) in improving the quarterly examination scores of grade seven students of Carmona National High School for the school year 2017 - 2018.

METHODS

It utilized a quantitative descriptive research design using T-test for Dependent Samples and One-Way Analysis of Variance (ANOVA). There is 115 grade seven student-participants for this study. They are chosen using a non-random purposive sampling. They composed the bottom 20 percent of the test-takers in second quarterly examination in Araling Panlipunan 7: Araling Asyano.

RESULTS

The result of the assessment revealed that by looking at the means, standard deviations (SD), and mean percentage scores (MPS) of the scores of the participants in second, third and fourth quarterly examinations, there is an upward movement on their performance. T-test also revealed that there is a significant change on the scores of the tests of the students between the examination (second quarter) without the benefit of TIPsaAP CI project and the scores on the examinations (third and fourth quarter) after the project was implemented. However, using the One-Way ANOVA, it was found out that there was no significant difference among the scores of the students in the three exams.

DISCUSSIONS

It can be concluded that although the implementation of TIPsaAP had certain effects on the scores of the students in the third and fourth quarterly examinations, it fell short to make a significant impact to say that it is effective in improving the scores of the students in Araling Panlipunan 7.

KEYWORDS: Continuous Improvement (CI) project, TIPsaAP, Quarterly Examinations, Test-taking, Grade Seven Students, Carmona National High School, Araling Panlipunan

SUBMISSION ID: R04A-CAVITP-0110

The Effectiveness of Differentiated Instruction in Teaching English for Grade Four - Carnation in Binubusan Elementary School, S. Y. 2017-2018

Jane Cunamay, Department of Education Batangas

Abstract

INTRODUCTION

The research was conducted to know the effectiveness of Differentiated Instruction in teaching English in her advisory class for a weeklong lesson.

METHODS

a. Participants
The subjects of the study are the Grade Four Carnation pupils S. Y. 2017-2018.

b. Data gathering method
This action research utilized the experimental design to determine the effectiveness of Differentiated Instruction and its possible effect on the mean gain scores on the achievement of pupils on a one-week lesson in Grade 4 English.

c. Data analysis plan
The mean and the standard deviation were used to determine the level of performance of control and experimental groups and the classification of pupils while the t-test determined the significant difference of the mean scores of the pretest and posttest of both groups.

RESULTS

1. The pretest scores of the control and the experimental group do not differ significantly.
2. The posttest scores of the groups significantly differ resulting in higher scores for the experimental group.
3. No significant difference exists in the pretest and posttest scores of the control group, but a significant difference is noted for the experimental group.
4. There is an improvement on the groupings of pupils both in the control and experimental group, but significant improvement was shown for the pupils taught using DI.
5. Use of DI is effective considering the higher scores of the experimental group compared to the control group.

DISCUSSIONS

Teachers should be given in-service training on DI for them to gain more knowledge and a clear understanding of the approach. Although tedious on the part of the teachers, they should be encouraged to prepare and use DI to motivate pupils to participate in class discussions.

KEYWORDS: DI - Differentiated Instruction

SUBMISSION ID: R04A-BATANC-0552

The Effectiveness of Differentiated Instruction in Teaching English for Grade -one Classes in Lobo Elementary School

Maria Teresa Puchero, Master Teacher 1

Abstract

INTRODUCTION

Due to the increasing diversity of today's educational population, it is crucial for student academic success that educators begin to implement and perfect differentiated instruction. Differentiated instruction offers students the opportunity to build upon their knowledge while utilizing their own skills, interests, styles, and talents. Educators effectively take each of these components from their students and create lessons that are meaningful for all student and lead them toward academic success. However, Grade - One pupil of Lobo Elementary School encounter some issues regarding this matter, hence this paper aims to aid every grade one pupils in how to enhance their performance in English and to ensure that all students are engaged in the learning process by providing tasks that match each individual's needs.

METHODS

The experimental design was utilized to determine the effectiveness of DI and its possible effect on the mean gain scores on the achievement of pupils on a one-week lesson in Grade -One English. Both groups were given the diagnostic test and identified the classification of pupils whether they belong to the above average group, average group, and below the average group. The achievement test was administered after a week using parallel teacher-made tests. The number of pupils again identified to know whether there is a change in their classification. The results of the pretest and the posttest were compared to determine whether using DI is effective or not.

RESULTS

The result showed that posttest scores of the experimental groups taught with DI is remarkably better as compared to those which were taught the traditional approach. From the data, it is very clear that the difference in scores in the achievement favors the experimental group which was taught using DI. Hence, it is safe to say that DI is effective based on the data generated

DISCUSSIONS

Result of the study revealed that there is an improvement in the groupings of pupils both in the control and experimental group, but significant improvement was shown for the pupils taught using DI. This then makes it safe to conclude that DI is effective in teaching English. In this regard, the proposed plan of action should be employed to continually improve and implement differentiated instruction.

KEYWORDS: diversity, differentiated instruction, effectiveness

SUBMISSION ID: R04A-BATANP-0354

The Effectiveness of Differentiated Instruction on Teaching Reading in Grade One Class

Marilyn C. De Gala & Cristina C. Manalo

Abstract

INTRODUCTION

One of the greatest challenges facing reading teachers in our country is that of helping students achieved their highest reading potential. Primary teachers must be aware of the challenge and gain the knowledge needed to develop strong readers. In this research, the effectiveness of Differentiated Instruction in teaching reading on grade one pupils was proven effective.

METHODS

An experimental design was used since its main purpose was to determine the effectiveness of DI and its effect on the reading level of Grade one pupils on a one-month duration in Oral Reading. The control group was taught using single teaching while the experimental group was taught using differentiated reading strategies.

RESULTS

The classification of pupils shows that the reading ability of pupils in both groups belong to the same level during the pre-oral reading test. After the experiment, the classification of pupils showed an improvement in the control group but a big increased in performance was showed using Differentiated Instruction.

DISCUSSIONS

There is an improvement in the groupings of pupils both in the experimental and control group but significant improvement was shown for the pupils taught using Differentiated Instruction in reading. Use of DI is effective considering the higher performance of the experimental group compared to the control group.

KEYWORDS: differentiated instruction, reading, grade-one

SUBMISSION ID: R04A-BATANP-1964

**The Effectiveness of Diorama as Teaching Aid in Afro-asian Literature
Class of Grade Eight at Sto. Niño National High School**

Ruby Christine Troyo, Teacher

Abstract

INTRODUCTION

There are different ways to stimulate discussion and active learning in the classroom, teachers prepare a range of tools to support and assist the teaching-learning process. Students depend on teaching aid to help them construct their understanding. The visual materials support them as they serve as mental scaffolds and help teachers to correlate and coordinate accurate concepts making the learning more concrete. Thus, in this study, the researcher determined the effectiveness of diorama-a three-dimensional teaching aid in teaching the lessons in Afro-Asian literature to foster students' creativity, interaction, retention and collaboration. This material is useful if real-life objects and scenarios may be visualized in the classrooms to provide students with a certain amount of direct, rich and meaningful learning experience.

To determine the effectiveness of diorama, the study sought to answer its distinctive feature as a teaching aid, how it is utilized in the lessons of Afro-Asian Literature with regards to the following short story elements: Plot; Settings; Characters; and Theme, the significant increase in the student's performance upon utilizing this teaching aid and the activities that may be proposed to supplement the use of diorama in Afro-Asian Literature Class.

METHODS

To serve the purpose of this study and to ensure the reliability of the use of diorama in teaching lessons in Afro-Asian Literature, the researcher employed a descriptive survey research design. The researcher administered the questionnaire, written and practical test to the students with relevance to the elements of the short story and they were assessed at the end of the meeting.

RESULTS

Accordingly, the result of the study revealed that the use of Diorama is effective in teaching the lessons in Afro-Asian Literature with the composite mean of 4. It also showed that the students had a high performance in the written test given by the teacher in identifying the elements of the short story.

DISCUSSIONS

Based on this result, the researcher concluded that the use of diorama as a teaching aid in Afro-Asian literature helped the learners to give their maximum participation in the learning process and develop their critical thinking skill.

KEYWORDS: diorama, effectiveness, teaching aid

SUBMISSION ID: R04A-BATANC-0129

The Effectiveness of Drop Everything and Read as an Intervention to Enhance the Reading Level of the Grade Five Pupils of Dughan Elementary School

Lynde Delamente, Researcher

Abstract

INTRODUCTION

During the conduct of the Phil IRI Pretest last July 2016, a lot of pupils confront high Frustration level. Out of 31 pupils tested, 100% is in the Frustration Level. In the Word Recognition, 12 pupils or 39% are the independent levels, 6 pupils or 19% are in the instructional level, and 13 pupils or 42% are in frustration level. However, pupils failed to perform in the comprehension aspect and so interpreted in their Overall Reading Level in the Frustration.

It aims to increase reading ability of pupils from frustration level to instructional and independent level.

METHODS

Teachers to apply the DEAR- Drop Everything and Read. This will determine its effectiveness to pupils who encounter reading comprehension difficulty and may promote reading competence and potential. In this context, pupils are allotted to read fifteen to twenty (15-20) minute daily activity devoted to reading books or any materials available in school. Plus, an additional 15 minutes in writing personal reflections on what was read. Pupils will fill up the DEAR Form that contains also listing five words and be given meanings. The words they listed will be part of the daily spelling activity.

RESULTS

During Phil-IRI Pre-Test. Out of 31 pupils tested, 100% is in the Frustration level. In the Word Recognition, 12 pupils or 39% are in the Independent Level, 6 or 19% are in Instructional Level, and 13 or 42% are in the Frustration Level. However, pupils failed in the Comprehension area and so as interpreted their overall reading level in the Frustration.

During Phil-IRI Post-Test. There is a significant improvement in the reading comprehension of Grade 5 pupils ($t = -7.133$, $p = .000$) when exposed to DEAR technique. The 96% confidence interval for the difference is from 34.256 to 61.744.

DISCUSSIONS

DEAR- Drop Everything and Read was the intervention applied. In this manner, pupils read at the allotted period set during the remedial period from 4:00 to 4:30 in the afternoon, closely monitored by the researchers. This allowed them to read books and other materials inside the classroom or in school. They may look for ways on how they may be able to improve their study habits and so that learning would be maximized. This is also called " Sustained Silent Reading" (SSR).

. It can be noted that the overall reading profile of the Grade 5 pupils has improved as compared with the result in the Pre-Test.

KEYWORDS: research

SUBMISSION ID: R013-SURSUR-0327

The Effectiveness of Drop Everything and Read as an Intervention to Enhance the Reading Level of the Grade Five Pupils of Dughan Elementary School

Lynde Delamente

Abstract

INTRODUCTION

One of the main functions of the school is to make a child a successful reader. A pupil can be considered as such if the word recognition and comprehension go together. However, most of the children can only recognize words but fail the comprehension aspect. This incapacitated them to attend other related activities in other learning areas. It is identical to saying that comprehension goes with reading ability.

METHODS

The research design was a Quantitative Method using Standardized Test Scores. The data were gathered from Phil. IRI result during the conduct of the Pre and Post Test. The data gathered were analyzed by the use of the Paired Sample T-Test. This is a statistical treatment comparing means of 2 groups. This study used non-random sampling. All the Grade Five pupils fall under the frustration reading level based on the Phil-IRI result from the Month of July which is the pre-test were involved in this study.

RESULTS

There is evidence ($t=-5.240$, $p=.000$) that the DEAR intervention improved words recognition among a Grade 5 pupils. In this date set, word recognition improved on the average by approximately 3 points. The 95% confidence interval is from 1.624 to 3.721. This confirms that, although the difference is statistically significant, it is relatively small. There is strong evidence to suggest that there is a significant improvement in the reading comprehension of Grade 5 pupils ($t= -7.133$, $p= .000$) when exposed to DEAR technique. The 96% confidence interval for the difference is from 34.256 to 61.744. In this case, the improvement is approximately 48 points, which is big enough.

DISCUSSIONS

In general, analysis shows that there is a significant difference ($t = -7.897$, $p= .000$) in the reading pre- test (mean = 47.9 points, $SD= 6.92$) and reading post-test (mean = 73.24 points, $SD = 22.05$) results of Grade 5 pupils. The 95% confidence interval is from 18.78562 to 31.89180. With this, there is strong evidence to suggest that there is a significant improvement in the reading level of the Grade 5 pupils when exposed to DEAR technique. On average, the improvement is approximately 25 points.

KEYWORDS: Effectiveness, Intervention, Enhance, Drop, Improved

SUBMISSION ID: R013-SURSUR-0330

The Effectiveness of Employability Skills Program as Preparation for the Immersion of Sinalhan Senior High School Students

Raymond Richard A. Magan, Noe S. Jabonete Jr., & Rachel Anne C. Castillo,
Sinalhan Senior High School

Abstract

INTRODUCTION

According to the Organization for Economic Cooperation and Development, workforce skills are the currency of the 21st Century. This is supported by the labor market assessments which showed that aside from technical skills, employers are looking for employability skills, values, behaviors, and attitudes, that many of the 75 million youth worldwide, who are currently unemployed, still lack.

METHODS

The first part of the materials that the researchers will use is composed of 39 items that are divided into three modules into 6 skills. (Positive self-concept, Self-control, Social skills, Communication skills, Problem-solving skills, and Job-search skills). The weighted mean for each level was interpreted as follows. The second part of the materials is objective types of the test made by the researcher composed of 46 items. In order to know if the students improve their employability skills, the researcher used one sample t-test.

RESULTS

The result of pre-test of the student in terms of self-assessment was 3.46 which means some of the students in Sinalhan Senior High School was lack of knowledge in terms of employability skills. However, there were high positive changes after training that gives 4.43 grand total mean. The result of pre-test in terms of their knowledge about the employability skills was 17.82 and the result of post-test is slightly higher than pre-test which is 18.39 In terms of the development students in employability skills, the null hypothesis was accepted in knowledge of the students about the program and the null hypothesis was rejected in self-assessment of the students.

DISCUSSIONS

Before the senior high school students undergo work immersion, they must first attend the seminar about the employability skills to develop their skills in the workplace. Conduct counseling and other programs to the parents and learners who have problems in attendance, attitudes and employability skills.

KEYWORDS: Employability Skills, Immersion, Jobs

SUBMISSION ID: R04A-STAROS-0055

The Effectiveness of the Feeding Program to Break Malnutrition

Marife Vital, Department of Education

Abstract

INTRODUCTION

Our school enrolment for the last school year are 209 and 105 of our pupils are under severely wasted and wasted, So the present problem of the teacher are those malnourished children because the studies of the children are affected.

The very present situation of the school in determining the malnourished pupils gives an idea to use it as our action research title.

The big number of pupils that suffer under malnourished category is very alarming and it needs immediate action on how it will eradicate the said problem

METHODS

Descriptive Method design was used. It involves some individual persons who serve as respondents or informants.

RESULTS

The study revealed that out of 105 beneficiaries it was reduced to 76 were under severely wasted and wasted after the program. It lessens the number of beneficiaries.

DISCUSSIONS

The study recommended that the parents of the beneficiaries also help or takes an important role in assisting their child. They should know the proper nutrition to be served to their children.

KEYWORDS: proper nutrition

SUBMISSION ID: R04A-RIZALP-0332

The Effectiveness of Gad Intervention Program Systematic Attendance Monitoring and Symposia to Awaken the Minds of All (Samasama) in Minimizing Bullying Cases at Lucsuhin National High School

Basilia Coguibal, Lucsuhin National High School

Abstract

INTRODUCTION

The Republic Act 10627 otherwise known as the Anti-Bullying Act of 2013 was designed to answer the calling of the government on child protection. This is the reason why former President Benigno Aquino III signed RA 10627 mandating all elementary and secondary schools to create policies against any form of bullying.

METHODS

METHODS This study focused on determining the number of male and female students who were involved in bullying cases and how it can be minimized in all levels at Lucsuhin National High School. This study was designed to identify the effectiveness of GAD Intervention Program SAMASAMA in minimizing bullying cases quantitatively. The purposive sampling technique was used to select the number of respondents in the study who suffered bullying inside and outside the school premises. The data was gathered using an interview and questionnaire given to 41 respondents.

RESULTS

Most of the respondents belonged to their early teenage level and this study found out that there were more female-respondents involved in bullying than male-respondents. The respondents rated agree with a composite mean of 4.05 that the bullying has an effect to their academic achievement and scholastic performances while they rated agree with a composite mean of 4.23 meant that after the GAD intervention program Systematic Attendance Monitoring And Symposia to Awaken the Minds of All (SAMASAMA) they gained self-esteem and feel belongingness and self-worth. Anchored to child protection policy, this resulted in a proposed GAD intervention program that can help the students in performing well which is the very aim of the Department of Education.

DISCUSSIONS

Among the four kinds of bullying as recorded in the guidance center, the most usual case committed by the respondents were Verbal and Physical bullying with that coercion or power over the personality of the other were done through face to face and not through gadgets or social media. Based on the information gathered from the questionnaire, data from the guidance center and interview from parents and students, the intervention program was effective. Teachers must act as guidance counselors to their students. The way teachers especially advisers guide their students helped a lot in screening incidents filed in the guidance center.

KEYWORDS: SAMA SAMA, Bullying, Cyber Bullying

SUBMISSION ID: R04A-BATANP-1783

The Effectiveness of Garlic and Hot Chili Pepper in Getting Rid of Harmful insects

Ma. Caselyn Ambid & Niña A. Bautista, Kaong Elementary School

Abstract

INTRODUCTION

This garlic and hot chili pepper insecticide have content in which it acts actively causing pests to be dispelled. Garlic contains Sulphur compounds that are responsible both for garlic's pungent odor and many of its medicinal effect. However, one of the most biologically active compounds of garlic is allicin (diallyl thiosulfinate or diallyl disulfide) but it does not exist in garlic until it is crushed or cut. Allicin, which was first chemically isolated in the 1940s, has antimicrobial effects against many viruses, bacteria, fungi, and parasites. In addition, capsaicin is an active component of chili peppers. It is an irritant for mammals, including humans, and produces a sensation of burning in any tissue with which it comes into contact. The highest concentration of capsaicin can be found in the white pith of the inner wall, where the seeds are attached. Capsaicin may have evolved as an antifungal agent.

METHODS

The study used an experimental quasi design. The researchers tested how effective the garlic and hot pepper could be in getting rid of pests like aphids and other harmful insects in the school garden of Kaong Elementary. They started doing this study on the 3rd day of July 2017 until the 3rd day of August 2017.

RESULTS

From the trials conducted, it was found out that the higher the amount of mixture the better the result of getting rid of the aphids and other insects. When the amount of garlic and hot chili pepper increased there were more aphids killed.

Based on the result of the investigation, it is concluded that the garlic and hot chili pepper extract as an insecticide is effective in getting rid of the harmful insects in the school garden. The proportion of the mixture is 10:10 in 50 ml tap water. As it can be seen in the investigation, the more spray to the insect the better the result. It is highly recommended to improve the quality of the product by doing the much better procedure and to make sure that it is harmless to ones' health

DISCUSSIONS

Through this investigatory project, dispelling pests/insects like aphids could be very practical. Aphids can really destroy crops around the garden. To help keep pests off plants use garlic and hot chili pepper insecticide to douse plants before or during an infestation. This insecticide is an easy way to get rid of different pests without using harmful chemicals that may toxic or may leech into the groundwater.

KEYWORDS: effectiveness, insecticide, garlic, hot chili pepper, garden, capsaicin, allicin

SUBMISSION ID: R04A-CAVITP-1719

**The Effectiveness of Hands-on Experiments in Learning Science among
Grade Four Pupils in San Roque Elementary School**

Cristina Castillo, Department of Education

Abstract

INTRODUCTION

Science is a natural subject for hands-on kinesthetic learning experiences that appeal to the visual and auditory senses. There are several factors that have led the researchers to investigate the effectiveness of hands-on experiments in learning Science. The hands-on experiment is an active process of student-centered learning whereby it encourages children to discover and develop new concepts or ideas followed by spurring children's mind to be critical and creative. The experiment plays a key role in teaching science. Science instruction without any experiment is hardly conceivable. Clearly, the experiment is the key feature of science methods of investigating "nature". We deliberately do not use the singular scientific method as it is not possible to identify such a method. There is a wide spectrum of epistemological and ontological views of the nature of science that is linked to rather different strategies and methods of investigations.

METHODS

The descriptive quantitative research which aims to identify the Effectiveness of Hands -on Experiment in Learning Science among Grade Four Pupils. The respondents of the study are the Grade IV pupils School Year 2018-2019 that can perform a hands-on Experiment.

RESULTS

The implementation of hands-on experiments in the class is one of the effective ways of executing the lesson because it meets the level of effectiveness. Learners still enjoy the hands-on experiment and it made Science lessons enjoyable. Teachers believed that a choice of learning strategies especially experience-based learning will increase the interest, engagement and learning in students.

DISCUSSIONS

The results demonstrate that the learner enjoys a hands-on experiment to make Science lessons more interesting and enjoyable through the guidance of their teacher.

KEYWORDS: hands-on experiment, effectiveness, strategies, experienced-based

SUBMISSION ID: R04A-BATANP-1640

**The Effectiveness of Home Visitation in Addressing in Bullying Problem
among Grade Nine Students in Navotas National High School**

Estelita Sueno, Navotas National High School

Abstract

INTRODUCTION

This study is an initial attempt to investigate the relationship of home visitation as a service and support delivery strategy for families of the students of Navotas National High School. It serves as a preventive strategy regarding possible bullying in school. Prior records of students who will be susceptible to bullying have been reviewed as they will be prospects for home visitation.

METHODS

The participants of this study were selected Grade 9 students using purposive sampling technique. Data collection included survey questionnaires, students' testimonies, parents' consultation, and focus group discussion. Thorough planning and initial data gathering were conducted along with the design-enhanced program and a proper way of identifying the target clients. The researchers ensured the following in conducting this study; informed consent, confidentiality, assessing the risk of harm, limitations of the researcher's role, honesty, and integrity of the research process, use of incentives, researchers' safety, rights to withdraw, deception, and debriefing.

RESULTS

The results show that after home visitation, a significant improvement in the learning process has been achieved as students tend to stay more often in school as evident on data gathered and plotted to validate its effectiveness. Data gathered after three months of implementation of this study improved student performance, increased parental involvement, reduced discipline problems, and heightened overall positive attitudes toward the school

DISCUSSIONS

The researchers found evidence that home visitation could increase student performance, jumpstart parent involvement, reduce discipline problems and increase overall positive attitudes toward school. If done correctly, a home visit program can give teachers, parents, and students a better opportunity for connection, communication, and collaboration.

The researchers plan to continue the study, particularly home visitation, to help decrease the cases of bullying in Navotas National High School. They also plan to seek partnership with parents and/or guardians to visit their children in school regularly. The researchers also aim to make this project school-based so that there will regular parental involvement in school activities.

KEYWORDS: Home Visitation, Bullying, Grade 9

SUBMISSION ID: NCR1-NAVOTA-0001

**The Effectiveness of Home Visitation in Enhancing Academic Performance
of the Select Grade I Pupils of Gulod Elementary School SY 2017-2018**

Juliana Francia, Department of Education

Abstract

INTRODUCTION

Home Visit explores the role of in pupils' academic progress and how their families specifically the parents/guardians become involved in their children's education. It is intended to improve the communication skills of school with students and families. It also increases the parents' involvement in various programs and activities in school. In this study, school leaders can build lasting connections with our community. It creates a positive change in home-school relationships and a dynamic of true collaboration between our school, our pupils and their families.

METHODS

Descriptive method was used by the researcher to gather information about existing conditions. The researcher used the results of the final rating of the first grading period. She found out that 5 out of 48 pupils got the lowest rating. From that result, the researcher assesses the learning areas/skills pupils find difficulty. She provided intervention materials to be utilized or practiced at home through parents'/guardians' proper guidance and supervision. Proper monitoring and evaluation of the program were done to measure its effectiveness.

RESULTS

Based on the results of the First Grading Period, respondents got very low grades and that is the main reason why the researcher conducted home visitation to address the existing condition to the parents. There are two (2) out of five (5) respondents who failed based on the average grade for the first grading period. The researcher with the cooperation of the Grade I teacher and their parents applied varied solutions to improve their academic performance.

After two months of implementation of home visitation through providing intervention materials to the pupils, an improvement on their academic performance was noted as reflected on the results of the Final Rating for the Second Grading Period. It shows that there is an improvement in their academic performance. Improvement on their grades achieved through applying varied solutions worked collaboratively by the teachers and parents

DISCUSSIONS

Identifying the strengths and weaknesses of every learner is significant in guiding them to achieve better academic performance. Home visitation shall be continuously conducted to address the needs of the pupils. Teachers and parents shall work collaboratively in achieving continuous progression of every learner.

KEYWORDS: academic performance, assessment, collaboration, home visitation

SUBMISSION ID: R04A-BATANP-1709

The Effectiveness of Ict-Mediated Instruction in the Teaching of Grammar

Ronie Lagutan

Abstract

INTRODUCTION

Many language researchers have been urging teachers to use Information and Communications Technologies (ICTs) in teaching. They claimed that ICTs have the potential to accelerate, enrich and deepen skills to motivate and engage students but apparently, not in all topics. Since it has been observed that students' interest in learning, especially grammar has diminished through the years, we were challenged to embark on a study that aims to determine the effectiveness of ICT-mediated instruction in the teaching of grammar. Specifically, this study, guided by the theories of constructivism, behaviorism, and the theory of multimedia learning, seeks to find out if there is any significant difference between the use of ICT-mediated instruction and the traditional method in the teaching of grammar.

METHODS

Two groups of grade 9 students in Kaong National High School participated in this quasi-experimental study. Each group is composed of 40 participants. Both groups were taught the same grammar lesson. The first group was taught using ICT-mediated instruction such as power point presentation, audio-video presentation, interactive drills, and activities, while the second group was taught with the traditional method of teaching employing only the use of chalk and board. After which, the respondents were asked to apply their knowledge of the rules that were discussed by answering a ten-item written activity. To find the significant difference between ICT-mediated instruction and the traditional method in teaching grammar, the two-tailed t-test was used.

RESULTS

The result showed that there was no significant difference between ICT-mediated instruction and the traditional method of teaching grammar. It is found out that both students who were taught with ICT-mediated instruction and the traditional method perform well in grammar classes.

DISCUSSIONS

The findings show that there is no great effect of technology in teaching grammar. However, teachers should still equip themselves with the necessary tools such as preparation and competence's should not rely solely on the use of technology but they should also have the command or the mastery of their subject matter, allied with high-quality instruction techniques and methodologies, and the art of questioning that promote higher order thinking skills; better yet, students and teachers will benefit more if both the ICT-mediated instruction and the traditional method are fused together in order to create a more effective, interactive and engaging learning experience.

KEYWORDS: ICT-mediated instruction, traditional method, difference, the teaching of grammar

SUBMISSION ID: R04A-CAVITP-0126

**The Effectiveness of Instructional Strategies in Mathematics Employed by
the Elementary School Teachers of District I, Division of Batangas City:
Basis for an Enhancement Plan**

Retchie Ramirez, Department of Education Batangas City

Abstract

INTRODUCTION

One of the indispensable tools in the development of academic, intellectual, technical and manipulative skills is Mathematics. It is for this reason that it became one of the basic subjects in the curriculum at all levels of education.

To ascertain better and innovative ways in teaching Mathematics, teachers may use varied strategies, specifically in line with the attainment of the K to 12 vision, mission and goals

METHODS

This study employed a combination of descriptive and correlation methods of research since it aims to assess the effectiveness of instructional strategies employed by teachers in elementary public schools in District I, Division of Batangas City, as the basis for enhancement plan. Questionnaires were distributed by the researcher to the target respondents in their particular schools. After retrieval, the answers were tallied, analyzed and interpreted. Data gathered were presented in the succeeding tables. After each table, the data were analyzed and interpreted in the light of the major and specific objectives defined in this research and interventions were crafted.

RESULTS

The following were the findings obtained: (1) The respondent's profile grade in the first grading is 80, with the highest frequency of 7 and a percentage of 12. (2) The degree of relationship between the respondent's profile grade in Mathematics for 1st and 3rd Grading is a very high positive correlation using the range values for interpretation of the Pearson's r . (3) There is a highly significant relationship between the extent of application of instructional strategies and its effects on the students' test performance based on the increase in their grade point equivalent. (4) An instructional model of instructional strategies adapted to the needs, interest, and abilities of the students may be formulated based on the findings of the study.

DISCUSSIONS

Based from the result of the study, educators in all levels should use instructional strategies and develop innovations that may further strengthen the learners' acquisition of knowledge, skill, and competencies through varied activities designed and improved the quality of education. The school heads should direct their teachers to integrate the use of instructional strategies. The teachers of Mathematics may organize study groups to develop effective study habits among students. The proposed action plan must be implemented at the soonest time possible.

KEYWORDS: Mathematics, Instructional Strategies, Study Habits, Descriptive

SUBMISSION ID: R04A-BATANC-0391

The Effectiveness of Learning Module in English 1 in Support Project of I-Likha

Maribel Hegina & Fay Eunice Digma, Alfonso Municipal Association

Abstract

INTRODUCTION

The purpose of this study is to assess whether the use of a learning module has effects on the academic performance of pupils. Part of a teacher's task is to make a teacher-made test to measure the mastery level of his/ her learners. When the teacher determined he/ she failed in his/ her index of mastery, then, a certain intervention follows. Using modules in grade one is a scaffolding to make significant progress towards students who have difficulty in the subject area. Consequently, this study investigated the use of learning modules in English 1 in support of I-Likha project of Pansin Elementary School.

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 and allow the simultaneous description of views, perceptions, and beliefs at any single point of time. (Digma, 2015) The researcher analyzed how effective were the module aligned in English I towards the mastery of pupils with regards to the learning competency assigned.

RESULTS

The ability of pupils tested at the beginning of the study was under the crucial level as seen on the mean of 1.67. On the other hand, learning was obviously seen on the pupil's performance after the study due to the increased mean percentage of 2.00. This is basically because of the positive effects of the usage of the said module towards their advancement. T-test was used to know if there was a significant relationship between the pre and post-test scores of pupils and the result, therefore, conclude that we should accept the alternative hypothesis due to the attained t-value of 6.93 which was greater than the critical value of 2.31 at 0.05 level of significance.

DISCUSSIONS

The results showed that pupils can advance with the competencies aligned to their Grade Level if they were equipped with varied materials that will lead to their advancement.

KEYWORDS: effectiveness, learning, module, like, grade one,

SUBMISSION ID: R04A-CAVITP-1520

The Effectiveness of Localized and Contextualized Flipped Classroom on the Academic Performance in Science of Grade Four Pupils in David P. Jimenez Elementary School

Hygeea Grace Guingayan, Gina A. Duman, & Susan C. Salazar, David P. Jimenez Elementary School

Abstract

INTRODUCTION

The flipped classroom allows students to watch videos according to their preferred time and need and they can study at their own phase. It is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity. For this reason, it is crucial to study the effectiveness of localized and contextualized flipped classroom in teaching Science among Grade Four students of David P. Jimenez Elementary School to foster understanding of an educational reform effort for the benefit of the said students.

METHODS

This study was centered on the effectiveness of localized and contextualized Flipped Classroom as a tool in improving the academic performance of grade four pupils of David P. Jimenez Elementary School using Pre-Experimental utilizing the one-group, pretest-posttest design.

RESULTS

Results show that there is a significant difference in the scores and improvement on the performance of the participants after the localized and contextualized flipped classroom was used as an intervention program in improving the academic performance in the science of grade IV pupils. In addition, the use of localized and contextualized flipped classroom in teaching Science has a positive impact on their attention span, focus, and study habit

DISCUSSIONS

Based on the recent results of Learning Outcome Assessment, grade four pupils DPS obtained the lowest percentage in Science among all other learning areas. In order to improve this LOA, result in the teachers used the localized and contextualized flipped classroom approach described as Individual videos -based learning outside the classroom and group learning inside the classroom. In general, the findings suggest that there is a significant change in the scores of the participants. This shows that there is an improvement in their academic performance, pupils demonstrated higher thinking order skills after the localized and contextualized flipped classroom was used.

KEYWORDS: Localized and contextualized Flipped Classroom, Pre-Experimental Grade Four Pupils, David P. Jimenez Elementary School

SUBMISSION ID: R04A-CAVITP-1331

The Effectiveness of Marungko-Approach for the Non-Readers of Grade-2 Pupils of Bancaan Elementary School

Elvira Orcullo & Felinda C. Vejerano, Department of Education

Abstract

INTRODUCTION

Learning to read is one of the most vital and exciting parts in a pupil's school life however, teaching them how to read is very critical for the teachers. To make it so, various and different interventions have been used including phonemic awareness instruction - which studies proven and tested that one of the best ways to make the child a reader.

The primary goal of this study was to see if through the use of small group instruction teachers would able to increase the phonemic awareness skills of their grade two struggling pupils specifically on the production of sounds which were used interchangeably like the /p /and /f/, /d/ and /b/ and other sounds of the alphabet which is neglected.

METHODS

Struggling pupils from three sections were categorized as overage, speech defect and non-readers. Out of 25 respondents, 6 pupils were overage, 2 pupils have speech difficulty and 17 were diagnosed as non-readers.

The success of the pupils was measured using pre- and post-test model, sound inventory checklist. Through pre- and post-tests, the researchers gathered information for the study for the assessment of the progress of the pupils. The sequence of Marungko Approach was given exactly the same, so it was an accurate measure of the pupils' gains and failures during the post-test.

RESULTS

The results of the pre and post tests indicated important findings. The use of pre and posttests as an implemented strategy resulted in improved classroom performance. Throughout this six-week study, the students took the pre-test on the first day of the study and the post-test on the last day of the sixth week.

The intervention showed that out of 25 respondents, 24 of them were able to produce the sounds correctly specifically the sounds of /b/ and /d/, / p/ and /f/ through constant practice and mimicry.

DISCUSSIONS

Based from the result of the study the researchers recommended the teachers to undergo moretraining to enhance their knowledge and use this approach continually for the nonreaders because Marungko is the easiest way to monitor the learners' progress since the pattern of sounds started from simplest to the most complex.

KEYWORDS: marungko approach, reading assessment, non-readers

SUBMISSION ID: R04A-CAVITP-0537

The Effectiveness of Modular Approach for Irregular Students (Project Mais) to the Irregular Students of Pantay National High School

Olive Pantaleon & Emely F.Fernandez, Pantay NHS

Abstract

INTRODUCTION

The purpose of the study was to determine the effectiveness of a Modular Approach for Irregular Students (Project MAIS) to the Irregular students of Pantay National High School enrolled from School Year 2017-2018 to 2018 - 2019.

Because of the newly implemented K to 12 curriculum or Senior High School, different schools from public and private all over the Philippines offered different disciplines for every semester. And since students transferred from one school to another, problems arise. Based on the assessments of the student's subjects, students will not graduate and there will be a remaining 2 to 4 subjects only. To address this problem, Project MAIS is created.

The researcher's utilized twenty-one (21) irregular students consisted of fifteen (15) GAS students and six (6) TVL students. Fourteen (14) students out of twenty-one (21) irregular students in Pantay National High School came from Quezon City and San Juan City and are relocated in St. Martha Housing, while the remaining irregular students came from other schools (public/private) and decided to transfer in Pantay National High School.

METHODS

The study made use of a descriptive research design wherein it describes "what exists" in a situation. The descriptive design includes observation, a survey of interviews, standardized tests and case studies. (McNabb Connie 2008). Qualitative research is a research design that describes in detail all of what is happening in a particular situation or activity rather than comparing. The researchers used the purposive method because the project is intended for irregular students only.

RESULTS

On the profile of the respondents, fourteen students (14) came from public schools and seven (7) from private schools. According to the students, the reasons why they chose Pantay National High School were because it is near to their house and consumed less expense rather than going to private school. Those students who are previously from ABM, HUMMS, GAS, and STEM enrolled General Academic Strand (GAS) in Pantay National High School while, students who enrolled Bread and Pastry, Cookery in their previous school enrolled under the TVL Food Processing.

The findings revealed that one hundred percent (100%) of the students answered that the Project MAIS is very helpful in completing the needed subjects for them to qualify as graduate though they find it hard in doing all the task at the same time.

DISCUSSIONS

The research will be helpful to the students who have two to four subjects left on their last year of senior high school. It can be applicable to the irregular students and transferred in students especially outside Rizal area due to different subjects offered.

KEYWORDS: Project MAIS in Pantay National High School

SUBMISSION ID: R04A-RIZALP-0111

The Effectiveness of Mother Tongue-Based Instruction among Grade Four Pupils of Tulo I Elementary School

Keneth Dinglasan, Department of Education

Abstract

INTRODUCTION

Education is one of the greatest things by which man can attain. One of the component subjects in education is Mathematics. Moreover, different mathematics assessments showed that the Philippines does not perform well in mathematics. It was found out that the Philippines placed 23rd among 25 countries for both Science and Mathematics for Grade 4.

In response, Department of Education introduced the K to 12 Reform Curriculum in 2012. The said curriculum is expected to bring remarkable innovations in Philippine education by using mother tongue language.

In line with this, the researcher wants to find out the effectiveness of mother tongue among grade four pupils from their previous grade level as the researcher is a grade 4 teacher handling Mathematics.

METHODS

The descriptive- comparative method of research was used in this study. Comparative in the sense that the level of performance of the pupils in the two tests were described and discussed. The result was then the basis for identifying differences between the performances, thus comparative.

The researcher used the questionnaire as a data gathering instrument. After it was collected, the researcher then tallied, analyzed and presented the data in tabular form. After interpreting the results, the researcher came up with different interventions to be applied.

RESULTS

The following were the results obtained: (1) The mother tongue bears a significant impact on the teaching and learning process and more importantly on our culture, both studies recognized the use of mother tongue and the effect of it to the pupils. (2) Carelessness on number sign obtained the highest scores of 94 which ranked first in the distribution of mean scores. This may imply that the students know what to do regarding the problem but should be careful in representing the number sign. (3) Mother's tongue does not necessarily guarantee success in word problem-solving. (4) there was no significant difference in the performance of Grade 4 pupils who took the word problem expressed in Mother Tongue and English language.

DISCUSSIONS

After all the data were subjected to statistical treatment. Findings revealed that the local language does not warrant success in solving word problems in mathematics. In as much as the English language do not guarantee the same success. Pupils succeed in working out problems that involve simple calculations and fell short on problems that require a deeper understanding. Thus, it can be concluded that the language of mathematics goes far beyond the text that the pupils read.

KEYWORDS: Mother tongue, Language, K to 12

SUBMISSION ID: R04A-BATANC-0395

The Effectiveness of Multimedia Instruction in Teaching Information and Communication Technology in Lipa City North District, Division of Lipa City

Venus Gonzales, Department of Education

Abstract

INTRODUCTION

Dwyer states that students can gain the knowledge and information that would be impossible to get in traditional ways; besides they could find the opportunity to prepare their own products with multimedia technique (ÅželikÅžz,2008). As a result, it could be asserted that the use of multimedia possesses the aim of helping students with different skills and learning styles. So, to effectively teach ICT in school, teachers used multimedia.

Since using multimedia is asserted as an effective tool, the researcher conducted a study that aims to identify the level of effectiveness on the use of multimedia instructional materials in teaching ICT as perceived by the teachers in Lipa City North District, Division of Lipa City.

METHODS

The research strategy employs the use of a quantitative design, which requires the gathering of data using questionnaires from a target group of respondents who match the respondent qualifications. In addition, the correlational quantitative design was employed. A correlational design is a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred. The researcher's goal is to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals.

RESULTS

The respondents perceived the level of effectiveness on the use of Multimedia Instructional Materials in teaching ICT in terms of learning style as "Strongly Agree" while in terms of teaching methods as "Agree." The respondents perceived the advantages of multimedia instructional materials in teaching ICT as "Agree." Results of the study showed that there is significant relationship on the effectiveness of multimedia instructional materials in teaching ICT as perceived by the respondents.

DISCUSSIONS

Since there is significant relationship on the effectiveness of multimedia instructional materials in teaching ICT as perceived by the respondents, the researcher recommends the teachers to attend seminars and training to effectively implement the Multimedia instructional materials in teaching ICT. They should understand the benefits of multimedia instructional materials in teaching ICT. The Department of Education should provide training courses to teachers regarding the use of multimedia in teaching ICT and conduct more studies on using multimedia in teaching ICT.

KEYWORDS: Multimedia Information Communication Technology Effectiveness

SUBMISSION ID: R04A-LIPAC1-0228

The Effectiveness of Peer Coaching as Amendatory Strategy in Enhancing Academically-Challenged Students

Lyralline Larino & Dr Elsa D. Pagulayan

Abstract

INTRODUCTION

Learning is fun but it can also be a struggle for some students who find it difficult to cope up with varied topics and lessons inside the classroom. There are students who have great ideas but prefer not to share it in class discussions because of low self-esteem. They eventually pass all the subjects at the end of the school year. There are also students who lack self-confidence, timid and below average in class because they are left behind and cannot grasp the lessons no matter how hard they try. This alarming situation must be prevented, and peer coaching must be one of the solutions. Peer coaching can fuel and hopefully ignite the diminishing interest of students who slowly failing and believing that he/she is the weakest link inside the classroom of more than 60 students by personalized coaching. This action research sought to understand how a peer coach may influence students' understandings and abilities to facilitate differentiated lessons for high-ability students. Specifically, it sought to answer the following queries: what are the challenges faced by students in their English class; why do the students fail in English subject and is peer coaching an effective strategy in enhancing academically challenged students.

METHODS

This study utilized the descriptive method of research in determining the effectiveness of peer coaching in enhancing academically challenged students. The identified students having difficulty in English Subject was interviewed the reason why they are performing low in order to design the intervention. The grade in the first and second quarter was analyzed using T-test.

RESULTS

After the peer coaching, the calculated average grade was 72.16% during the first grading and 78.89% during the 2nd grading period. The computed value of the T-test of 6.640 was larger than that of the tabular value of the T-Test of 2.028 therefore; there is a significant difference between the 1st and 2nd grading of the students. It was found out that the lack of reading and practice was the reason why students fail.

DISCUSSIONS

On the challenges faced by students in their English class, the students were poor in grammar as well as in the slang and colloquialism. On the reasons why do the students fail, the students were lazy and don't have reading habit and practice. Since there was a significant difference between the 1st and 2nd grading of the students, it can be concluded that peer coaching can help the students to uplift their academic performance in the English subject.

KEYWORDS:: peer coaching, strategy, intervention

SUBMISSION ID: R04A-CALAMB-0028

The Effectiveness of Peer Teaching among Cookery Nc Ii Technical Vocational Livelihood Education Students in Sinalhan Senior High School

Cristopher Alpasa, Sinalhan Senior High School

Abstract

INTRODUCTION

In accordance with the type learners that we have in the 21st century, the learning should be student-centered (Teach touch Nov 13, 2015). The teacher should do some adjustments in their teaching styles. One of the teaching styles which are commonly used in the school is peer teaching.

In Senior High School Technical Vocational and Livelihood Education Cookery class in Sinalhan Senior High School, one of the strategies used by their teacher in their laboratory is peer teaching. It is done by grouping the class into many groups. Each group will be given a member that has advanced knowledge in the activity to be performed. The students with advance knowledge will become the leader of the group for the said activity. During the activity, the teacher will only monitor the procedure and the performance made by every group.

METHODS

This study utilized the descriptive method of research specifically the survey type. A questionnaire will also be utilized in the one-on-one interviews and focus group discussions. These activities will aid the researcher in digging deeper explanations about teacher's and the learner's experiences. The accomplished feedback forms shall also be collected to record important points given by the participants.

RESULTS

In terms of the respondents' demographic profile, out of the 20 students, 16/20 (80%) of the students in cookery agree that peer teaching is a more effective way of teaching than the usual way of group activity. While 3/20 (15%) did not agree that peer teaching is not effective and 1/20 (5%) did not comment about the effect of peer teaching in his study. The gathered data showed that Peer Teaching among Cookery NC II Technical Vocational Livelihood Education Students in Sinalhan Senior High School is effective.

DISCUSSIONS

Based on the preceding findings on the observation of teachers and students, peer teaching is an effective way of teaching skill in Technical Vocational Livelihood Education class. It is more evident that peer teaching among the students of TVL will also promote camaraderie among the students. The workload of the teacher will become easy in applying peer teaching.

KEYWORDS: cellphone

SUBMISSION ID: R04A-STAROS-0075

The Effectiveness of Peer Tutoring on the Language Learning Achievement of Grade 11 Learners in Senior High School in Calatagan

Joneth Balbar & Maycee Padilla, Department of Education Teacher

Abstract

INTRODUCTION

Peer tutoring is considered as one of the most practiced and effective strategies utilized by educators wherein students work in pairs to help one another and learn the material or practice an academic task. Since they are heterogeneously grouped, the discrepancy of their capability in terms of language learning is not yet fully developed. In this study, the effectiveness of peer tutoring in teaching two (2) different English subjects was assessed.

METHODS

This study employed an experimental and descriptive research design. Specifically, it used pretest-posttest and survey questionnaire to assess the effect of peer tutoring on the language learning achievement of 2 Grade11 Technical-Vocational Livelihood (TVL) students. The 2 sections were grouped as to the control and experimental groups. Prior to three-week instructional phase with peer tutoring strategy, a pretest was given to identify prior knowledge in Oral Communication and Practical Research 1 and a posttest at the end of the instructional phase.

RESULTS

The results revealed that there is a significant difference between the mean scores in the Oral Communication and Practical Research 1 in the experimental and control group. Furthermore, this study proved that peer tutoring is effective among students who need remediation in English subjects. In addition, tutees strongly agree that peer tutoring benefited them in terms of flexibility in learning concepts, mastery of the lessons, building self-esteem, achieving better grades, and applying new knowledge.

The researchers developed a program to promote peer tutoring strategy in another discipline. The results show that peer tutoring is effective. It suggests the need for active implementation considering language learning achievement. It is likewise endorsed that teachers should reserve a room for the proposed program for peer tutoring towards effective learning. Additionally, the proposed action plan in English is implemented to further enhance the academic performance of the students.

DISCUSSIONS

The results show that peer tutoring is effective. It suggests the need for active implementation considering language learning achievement. It is likewise endorsed that teachers should reserve a room for the proposed program for peer tutoring towards effective learning. Additionally, the proposed action plan in English is implemented to further enhance the academic performance of the students.

KEYWORDS: peer tutoring, language learning achievement, action plan

SUBMISSION ID: R04A-BATANP-2282

The Effectiveness of Peer-Tutoring as an Intervention to Improve the Reading Skills of Grade Four Pupils at Petronilo L. Torres Memorial Elementary School-Ciudad Nuevo Extension School Year 2018-2019

Edna Ortiz, Department of Education

Abstract

INTRODUCTION

Learning to read is about listening and understanding as well as working out what is printed on the page. Because reading skills is very important to develop in every learner, continuous monitoring is being conducted by the teachers in every classroom throughout the school year in line with the K to 12 Program and the goal of making every child should be a reader under Department of Education Order No. 45, s. 2002. The growing numbers of non-readers and slow readers in every grade level are very alarming. Several interventions were being conducted to solve this reading problem and peer-learning or tutoring is one of those. That is why the researcher had made this study to test the effectiveness of peer-tutoring in improving the reading skills of selected slow readers from grade four level.

METHODS

A descriptive-survey design has been chosen to collect data that may provide the basis for future research. The research instrument used in this study is a self-made questionnaire. It is composed of two parts; Part 1 is about the profile of the respondents while the second part is a set of questions on the effectiveness of peer- tutoring.

The researcher draft and finalize the questionnaires and distribute it to the selected grade four respondents of PLTM ES-Ciudad Nuevo Extension. After answering the questionnaires, the researcher retrieved the same and started to tabulate the data gathered by getting the frequency distribution and weighted mean.

RESULTS

According to the gathered data, the level of effectiveness of peer-tutoring as an intervention in improving the reading skills of selected pupils in terms of positive attitudes towards teaching and learning acquired is moderately effective. The results showed that peer- tutoring will be more helpful if the tutor possesses a mastery of the written text he/she is imparting to the tutee. Also, good rapport between the tutor and the tutee can help a lot in gaining good learning results.

DISCUSSIONS

Based on the study, peer- tutoring was an effective intervention in improving the reading skills of poor readers when they were grouped according to age and gender. It is very much necessary to help pupils improve their reading skills. Pupils who were at the tutoring process performed significantly better in reading. Also, pupils who are engaged in peer learning scored significantly higher in the test than those who had not.

KEYWORDS: peer-tutoring, typology, intervention, contemporary, tutee

SUBMISSION ID: R04A-CAVTP-0541

**The Effectiveness of Pre - School Education on the Development of
Reading Readiness among Grade One Pupils in Tanauan City Division:
Basis for an Action Plan**

Lenie Anila, Deped City Schools Division of Tanauan

Abstract

INTRODUCTION

Educators like me have concerned about the problem surrounding school failures which are caused by a failure in reading. Children may struggle with reading for several reasons, including limited experience with books, speech and hearing problems, and poor phonemic awareness. The incidence of failure in reading during the primary grades is due to lack of reading readiness. The study was focused on the development of their reading skills among grade 1 pupil involving the following: readiness skills, methods, and techniques used and the development of reading skills

METHODS

Descriptive method research was used. The researcher attempted to come up with the data take collected from the responses of the respondents, research of the teachers was collated and applied the statistical treatment, analyzed and was given interpretations

RESULTS

The findings stated that the level of development among grade one pupil regarding reading skills as perceived by the teachers and school heads in terms of motor coordination, word coordination, visual discrimination, and auditory discrimination are fully developed. The school heads and teachers concurred that the techniques and methods in developing reading were very successful. There is also a significant relationship between the level of development of reading skills and utilization of methods and techniques in developing reading skills

DISCUSSIONS

The school head and teacher respondents both perceived motor coordination, visual coordination, visual discrimination, and auditory discrimination. The extent of the effectiveness of the teachers' utilization of methods and techniques in developing the reading skills of Grade 1 pupils is very successful.

Grade one pupils are merely starting their academic life and teaching them to read is very crucial in this stage of their lives. It is recommended that research-based strategies on how to acquire reading should be used so that they can truly develop the skill.

KEYWORDS: attempted, collated, perceived, concurred, ascertained, crucial

SUBMISSION ID: R04A-TANAUA-0147

**The Effectiveness of Project 555 among the Grade 6 Pupils in Urdaneta E/S
S.Y. 2017-18**

Flordeliza Gonzales, Department of Education

Abstract

INTRODUCTION

This study was undertaken to determine the effectiveness of Project 555 among Grade 6 pupils in Urdaneta E/S SY 2017-18.

METHODS

The method used in the study was a descriptive method of research. All 68 grade 6 pupils of Urdaneta Elementary School were included in the study. Four Grade 6 teachers were assigned to launching the project. The instrument used were a 40- item test before and after the implementation of Project 555 and interview to the subject teachers. The statistical treatment used were a percentage, weighted mean, SD, MPS, and T-test dependent group.

RESULTS

Based on the interview, the problems encountered were absenteeism, lack of interest and school activities. Based on the comparison of the pretest and posttest of the pupils who undergone Project 555, the performance of the respondents increased from a mean percentage score of 52.8% to 77.72%. Hence the intervention is valuable and effective. There was a significant difference between the pretest and posttest scores based on the computed t value on each learning areas which exceeds a low critical value. Therefore, the null hypothesis was rejected.

DISCUSSIONS

The result suggests the following: 1. Though Project 555 doesn't achieve its main target, we can't deny the fact that it has a great impact on the performance of the respondents. Therefore, it must be continuously implemented. 2.) It can be effectively done in all grade levels. 3.) The teachers should be able to prepare varied strategies that will make their pupils motivated and driven to fully comprehend the lessons. Give more reinforcements to the pupils like a certificate or small gift to motivate the children further in attending the program. This project must be scheduled earlier to avoid overlapping of school activities.

KEYWORDS: Shantal

SUBMISSION ID: R04A-CAVITP-1508

The Effectiveness of Project E-Best Phase in Improving Language Proficiency and Content Knowledge and among Teachers of Kinder to Grade III in Magallanes District SY 2017-2018

Leonila Maligaya, Bendita National High School

Abstract

INTRODUCTION

It is in line with the need to enhance the English proficiency of the teachers of kinder to Grade III of Magallanes District that the researchers decided to study the effectiveness of E- Best Training in improving the Language proficiency and content knowledge of teachers.

The notion- major teachers of English are having trouble teaching the subject because of not enough exposure and training to the said subject. Many teachers expressed that although they would like to enhance their English level, they could not find an effective way to do so. The limited training and exposure to the language make it difficult for them to master the content knowledge This project involved training and workshop in improving language proficiency and content knowledge among teachers of kinder to grade III in Magallanes District. The goal was to know the effectiveness of project e-best.

METHODS

The researchers used the One-shot - pretest-posttest pre-experimental design to determine the effectiveness of project E- Best in improving the language proficiency of teachers who participated in this training. The researcher used the t-test correlated data to measure and determine the result of the pretest and posttest.

RESULTS

All the kinder to Grade III teachers of Magallanes District were the participants of the E - Best training. There were 43 teacher participants and all of them were the respondents of the study. On the last day of the training, posttest using the same set of tests in the pretest was given again to the participants. Scores of participants in the Pretest and Posttest were compared to find out if there was an improvement of the score. Based on the result of the pretest and posttest, it was found out that the project e-best was effective. The result of this study could be a basis whether the said project would have to be continued to the next level by having phase II of project E-best.

DISCUSSIONS

This study highlighted the effectiveness of project e-best, the result showed that teachers need such kind of pieces of training and workshop to improve their language proficiency and content knowledge. This action research used the performance checklist, Pretest-Posttest to find out the performance progress on English language proficiency and content knowledge of kinder to Grade III teachers.

KEYWORDS: E-BEST

SUBMISSION ID: R04A-CAVITP-0272

The Effectiveness of Project I Can Read (Intensive Care for Non-Readers to Enhance and Develop their Reading Skills) Towards Grade 2 Pupils English Reading Status

Luwalhati Cuntapay

Abstract

INTRODUCTION

Calamba Elementary School has undertaken Project I CAN READ to continue living up with the Department of Education that directly addresses its thrust to make every Filipino a reader. It is anchored on the flagship program of Department of Education "Every Child a reader", the purpose is to develop readers who are confident, independent problem solvers with strategic processing in reading and writing. To find out the effectiveness of the special project of school where in parents and teachers are partners in children's learning the research is conducted.

METHODS

The study determined the effectiveness of input method like intensive monitoring of parents and teachers with different instructional materials requested by Grade 2 pupils' who under English reading development program. This quasi-experimental study involved 102 purposively selected Grade 2 pupils in Calamba Elementary School. A pre-test/post-test assessment tool was the main instrument of the study. This was conducted in Calamba Elementary School on the second semester of the school year 2016-2017, 2017- 2018, and 2018-2019 using Grade 2 pupils as the subject of the study. The project's impact on pupils' English reading development was determined through a comparative analysis of the results of the pre-test and post-test using a module validated by the Master Teachers in Calamba Elementary School.

RESULTS

The pre-reading assessment shows that the 108 grade 2 pupils are identified non-reader. Meanwhile, the post-reading assessment reveals that 74.86 of the total population of identified non-reader manifests increased in performance. The activity tests yield a mean score of 33.49 and MPS of 74.86. The analysis reveals a significant difference between the results of the pre and post-test assessment which implies that the input method like intensive monitoring of parents and teachers utilizing different instructional materials requested by Grade 2 pupils' who are the clienteles of English reading development program is proven effective.

DISCUSSIONS

The results show that pupils had shown progress on reading skills upon the utilization of Project I Can Read intervention reading classes in the English Subject. Master teachers and language teachers' formulation of the validated reading instructional materials based on pupils' interest were proven effective. Applicable assessment tools that can yield an accurate measure of pupils' reading instructional materials along with the application of monitoring tools to improve grade 2 pupils reading skills in English.

KEYWORDS: Intensive Care, reading skills, English reading status

SUBMISSION ID: NCR1-MAKATI-0006

The Effectiveness of Project U and I Sir in Reading Skills among Grade Two Pupils at Toclong Elementary School School Year 2017-2018

Arnulfo Paor, Department of Education Kawit

Abstract

INTRODUCTION

Cognitive skills are the foundational skills the brain uses to think, remember, learn and read. Children who have specific learning difficulty may fall behind their peers in literary skills development. Therefore, children must be able to focus their attention in order to decode words, maintain reading fluency, and understand what they read. In our program, we observed varying levels of success with an assessment and intervention. In this study, we explored the factors for different levels of success with interventions that were firmly grounded in evidence.

METHODS

A test was taken by Grade 2 pupils to assess the effectiveness of the Project U and I Sir (Uplift and Improve Skills In Reading) in improving the reading skills of pupils. Initially, pre-test consists of 30 words were administered to the pupils aiming to identify their reading level. For independent level must read 21-30 words, for instructional level must read 11-20 words and for the frustration level must read 1-10 words. In the implementation of project U and I Sir, pupils were given reading activities during their free time with the supervision of their teachers. After six months, a post-test was administered. The data from pre-test and post-test were processed and interpreted using statistical treatment. Paired-T- Test was used to validate the result of pre-test and post-test using the 0.1 level of significance.

RESULTS

The Grade 2 pupils who participated in our reading program perceived substantial problems with the pre-assessment and interventions which stem predominantly from improper directional tracking, poor comprehension skills, issues with decoding, poor reading fluency, and inability to pay attention. However, these difficulties were absolutely improved with continuous interventions. Thus, from pre-test to post-test there is 1.36% (25 pupils) increase on independent level, 0.75% (4pupils) decrease on instructional level and 0.42% (21pupils) decreases on frustration level. It is evident that Project U and I Sir is an effective way of improving the reading abilities of the pupils.

DISCUSSIONS

The results revealed that project U and I Sir really helps the children who have reading difficulties. Giving varied assessment and interventions are the means of unlocking the reading issues of the children. Every child needs to be evaluated his/her reading skills for the preparation of accurate interventions. Commitment to implementation is a constant factor in the success of the said program.

KEYWORDS: Uplift and Improve Skills In Reading

SUBMISSION ID: R04A-CAVITP-0452

**The Effectiveness of Punctuality Program of Emiliano Tria Tirona
Memorial National High School**

Rick Owen D. Largo & Jhoan A. Fortuna, Department of Education/ETTMNHS

Abstract

INTRODUCTION

Punctuality is the ability of a person to complete or finish a certain task. Being on time as a student gives a big impact on their performance and behavior in their school. The study aims to describe what Punctuality is all about, its purpose and objectives for the students, teachers and the administration. The researchers believed that certain special programs can be applied and continuously improved as per the need to enforce proper punctuality to students for them to have an effective and attentive output which will not only help them in the present but also in the future which was proven when the Punctuality Program was implemented. This study would be beneficial to the students, teachers, administration and the future researchers as they could be more knowledgeable about the scope of the Punctuality Program and to understand its focus for the students, this study is conducted in Emiliano Tria Tirona Memorial National High School.

METHODS

The research design used was a case study to describe the effectiveness of the Punctuality Program or (2Ps). The population of the senior high school students of ETTMNHS was used as respondents. 160 were randomly selected to answer the semi-structured questionnaire and the learners were observed by the proponents between 6:00 - 7:00 AM and 11:30 - 11:30 PM before their first class in the morning and afternoon program.

RESULTS

Based on the respondents answer in the questionnaire and observation the proponent assesses that: punctuality program is to encourage the students who experience tardiness to be punctual to improve and develop their time management properly and to persuade the students to go to school earlier, it disciplines the learners to prevent the late and tardiness, it is also highly effective to student to encourage them to come to school early. The said project also gives influence on the other students.

DISCUSSIONS

The result describe that the punctuality program is deemed highly effective and efficient into teaching students to be punctual and responsible in terms of managing their time and that the said program can be further improved by other means that the school administration is capable of the enforcers having the utmost proper discipline in dealing with offenses by the students who are being tardy, thus making the Punctuality Program highly effective.

KEYWORDS: punctuality program, discipline

SUBMISSION ID: R04A-CAVITP-1077

The Effectiveness of Reading Classroom Explorer to Improve the Word Recognition of Grade One Pupils in David P. Jimenez Elementary School

Lenita Olaybal, Anna Joyce C. Aguilar, & Melisa B. Alpeche, David P. Jimenez
Elementary School

Abstract

INTRODUCTION

The Reading Classroom Explorer is a hypermedia learning environment for teacher education, was developed in 1996. The environment contains searchable video clips of exemplary teachers teaching reading, transcripts of classroom clips, questions to spur thinking, reference citations, and an interactive notebook. Thus, this study aims to investigate the effectiveness of reading classroom to improve the word recognition of grade one pupils in David P. Jimenez Elementary School.

METHODS

This study used pre-Experimental utilizing the one group, pretest, post-test design. The chosen participants were 20 grade one pupil who was identified with difficulties in recognizing words and were chosen using a non-random or purposive sampling technique. The group was assigned as the treatment group. The results of the standardized test of the group were compared using the Paired T-test and were checked for any significant difference.

RESULTS

Results revealed that there is a significant difference in the performance of grade one pupils after the Reading Classroom Explorer was used as an intervention program for the word recognition problem of the said pupils. Also, it shows that the said intervention program highly affected and improved the word recognition problem of the said pupils.

DISCUSSIONS

Word recognition, as we all know is a demanded skill that should be mastered by the pupils. With this, pupils can gain much information. In fact, the word recognition of many pupils nowadays is still low, worrying, unsatisfactory, and far from the expectation. Pupils are reluctant to read since words are unrecognized and difficult to understand. This condition leads the researcher to apply the Reading Classroom Explorer.

KEYWORDS: Reading Classroom Explorer, Word Recognition, Pre-Experimental, Grade One Pupils, David P. Jimenez Elementary School.

SUBMISSION ID: R04A-CAVITP-1315

The Effectiveness of Repeated Reading Strategies in Improving Reading Level of Struggling Readers in Grade One of Gulod Elementary School S.Y. 2017-2018

Ma. Dolores Ulitin, Department of Education

Abstract

INTRODUCTION

Studies show that different reading strategies were used to improve the reading level of every learner. It is important for a child to be an effective reader. In this study, the researchers integrated the use of repeated reading strategy in improving the reading level of the pupils. It is better to deal with this problem and determine effective reading strategies for improving pupils' reading abilities. This will lead to better performance of students, teachers and the school in general.

METHODS

The purposive sampling design was employed. Using the result of District Oral Reading Assessment, the researchers were able to choose the subject of the study based on their reading performance. Reading results, classroom observation, interview, and questionnaires are the different strategies used in gathering information needed in the study.

RESULTS

Students who participated in the study are pupils who are under struggling readers. The District Oral Reading Assessment - First Assessment in English of Grade I Pupils in Gulod Elementary School showed that only one (1) pupil is a fast reader while there is no average reader during the pre-assessment. 13 out of the 43 pupils were slow readers. It is also noted that 20 pupils were struggling readers. Thus, the researchers decided to conduct this study.

After utilizing the repeated reading strategy, there is an increase in the reading performance of struggling readers. Out of 20 struggling readers, five (5) became fast reader, six (6) became average reader, four (4) belong to slow category, two (2) very slow and three (3) struggling readers.

DISCUSSIONS

The results provide parents awareness in the reading level of the pupils and increase their participation in improving the reading level of their children. Improvement on the reading level was achieved through continuous application of repeated reading strategy. It also aids pupils to recognize words as they practice it daily.

KEYWORDS: comprehension, fluency, reading attitude, repeated reading, reading strategies

SUBMISSION ID: R04A-BATANP-1627

The Effectiveness of Scaffolding Teaching Strategy in Enhancing Mathematics Performance of Grade Six Pupils at Carmen Elementary School

Florie Fernandez, Catalina G. Canadalla, & Raquel M. Manalo, Department of Education Cavite

Abstract

INTRODUCTION

Learners of this generation suffer from "arithmophobia" or fear of numbers that can affect their ability to perform basic computations in Mathematics. Mathematics performances of elementary grade pupils are deteriorating nowadays due to the lack of conceptual understanding of numbers that may lead them to be afraid of interacting with others and participate in classroom activities. To be able to help struggling pupils in the field of mathematics, a scaffolding teaching strategy can be applied to help them learn and performed well in the subject.

METHODS

The study made use of quasi-experimental research wherein the pre-test posttest design was utilized. The experimental group was exposed to a scaffolding teaching strategy while the control group was taught using the traditional method. The researcher employed a purposive sampling procedure. The participants were matched on their mental ability. They were distributed equally according to their performance level. The respondents of the study were forty-four (44) grade, six pupils. There were twenty-two (22) pupils each in the control and experimental group.

RESULTS

It was therefore concluded that (1) the experimental and control groups had the same level of Mathematics performance in the pre-test; (2) there was no significant difference between the Mathematics performance of both the control and experimental group before the intervention was applied; (3) the experimental group performed much better than the control group after the intervention was utilized; (4) there was a significant difference between the Mathematics performance of both control and experimental group in the post-test; and (5) there was a significant increase in the level of mathematics performance of the experimental group. On the contrary, there was no significant increase between the pre-test and posttest mean scores of the control group.

DISCUSSIONS

This research is new in the field of teaching Mathematics in support to Regional Memorandum No.11, s. 2015, entitled 2C-2I-R Pedagogical Approaches (Constructivist, Collaborative, Inquiry-based, Integrative, and Reflective) and as mandated by RA 10533, the researcher utilized the first C Approach. Constructivist Approach shows learners to be active in the process of constructing meaning and knowledge rather than passively receiving information. It was a heuristic research approach.

KEYWORDS: Scaffolding Teaching Strategy, Mathematics Performance, Experimental, Carmen Elementary School

SUBMISSION ID: R04A-CAVITP-0646

The Effectiveness of Tachistoscope Reading in Improving Reading Speed

Marylou A. Alvarez, Department of Education Division of Quezon

Abstract

INTRODUCTION

Reading is a tool subject. The reader of today must be independent and proficient. All materials must be read understandably and critically at a given time. Such ability to read silently at a rapid speed is an important factor of reading proficiency. According to Eskey (2005), "the speed at which one understands meaning correctly is very essential since it represents an important measure of reader's reading competence". He states that among the difficulties pupils' encounter is the inability to read quickly. If pupils manage to read rapidly without a concurrent drop in comprehension, their reading efficiency greatly improves.

This prompts the teachers to implement an innovative program which will equip the learner with the skills to develop silent reading speed. Improvement of the scores by training the learners to read with speed has become the aim of implementing an innovative program called Tachistoscope Reading.

METHODS

The researcher utilized the descriptive-evaluative method of research in order to weigh whether the innovative program used met the expected effect. Data are derived from 43 pupils of GLCES, in Gen.Luna, Quezon as the beneficiaries for its pilot implementation. The effectiveness of the program was measured through pre and post-test results.

The research instrument used are passages from PhilIRI Silent Reading Test. Percentage, ANOVA and T-test were applied and utilized.

RESULTS

The result of the paired difference between pre and post-test scores in reading time, and word per minute according to mean difference and the computed t-value revealed that there is a significant difference in the performance scores after the implementation of Tachistoscope Reading Program.

Thus, it can be inferred that the implementation of the Tachistoscope Reading Program improved pupils' reading speed. Hence, the null hypothesis that there is no significant difference between the pre-test and post-test mean scores after the implementation of the innovative program is hereby rejected.

DISCUSSIONS

1 The pupils demonstrated a decrease in the number of slow readers and increase in fast readers.

2.

Th

e reading time and wpm of female and male respondents significantly improved.

3.

Th

e figures revealed that the Reading Time of the respondents garnered a higher improvement in Post-Test Scores compared to the Pre-test scores as indicated in the mean difference which decreases in reading time consumed while the result of word per minute increases. The standard deviation greatly homogenized in scores.

KEYWORDS: Tachistoscope, reading speed, enhance,

SUBMISSION ID: R04A-QUEZON-0346

The Effectiveness of Teacher-Guided Modular Instruction Towards Students' Mathematical Problem-Solving Skills

Margarita Bautista, Department of Education Cavite

Abstract

INTRODUCTION

Mathematics is often viewed as a difficult topic despite its importance in daily life. The role of a teacher in a mathematical setting is to assist the students in seeing the big picture, construct accurate knowledge and frame the details to help illuminate the end result. In order to address this concern, the researcher conducted this study to determine the effectiveness of teacher-guided modular instruction focusing on the problem-solving skills of 10th-grade learners.

METHODS

The research study utilized a quasi-experimental design employing quantitative methods. Data were collected for analyses of both the treatment and control group and students belonged to Grade 10 level taking up Mathematics subjects during the first quarter of the school year 2016-2017. The first class was given a Teacher Guided Modular Instruction method and the other class was given the traditional method of teaching. Apart from that, 6 randomly picked respondents were also interviewed to get more detailed responses on their views towards the use and relevance of this approach. The pretest and posttest scores of each group were analyzed using the dependent t-test.

RESULTS

The students' level of academic performance increased after being exposed to Teacher-Guided Modular Instruction thus enhanced their problem-solving ability in Mathematics than those students exposed to the traditional method. The posttest means scores of the experimental group were 31.72 with a standard deviation of 3.12 (80%) which is interpreted as satisfactory academic performance. Further results revealed the pretest between the two groups showed that t-value is 0.311 with a probability of 0.715 indicating that it is not significant.

DISCUSSIONS

Based from the significant findings of the study, the researcher recommends that in order to promote quality teaching and learning process, the teachers must be adept in giving the students opportunities to do problem-solving that is responsive to their needs and abilities. Teachers need to utilize effective teaching techniques to reinforce learning. Quality and effective teaching is an aggregate of organized strategic methodologies aimed to produce a desired learning outcome for the students.

KEYWORDS: Teacher-Guided Cognitive Instruction, Problem-Solving Skills

SUBMISSION ID: R04A-CAVITP-0252

The Effectiveness of Teacher's Made Module in Enhancing the Reading Comprehension Level of Grade 7 at Delia Diezmo National High School

Freya Calibjo, Delia Diezmo NHS

Abstract

INTRODUCTION

The study determined the effectiveness of Teacher's Made Module in enhancing the level of reading comprehension of Grade 7 students at Delia Diezmo National High School who enrolled during the S.Y. 2017-2018 through the help of senior-mentoring.

METHODS

The data was observed through oral reading and silent reading based on the standard set by the Philippine Informal Reading Inventory (PHIL-IRI). The 50 respondents were the Grade 7 students whose reading comprehension falls under frustration level. The study answered the following research question: 1) What is the reading comprehension level of Grade 7 students at Delia Delia National High School as revealed by the Phil IRI result in terms of Literal, Interpretive, Applied? 2) What are the effects of module-based senior mentoring in enhancing the reading comprehension level of Grade 7 students? 3) Is there a significant difference in the reading comprehension of the students after the module-based senior mentoring? 4) What other intervention could be done to address the reading deficiency of Grade 7 students? The study consists of one experimental group and one control group with 25 randomly selected respondents for each group. The experimental group has undergone the module-based senior mentoring while the control group has a conventional way of remedial reading. Both groups followed the same aim and scope of the course.

RESULTS

The investigation used descriptive and inferential statistics. The analysis of the T-test was performed to identify the significant differences in terms of the effectiveness of the experimental (utilized module-based senior mentoring) and control (conventional) groups. The study is also statistically conducted directly to investigate the effectiveness of the teacher's made module. The different mean values for pre-test and post-test were tested, and the hypothesis testing using paired sample t-test was used. The results of the study have a higher mean value for post-test than pre-test in the experimental and control group. Moreover, the study found that both groups improved using the teacher's made module with or without senior mentoring.

DISCUSSIONS

The study proffered a number of recommendations to maintain and improve more the reading comprehension level of Grade 7 students.

KEYWORDS: Keywords: module-based, senior mentoring, experimental group the control group

SUBMISSION ID: R005-CAMNOR-0041

The Effectiveness of Technology Integration inside the Classroom

Lea Aquino

Abstract

INTRODUCTION

As an instructional leader whose role is to observe classes and give technical assistance to teachers and school heads, it has been observed that many of our teachers today try to integrate the use of technology in daily teaching. As one of an effective strategy the use of computers, LED television, multimedia projector, gadgets like iPad, iPhone, cellular phone, the tablet also aid instruction. Interaction on part of the students and technology resources usually make them more motivated to learn and be engaged in school activities. It has always been the suggestion of instructional supervisors that teachers use technology in teaching. The digital gap that often exists between teachers and students and increased pressures from administrators and society to implement more technology without clear, research-based explanations led the researcher to research on the effectiveness of technology integration and how does it affect student's engagement in the classrooms.

METHODS

Questionnaires were used. The first set is for the 55 Grade VI pupils the second set for the 12 teachers and the other set for the seven elementary School Heads of Batangas City District. Such questionnaires were distributed by the researcher to the target respondents in their schools. The researcher requested the school heads to set target dates of retrieval. After retrieval, the answers were tallied, analyzed and interpreted. After the questionnaires have been retrieved, the responses were tabulated. Data gathered were presented in the succeeding tables. After each table, the data were analyzed and interpreted in the light of the major and specific objectives defined in this research. Possible interventions were crafted based on the results of the survey questionnaires.

RESULTS

Led Television is the most frequently used form of technology, particularly during presentation and application phases. In general, teachers use technology in a moderate extent. The integration of modern technology in teaching is very effective. Students become more motivated and engaged when they are directly involved in manipulating equipment or gadgets and because of this, they perform higher in assessment and evaluation.

DISCUSSIONS

The results demonstrate the need for the integration of modern technology in teaching. Learner-driven activities will keep them motivated and engaged, thus their performance will be more effective.

KEYWORDS: Technology, integration, classroom instruction

SUBMISSION ID: R04A-BATANC-0064

The Effectiveness of the Anti- Bullying Campaign in the Dila Elementary School, S.Y.: 2017-2018

Susana Mane, Dila Elementary School

Abstract

INTRODUCTION

The academic behavior of the pupils in school is getting worse. Several cases of bullying were recorded for the past years at the guidance office. There were also identified pupils without risk behavior that resulted in trouble and violence inside the school premises. This incident was alarming to the parents and to the school personnel. This study conducted to determine the impact of the anti-bullying campaign launched by the school guidance personnel that aimed to give awareness to the pupils about the effect of bullying on oneself.

METHODS

The researcher used the descriptive analytical method of research for this is the most appropriate means of evaluating the effectiveness of the anti-bullying campaign. The survey questionnaire was administered to the group of pupils in the intermediate level and their responses were supported through focal group discussion conducted by the researcher. Then the data gathered were recorded, analyzed and interpreted with the appropriate statistical tool.

RESULTS

It was observed that after the anti-bullying campaign launched in school through the conduct of symposium, and peer-counseling, the bullying incidents were lessened. Based on the survey conducted, it was found out that the campaign launched was very effective to the pupils as it lessened the rate of bullying incidents. Pupils became aware of their actions and avoid having conflicts with one another as it serves as one of the causes of violence in school.

DISCUSSIONS

The result simply means that the pupils become fully informed and aware of the effects of bullying. This study determined the effectiveness of the anti-bullying campaign where it needs to be continuously implemented as it gives awareness to the pupils and to the parents as well.

KEYWORDS: bullying, academic behavior, violence

SUBMISSION ID: R04A-STAROS-0081

The Effectiveness of the Marungko Approach in Teaching Beginning Reading in Grade One of Kaingen- Poblacion Elementary School

Avelina Vales, Master Teacher I

Abstract

INTRODUCTION

Reading is the gateway to learning. In the everyday lesson, the researcher noticed that the learners find difficulties in reading both in English and Filipino. The researcher is very much concerned in the learner's skills in reading. In teaching beginning reading in Grade I, the researcher found out that the pupils have difficulties in recognizing words. The researcher identified this problem of finding the causes of it. The primary purpose of this research is to gauge the effectiveness of the Marungko Approach in teaching beginning reading in Grade One of Kaingen -Poblacion Elementary School.

METHODS

The study utilized an oral reading pretest-posttest design to test the effectiveness of Marungko Approach to 30 Grade One- Bonifacio pupils of Kaingen-Poblacion Elementary School. The pretest was administered in June 17-21, 2018. Data gathered were recorded. After the administration of the pretest the 30 Grade One- Bonifacio pupils underwent teaching reading using Marungko Approach for 6 months. The oral reading posttest was given to pupils on November 11-15, 2018. Data gathered were also recorded to compare with the pretest.

RESULTS

Posttest results showed significant improvement in the reading of 30 Grade One-Bonifacio compared to the results from the pretest. From fourteen non-readers it was downed to zero. Among seven slow readers, only five remained. From three moderate readers, they were increased into twelve and from fast readers, they became thirteen. Through the results, the effectiveness of the Marungko Approach in teaching reading was proven.

DISCUSSIONS

The results revealed that Marungko Approach in teaching reading was effective in enhancing the reading level of the Grade One pupils of Kaingen-Poblacion Elementary School. The research study could be the basis for continues use of Marungko Approach in teaching reading in Grade One in the Future.

KEYWORDS: Marungko Approach

SUBMISSION ID: R04A-CAVITP-1602

The Effectiveness of the P1T1 Shepherd Model in Improving the Instructional Competence of the Multigrade Teachers in the Nine Districts of the Schools Division of Quirino for SY 2017-2018

Mely M. Rubi, Esperanza T. Valdez, & Orlando E. Manuel, Department of Education-Quirino

Abstract

INTRODUCTION

In the Philippine public-school system, the Department of Education has always recognized the existence of multi-grade classes. In SDO Quirino there are combination classes that recorded low academic performance. Aligned with the Division Education Development Plan for SY 2016-2021, the P1T1 Shepherd Model was conceptualized with the partnership of the Principal and the Teacher aimed to enhance the teacher's competence in classroom instruction through the expert shepherding of the supervisors. There were three P1T1 Shepherd Tools which were used in the model.

METHODS

A cross-sectional research design was utilized to determine the effectiveness of P1T1 Shepherd Model in improving the instructional competence of multi-grade teachers in the nine districts of SDO Quirino. Purposive sampling was used with the inclusion of multi grade schools with a combination class of Grade I, II, Grade III, IV, and Grade V, VI only. Data from the PST were treated as arational estimated using the paired samples-test and one-way ANOVA.

RESULTS

Based from the findings, the Paired samples t test revealed a significant difference in the Teacher's Performance Self-Assessment Pretest (3.32 ± 0.50) and Posttest (4.16 ± 0.66); $t(29) = -6.82$, $p = 0.000$; Shepherd Instructional Observation Pretest (3.57 ± 0.48) and Posttest (4.36 ± 0.64); $t(29) = -6.40$, $p = 0.000$; Teacher's Performance Self-Assessment Pretest (3.32 ± 0.50) and Shepherd Instructional Observation Pretest (3.57 ± 0.48); $t(29) = -3.09$, $p = 0.004$; and Teacher's Performance Self-Assessment Posttest (4.16 ± 0.66) and Shepherd Instructional Observation Pretest (4.36 ± 0.64); $t(29) = -2.72$, $p = 0.031$. Further, One-way ANOVA showed that there was a significant difference on the Shepherd Instructional Observation Posttest of the nine districts, $F(8,21) = 4.62$, $p = .02$. The P1T1 Shepherd Model posted positive impact on the teacher's performance.

DISCUSSIONS

The use of P1T1 Shepherd Model in observing teachers in classroom instruction revealed an improved instructional competence of teachers. Teachers gained increase confidence, motivated to perform due to mentoring and feedback session and to enhance their skills due to expert coaching and shepherding. The Shepherd Instructional Observation revealed a significant difference among the nine districts. Thus, this may have been varied possibly due to the difference in standards of the shepherds.

KEYWORDS: P1T1 Shepherd Model, instructional competence, technical assistance

SUBMISSION ID: R002-QUIRIN-0129

The Effectiveness of the Project Ba-Bag-U (Basa, Bago Uwi) to Grade Six Pupils with Frustration Reading Level at Banyaga Elementary School

Jennifer Cabello, Department of Education

Abstract

INTRODUCTION

The goal in reading is to be able to understand written material, to evaluate it, and to use it for one's needs. To develop the reading ability of pupils is the prime concern of teachers in all grade level. This study is conducted to lessen the number of pupils in the frustration level specifically in grade six, to help them cope up with the challenges of the 21st century. Project BA-Bag-U (Basa, Bago Uwi) is designed for pupils to spend just a quarter period of an hour after class to help them improve their reading ability.

METHODS

Quantitative Research Method was utilized in the conduct of the study using frequency and percentage. The respondents were the fifty-five pupils belonging to the frustration level from the Grades VI utilizing questionnaire to gain a clearer understanding of the pupils' difficulties in reading, specifically with their comprehension problem. The survey, interview, observations and journalizing were also used to gather the needed data. The responses were tallied, tabulated and interpreted.

RESULTS

Findings show that several factors affecting love and interest for reading are attitude, reading skill and other external factors such as malnutrition, lack of parents' support, time management, environment, and fondness to modern gadgets. Upon the implementation of the project, different areas of improvement manifested through Bap-Bag-U were abilities to manage time, recognize words, construct meaning, comprehend and read with speed. These were achieved through the varied strategies used in the program like giving awards and incentives, cooperative learning strategies, using ICT, provision of varied reading materials and parental involvement.

DISCUSSIONS

The pupils' reading abilities could be enhanced by providing reading materials within their level of intelligence to help them enjoy what they are doing so as to gradually improve their level of thinking and comprehension. Instructional strategies employed by the teachers play a vital role in enhancing the pupils' learning ability in reading. Making use of modern technologies to improve their skill both in oral and silent reading, and integration of enjoyable experiences through games should be considered to support them in the advocacy of yearning towards every child, a total reader.

KEYWORDS: struggling readers, reading interventions, external factors appropriate reading materials

SUBMISSION ID: R04A-BATANP-1402

The Effectiveness of the School to School Partnership Program in
Improving the Reading Comprehension of Selected Grade 3 Pupils of
Tagapo Elementary School

Maria Cecilia Felipe, Johnalita F. Salinas, & Angeline O. Ambrocio, Department of
Education Santa Rosa

Abstract

INTRODUCTION

The researchers were motivated to conduct this action research on the effectiveness of SSP in improving the reading comprehension of selected grade 3 pupils of Tagapo Elementary School. They also want to know the effect of this program on the academic performance of the pupils from the results of the Phil-IRI posttest. It's aimed to improve the reading skills of pupils who are at Non-reader and Frustration level in PHIL-IRI Pre Test of select Grade 3 pupils of TES for the school year 2016-2017 through the remedial class.

METHODS

This action research relied chiefly on the results of the Pre-test and Post-Test of PHIL-IRI English and Filipino and on the results of the answers of Intervention materials conducted during the period of the program. The descriptive method of research was used in the study to find out the reading skills of the pupils. The data gathered were tabulated, evaluated and analyzed using graphs to identify the reading skills of the pupils.

RESULTS

One hundred thirty-seven (137) pupils were identified as pupils under the frustration level and thirty-one (31) pupils were identified as non-reader. In all, one hundred sixty-eight (168) pupils were identified as the recipient of the SSP Project READERS. Based on the finding generated in the study the following Conclusion has been formulated: 1. Through the four-month remedial instruction to the following Grade III pupils, there was an improvement in both recognition and oral comprehension. 2. Majority of the respondents are pupils from grade III whose reading ability falls on the frustration level based on PHIL-IRI Pre-Test. 3. Repeated reading was an effective strategy to improve reading fluency, reading accuracy, and reading comprehension. 4. Based on the Remedial Activities interest, strengths, experience, and background knowledge, the strategy of connection of reading and writing activities his/her motivation to read and improved his/her reading writing simultaneously

DISCUSSIONS

A. School Recommendation

1.
- Explain the effectiveness of a remedial plan to the pupils., The pupils need to realize the following:
a. reading is a complex learned skills. b. Reading problems are common. c. reading problems have nothing to do with intelligence or ability.
d. difficulties in reading are caused by weakness in phonological processing and other fundamental skills.
2.
- Sustained Silent Reading / DEAR TIME / Home Recommendation (Repeated Reading, Paired Reading)
3.
- Read Aloud
4.
- Basic Words/Instant Word Flashcards

KEYWORDS: reading, school

SUBMISSION ID: RACE-NATOFF-0001

The Effectiveness of the Use of Mother Tongue as the Medium of Instruction in Teaching Mathematics as Perceived by the Math Teachers of Panhulan Elementary School

Flordeliza Mendoza & Maribeth D. Martinez, Panhulan Elementary School

Abstract

INTRODUCTION

The use of mother tongue enables young learners to immediately construct and explain without fear of making mistakes, articulate their thoughts and add new concepts to that which they already knew. The research was carried out to identify the effects of the productive usage of Mother Tongue in teaching Mathematics at the primary level as perceived by the Math teachers of Panhulan Elementary School.

METHODS

A descriptive research design was utilized in the study with the teachers of Grades 1 to 3 of Panhulan Elementary School as the main respondents. Data were collected through reliable questionnaires and were analyzed to determine the effectiveness of the productive usage of Mother Tongue in teaching Mathematics.

RESULTS

The findings revealed that the first two common problems encountered by the learners were the inability to understand or interpret a mathematical concept and the lack of knowledge to enable them to understand a concept. Thus, the productive usage of mother tongue in teaching Mathematics in the primary level was seen to have a great effect on the following: 1) pupils' enjoyment in doing activities and problem-solving; 2) noticeable cooperative learning and lastly, 3) eagerness to participate in class.

DISCUSSIONS

The results demonstrated the need for educators to conduct collaborative work and cooperation among co-educators and learners to encourage more young learners to obtain self - assessment skills A regular assessment of the effectiveness of mother tongue based on the quality of young learners' performance should also be conducted.

KEYWORDS: language, assessment, educators, performance

SUBMISSION ID: R04A-BATANP-0475

The Effectiveness of Touch Math in the Performance of Grade One Learners in Mathematics

Kristine Joy D. Mendoza, Terlin N. Teodosio, & Andrea T. Catunao, Tayuman Elementary School

Abstract

INTRODUCTION

The declining popularity of mathematics among the learners and the poor mathematical performance showed mathematics subject as an area needing much improvement. As a result, different mathematics approaches and strategies were employed yet we, the researchers, still observed that some pupils still struggling particularly in fundamental operations. In this research, the use of Touch Math, a multi-sensory strategy which helps in the mastery of number concept enhanced the performance of grade one learners of Tayuman Elementary School in basic addition skills.

METHODS

The one-shot experimental design was used in this study. Pretest and posttest were given to a group of forty (40) grade one learners with low performance in Mathematics. Weighted mean, standard deviation, and t-test were used to determine the performance of the respondents. The respondents were given with pretest about the addition of one to two-digit numbers. The mentioned addition topic was chosen for its appropriateness to the period of a study conducted. Then, a series of Touch Math intervention and exercises were given including the numbers with dots. Posttest was administered after the intervention.

RESULTS

The results showed two important findings namely, 1) respondents given with Touch Math intervention performed higher in their post-test and, 2) there is a significant difference between the pretest and post test of the respondents. Findings showed that the respondents obtained a weighted mean score of 5.7 in the pretest and 9.0 in the post-test. The p-value obtained for the test on the significant difference in the performance in pretest and post test was 0.00. It was less than 0.05 hence, the null hypothesis was rejected, and the verbal interpretation was significant. Moreover, the respondents enjoyed and were motivated to learn addition using Touch Math because the strategy made addition abstract concept more concrete, easy, fun, and understandable.

DISCUSSIONS

This implies that Touch Math is an effective multi-sensory strategy which can be included in mathematics instruction. Furthermore, mastery of number concept should be given emphasis before moving to addition and other fundamental operations because the good foundation on basic mathematical concepts increases the numeracy rate of learners. Therefore, a challenge exists for designers of learning materials and teachers to engage learners to many sensory strategies and materials as possible so that the learners can be accommodated in various ways in which they can learn best.

KEYWORDS: addition, effectiveness, grade one learners, mathematics, performance, touch math

SUBMISSION ID: R04A-RIZALP-0338

The Effectiveness of Touchphonics in the Reading Intervention of the Grade 2 Non-Readers

Shiela Marie De Ramas, Teacher

Abstract

INTRODUCTION

Research showed that children's brains are not automatically wired for reading; they need systematic assistance to become successful readers (Pedroza, 2015). Systematic assistance may come in the form of an effective reading program implemented by a knowledgeable, competent reading teacher. This study sought to determine the effectiveness of touch phonics as a reading program in the reading intervention of the Grade 2 non-readers. Fifteen non-readers in Pagatpat Elementary School in Second Grade were identified through the use of Phil-IRI pre-test. These non-readers underwent an eight-week duration of touch phonics intervention. After which, the Phil-IRI post-test was administered.

METHODS

This study used a pre-experimental design and the data were treated using mean, frequency, percentage and a Wilcoxon Signed- Rank Test.

RESULTS

The result indicated that there was a significant increase in the over-all reading level of the pupils after the touch phonics intervention.

DISCUSSIONS

Hence, the study concluded that touch phonics is an effective program to use in the acquisition of beginning reading skills of the non-readers. Touch phonics paved the way for the pupils to grasp the letter-sound correspondence. It developed their word recognition and comprehension skills. Among others, recommendations were directed to school heads, teachers and future researchers that they may use touch phonics as a school-wide reading program to help the non-readers improve their reading skills.

KEYWORDS: Special Education, reading, touch phonics, non-readers, multi-sensory, Phil-IRI

SUBMISSION ID: R010-CAGDOC-0003

**The Effectiveness of Using Localized and Contextualized Pictionary in
Improving the Reading Readiness of Kindergarten Pupils of David P.
Jimenez Elementary School**

Maria Cecilia B. Casero & Grevilyn M. Villagonza, David P. Jimenez Elementary
School

Abstract

INTRODUCTION

Pictionary is an approach to the problem of data capture that makes use of the paradigms of crowdsourcing and online gaming to gather data containing the perceptual structure of word referents. Thus, this study aims to determine the effectiveness of using localized and contextualized Pictionary in improving the reading readiness of Kindergarten pupils of David P. Jimenez Elementary School. This is important to the pupils who have difficulty in recognizing upper- and lower-case letters of the Filipino alphabet. This research will provide information about the usage of indigenized Pictionary as a tool in preparing the pupils in reading.

METHODS

To gather the needed data, the researcher used a standardized 20-item test that was adopted from RARS. It was administered with 20 kindergarten pupils who were identified with difficulty in recognizing upper- and lower-case letters of the Filipino alphabet. The group was assigned as the treatment group. The results of the standardized test of the group were compared using the Paired T-test and were checked for any significant difference.

RESULTS

Results revealed that there is a significant difference in the performance of Kindergarten pupils after Pictionary was used as an intervention program for improving the reading readiness of the said pupils. It also suggests that the use of localized and contextualized Pictionary is highly affected and improved the reading readiness of Kindergarten pupils.

DISCUSSIONS

The use of Pictionary in teaching Kindergarten pupils has a positive impact on their attention span, focus and study habits. This study also showed that the use of Pictionary plays a very important role in the teaching-learning process. Thus, it is recommended that the teachers should integrate the use of localized and contextualized visual images in their daily teaching to develop the enthusiasm and interest of pupils in reading especially in Kindergarten where reading readiness is a crucial part in developing their passion in reading.

KEYWORDS: Pictionary, Reading Readiness, Pre-Experimental, Kindergarten Pupils, David P. Jimenez Elementary School.

SUBMISSION ID: R04A-CAVITP-1320

**The Effectiveness of Using Powerpoint Presentation in Teaching
Electromagnetic Spectrum to the Academic Performance of Selected Grade
10 Students of the Lipa City National High School**

Nelson Evangelista, Pinagtongulan Integrated National High School

Abstract

INTRODUCTION

Man has strived for excellence in all spheres of life. This desire has given birth to new inventions and innovations in all walks of life. The world of education had been influenced by an increase in the use of technology. Technology now plays an important role in imparting knowledge to the students. Students must be provided with maximum opportunities to become functionally literate in science. This reflects that there is a need for the teachers to innovate and use all the possible resources in order to increase the competency of our learners with one innovation that is the use of computer in teaching. This action research aims to determine the effectiveness of using PowerPoint presentation in teaching a specific competency such as electromagnetic spectrum in Grade 10 Science in the Lipa City National High School

METHODS

The study was conducted at Lipa City National High School during the School Year 2016- 2017. The respondents were composed of 138 Grade 10 students from 10- Diamond, 10- Sapphire, 10- Jasper and 10- Beryl. The study used the experimental method of research wherein pretest and posttest was conducted to gather the data. The control group was taught using the traditional such as the chalk- talk method while facilitating with the aid of PowerPoint presentation was given to the experimental group.

RESULTS

For the pretest results, it could be gleaned from the findings that there is no significant difference in the pre-test results between the two teaching methods. This means that students from both groups had the same understanding of the lesson before it was taught.

On the other hand, the posttest results when the two groups of respondents were evaluated. It was revealed that there is a significant difference between the traditional method and multimedia presentation. This means that the experimental group where the multimedia presentation was used had significantly better retention of facts and concepts. For this reason, students were able to answer much better than the control group.

DISCUSSIONS

The study revealed that utilizing technology in teaching was effective and made a better result than employing the traditional method. Based on the findings and conclusion of the study, this recommendation was drawn Computer-aided instruction is a must for teachers for effective learning to happen.

KEYWORDS: Science, Technology, PowerPoint presentation, EM Spectrum

SUBMISSION ID: R04A-LIPAC1-0087

The Effectiveness of Using Sgp (Student Group Project) to Minimize Littering in INHS (Infanta National High School) Compound

Liezel Orantia, Deded-Infanta National High School

Abstract

INTRODUCTION

The group project is used for learning and accomplishing good results involving working in groups at all levels. Though many students especially leaders of the group are against this method of working, research findings revealed the effectiveness of using this technique for successful tasks and learning. Drawbacks of using this strategy are overpowered by its advantages by consulting and applying different techniques and processes in prosecuting the tasks and aspiration. The purpose of this action research was to unfold the effectiveness of Student Group Project to decrease littering in INHS compound.

METHODS

Descriptive method was employed to find out what is happening or existing. A simple qualitative approach through interviews, survey, and questionnaire with a simple computation of weighted mean in finding the effectiveness of group work. The action plan was a strategy made and implemented to succeed in the desired outcomes.

RESULTS

Group meeting, division of work daily, lead the group in daily task, daily monitor record notebook, and provision of a garbage bag for a week were the techniques used to ensure the cleanliness of the surroundings. Rewards, daily record, orientation, monitoring, and evaluation were the motivations employed for a successful outcome. For the effectiveness of group work, roles of the team, team processes, team relationships, passion, and commitment gathered an average mean of 4.16. It also helped students to develop potential leaders, instill the sense of responsibility and awareness on environmental cleanliness and advocacy in ecological preservation through proper disposal and segregation of wastes. This also showed that techniques and motivations were applied to make groups' goals and mission be achieved.

DISCUSSIONS

The results showed the effectiveness of the Small Group Project to minimize littering in INHS compound and group work collaboration as means of responsibility, commitment and discipline among the members of the group.

KEYWORDS: Small Group Project, effectiveness, littering

SUBMISSION ID: R04A-LUCENA-0018

**The Effectiveness of Using Supplementary Worksheets in Resolving
Difficulties in Solving Word Problem Involving Addition of Grade I Pupils
of Doña Asuncion Martinez Memorial Elementary School**

Estrella Lopez, Doña Asuncion Martinez Memorial Elementary School

Abstract

INTRODUCTION

Word problem-solving in mathematics is an important aspect of learning mathematics and mathematical thinking. Unfortunately, in everyday work, pupils exhibit difficulties solving word-problems, even when they may be skilled in performing other mathematics tasks. The main reason for studying this research is to help pupils to become better problem solvers in all aspects of life. Some of the Grade One pupils in the school have struggled with solving word problems involving addition so the researcher began to ponder ways that could help them develop the abilities to solve word problems.

METHODS

This study applied the descriptive method of research. In this study, the researcher utilized a questionnaire as the main data gathering instrument to assess the effectiveness of using supplementary worksheets in resolving difficulties in solving a word problem involving addition. The second part is a checklist that dealt with the indicators of the effectiveness of the worksheets.

RESULTS

This study increased the teachers' awareness in identifying the learning tasks that are well developed as well as the least. It gives explicit instruction to teach a concept of skill to struggling learners and pupils with disabilities. Having a clear view and firsthand experience of the teachers' performance, this enhanced pupil's knowledge in comprehending and analyzing Mathematics word problem. It helped the pupils overcome obstacles by generating hypotheses, testing those predictions, and arriving at a satisfactory solution. The result of this study also served as a guide for the parent to know the needs of their children about improve their limited vocabulary word in Mathematics in solving word problems. Being specific with the supplementary worksheets and ensuring the pupils that the teacher's role to them is encouraging and guide them to achieve the desired learning will produce pupils that understand and act on the given problem which will result to appropriate problem-solving skills.

DISCUSSIONS

Supported by the gathered data and findings, this study confirms that supplementary worksheets are effective and of great value in terms of enhancing the student's problem-solving skills. Thus, as shown by the results of the study, the researcher concludes that the effectiveness of supplementary worksheets in problem-solving is dependent on the manner teachers gave worksheets and the way students accept them. Hence, it is of utmost important to assess the kind of worksheet that teachers gave towards the students.

KEYWORDS:problem-solving, supplementary worksheets, learning tasks

SUBMISSION ID: R04A-BATANC-0555

The Effectiveness of Utilizing Bilang Model-Building Interactive Learning Activities Involving Numbers and Games

Marynisa Flores, Naic NHS

Abstract

INTRODUCTION

Studies have found that teaching children through guided play can be more effective than didactic instruction because it boosts children to take on a dynamic part in their exploration. Games and activities should be incorporated in mathematics lessons to understand concepts and to master certain computational skills. With the integration of activity-based teaching into the mathematics classroom, more of the students will be able to experience and engage more in the activities

METHODS

The study used the descriptive - experimental method. Ten (10) sections are utilized in this study wherein they are all given with the Pre-test on Four Fundamental Operations in Mathematics to determine their academic performance in Mathematics more specifically the percentage of learners with learning difficulties in Mathematics. They are also given a questionnaire prepared by the Mathematics Department that aims to identify the root causes of the learners' difficulties in Mathematics and the possible solution to the problems. Based on the number of correct responses in each item in the pre-test of the learners, the suggested interventions are identified and implemented on all samples of the study. The study conducted during the fourth quarter of SY 2016 - 2017 and it covered topics that involve four fundamental operations in Mathematics. After the implementation of the interventions, the Post-Test on Four Fundamental Operations in Mathematics was administered to all participants of the study.

RESULTS

The use of BILANG model does achieve its objective of improving the performance in Mathematics among Grade 7 learners of S.Y. 2016 - 2017 Building interactive learning activities involving numbers and games make a significant effect on the performance among the ten sections of Grade 7 learners after the utilization of the interventions.

DISCUSSIONS

For this study, ten (10) intact sections with 37 to 52 students were utilized to determine the significant difference on the performance of the Grade 7 students before and after the utilization of the model strategy. The use of BILANG models does achieve its objective of improving the learner's performance in Mathematics among Grade 7 learners of SY 2016 - 2017. The said objective was achieved using appropriate interventions and cooperation among students and teachers.

KEYWORDS: BILANG model, Interactive Learning Activities

SUBMISSION ID: R04A-CAVITP-0897

The Effectiveness of Video Clips and Academic Achievement in Science of Grade Four Pupils at Kaong Elementary School

Sherlyn Malubag, Jenifer Sotto, Jeraldine Eva, & Teresa Atienza, Department of Education

Abstract

INTRODUCTION

This action research is to determine the effectiveness of Video clips and academic achievement in Science of Grade IV pupils at Kaong Elementary School, Municipality of Silang, Division of Cavite, the school year 2018-2019. The study used an experimental quasi design.

A total of 195 grade four pupils for the school year 2018-2019 were the participants who were classified in the control and experimental group.

This study was conducted from October 3 to December 20, 2018.

METHODS

Findings from the study showed the effectiveness of watching video clips in teaching Science. All the 53 participants got a percentage of above passing with the mean of 78% or passed.

RESULTS

After integrating video clips, the end line result presented an increase in the number of pupils who improve their academic performance in Science. This study also showed that there is a significance difference between the control and experimental of teaching Science.

DISCUSSIONS

This study concluded that video clips are an effective strategy in improving the academic performance of grade four pupils in Science. Provisions of functional technological gadgets, televisions, and ICT should be done other by purchased or procurement. Follow-up by school administrators and school officials to those teachers who were trained is highly recommended to ensure that video clips and other ICT equipment are given free during seminars or training for instructional purposes are properly use and implemented The use of the proposed action/work plan developed in this study is highly recommended.

KEYWORDS: effectiveness, video clips, experimental, quasi, academic performance, significance, purchased, procurement, strategy, instructional purposes

SUBMISSION ID: R04A-CAVITP-1693

The Effectiveness of Web Design Principles in Creating an Instructional Software

Kristina Caluag, Sto. Nino National High School William Teleg - Marikina High School

Abstract

INTRODUCTION

The change of curriculum in the basic education system of the Philippines demands a different kind of teaching strategy. Since one of the goals of the new curriculum is to produce a media literate learner, teachers are confronted with a more challenging task. Instead of presenting their lessons the traditional way, the Department of Education expects its teachers to enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate. Technology nowadays has advanced immensely in comparison to twenty years ago. Notably, a lot of software and applications were created as an educational tool since it has become a trend but until now, there is still a void to be filled when it comes to developing software intended to aid teaching. In an attempt to address this issue, the researchers designed and developed instructional software based on web design principles.

METHODS

The descriptive method of research through a survey questionnaire was employed to determine the assessment of the respondents with regards to the designed and developed Instructional software. The researchers provided 7 Principles of Web Design. The results of the survey questionnaire were analyzed utilizing the weighted mean.

RESULTS

The respondents assessed the designed and developed Instructional Software in terms of the Principles of Web Design, such as the Principles of Balance, Contrast, Emphasis, Movement, Space, Substance, and Form. The respondents Strongly Agree that the designed and developed instructional software adheres to all the said principles above with an overall weighted mean of 3.62.

DISCUSSIONS

Analyses of the data yielded to the result that the Web Design Principles are effective in designing and developing instructional software. However, some recommendations were proposed by the respondents to further improve the software.

KEYWORDS: instructional software, designed and developed

SUBMISSION ID: NCR1-MARIKI-0001

The Effectiveness of Word Study in Improving the Spelling Ability in English of Grade Two Pupils of Magahis Elementary School

Gemma Cabrera, Department of Education

Abstract

INTRODUCTION

Learning to spell the words correctly was difficult for the pupils nowadays especially when English words were being spelled. The English language is the third language acquired and learned by pupils at school, next to Filipino and mother tongue. The researcher has been motivated to conduct action research after the series of spelling quizzes done by the Supreme Pupil Government (SPG) every lunch break as part of their academic project. The spelling results of the pupils were not quite well and disturbing. Thus, a word study program has been developed and conducted to see its effectiveness to improve grade two pupil's ability when it comes to spelling words.

METHODS

The researcher utilized quantitative experimental designs where pre-test and post-test were compared to see the effectiveness of word study in improving ability in English of grade two pupils. Permits were secured from the school head and parents of the respondents. Thirteen (13) boys and fourteen (14) girls, a total of twenty-seven (27) grade two pupils served as the respondents of the study. The researcher administered the pre-test using the Primary Spelling Inventory (PSI). At the time of the study, pupils ranged from the late emergent stage to the middle letter name stage that served as the baseline data. After the pre-test, pupils were grouped according to their spelling ability, then Word Study program was tested. Then, the teacher leads the instructional group through a word sort to highlight the pattern for each group.

RESULTS

The following were the findings of the study: (1) Majority of the respondent's ranges from 6-7 years old and there is an equal distribution of gender. (2) Most of the respondents are in late emergent spelling stage. (3) There is no significant relationship between the age of the respondents to their spelling ability and girls outperformed boys in their spelling stage, not on a significant level. (4) There is an extremely significant difference between the pretest and post-test result of the respondents which means that word study approach using word sort and word hunt strategy really improve the spelling ability in English of grade two pupils.

DISCUSSIONS

The results yield positive outcomes in using word study as a tool in improving the spelling ability in English of grade two pupils. It is recommended that this technique must be utilized in other grade levels to assess and improve their spelling ability in English.

KEYWORDS: effectiveness, word study, spelling ability, improve, spelling stage

SUBMISSION ID: R04A-BATANP-2311

**The Effectiveness on the Use of Cluster Words in the Reading
Comprehension and Speed Level of Grade Three Pupils in Estansuela
Elementary School for School Year 2016-2017**

Glo Ann Ladica, Department of Education

Abstract

INTRODUCTION

Reading comprehension is the skill to read the text, process it and understands its meaning. It is a skill that is not simple to teach, learn or practice. Vocabulary and comprehension, are some of the skills to be developed to attain reading comprehension and it is long neglected in the primary grades, still, appear to be neglected.

Making children understand what they read needs teaching strategies. One of these is phrasing. A pupil who reads in phrases reads words in meaningful groups specifically the use of cluster words. In this study the researcher aimed to use the cluster words to improve the reading comprehension and speed level ability of Grade III pupils in Estansuela Elementary School for School Year 2016-2017.

METHODS

An experimental design was used to test the reading comprehension and speed level of the selected respondents from the Grade III class of Estansuela Elementary School for School Year 2016-2017.

RESULTS

An improvement in the reading comprehension and speed of the Grade III respondents was very evident using clustering words. It appeared to be an effective strategy to improve reading comprehension and speed problem. In addition, because of the small size of respondents, much attention was focused and led to boosting self-confidence among pupils. It was also found out that small group instruction is as effective as one-on-one instructions when effective learning is concerned.

DISCUSSIONS

The results showed that adapting various reading techniques and strategies can be used as interventions to improve the reading ability of learners. One effective strategy for the Grade III pupils is the used of phrasing cluster words. Implementation of this strategy is recommended in other grade levels to further test its effectiveness.

KEYWORDS: reading comprehension, strategy, clustering, phrasing, estansuela, grade 3

SUBMISSION ID: R04A-CAVITC-0086

The Effectiveness of Using inquiry-Based Learning Method in increasing Pupils Performance in Teaching Science to Grade Three Pupils of Tangway Elementary School

Trixia Camille Latorre, Department of Education Lipa

Abstract

INTRODUCTION

Science is a way of knowing and discovering, a method of learning about nature and other forms of activity that inquiry-based learning lesson is logically discipline. It prepares the student to develop inquiring minds and curiosity about science and the natural world. Second, it develops skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions. Third, it prepares them to become a more scientifically literate citizen. In this study, we explored the effectiveness of using the inquiry-based learning method in increasing student performance in science.

METHODS

The researcher made a lot of reading about the use of inquiry-based approach method in teaching. The different processes were applied such as constructing of Lesson plans, teaching the lesson, constructing test item, administering the test and interpreting the test results. The researcher prepared lesson plans as a guide for teaching topics about plants and animals. The pupils were assessed at the end of each meeting. The researcher organized written and practical tests to evaluate the performance of the pupils. Such writer and practical test served as the primary instruments utilized in this study for data gathering technique.

RESULTS

Through the process of inquiry, individual entrusts much of their understanding of the natural and human-designed world. Based on methods used by the researcher they find out that:

The distinct feature of Inquiry-based Learning Method applied in each lesson during the motivation, presentation and application of the topic, are questioning, generation of useful knowledge, seeking an appropriate resolution and nurturing inquiring attitudes. The lesson in which the inquiry-based approach is best applied for lessons on plants and animals. Majority of the pupils got high and very high performance both in a lesson on plants and animals. Proposed supplementary activities focused on experimentation, group activity, benchmarking, field trips and use of realia.

DISCUSSIONS

The results give emphasis on the development of inquiry skill whereas.

Teachers may use inquiry-based learning Method in teaching Science to enhance the critical thinking skills of learners. Simulation activities in the familiarization of using the computer may be used with a different program such as PowerPoint and video presentation in teaching science. The proposed supplementary activities may be shown to the science teacher for their suggestions and comments to be used in the classroom.

KEYWORDS: Inquiry-based learning, inquiry, creativity, thinking, discovery

SUBMISSION ID: R04A-LIPAC1-0046

The Effectivity of Poolavex- Powerpoint,on-Line,Laboratory,Video and Experimentation as Millenial Learning Styles and Practices in Teaching Science for Grade III to VI Pupils of Bucal Elementary Schoo

Apple Sheryl Sevilla, Marilou Escala, & Elenita An, Department of Education

Abstract

INTRODUCTION

A best practice or style is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things, e.g., a standard way of complying with legal or ethical requirements. Science is a very complex subject for elementary level. Pupils don't come to school as "tabula rasa" meaning they are not blank sheets to be written on. Each pupil comes into the classroom with ideas that often limit what he/she can learn. It is critical that the pupil's preconceptions be identified, confronted and resolved.

METHODS

The research will accurately list and describe each of the authentic school best practices of science teaching and distinguished between best practices-called and authentic best practices. Using the questionnaires and survey, we focus on the Grade III, IV, V and VI pupils with data collected through quantitative analysis of results gathered.

RESULTS

The researchers analyzed and gathered information's about the different practices used by teachers teaching Science from Grade Three to Grade Six pupils with a total enrolment of 162. The Science teacher is ensuring district standards; benchmarks and specific academic goals drive instruction which manifested that the teacher adopted different millennial styles and practices such as power point presentation, online tutorial, and online submission of assignment, video presentation, laboratory group activities and experimentation and traditional styles in teaching. The teacher distributed questionnaires and instructed them to check what teaching styles in Science they were referred to.

DISCUSSIONS

Based from the findings of the study 162 pupils from Grades III-VI preferred to utilize power point, 100 pupils wanted on-line tutorial while 62 pupils preferred traditional due to poor connection and no internet connections;100 pupils liked the online submission of assignments and 62 pupils contented in traditional lecture;162 pupils opted to group laboratory activities, video presentation, and experimentation; 62 pupils preferred the chalk and chart method

KEYWORDS: online, PowerPoint, experimentation

SUBMISSION ID: R04A-BATANP-0957 / R04A-BATANP-1081

The Effects of "Share Your Thoughts", an Unedited Writing Intervention in the Performance of Grade 7 in English

Daisy Budomo, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

Expressing one's opinion in writing is one of the most difficult skills to teach in English especially for non-English speaking country like the Philippines. Different factors such as the environment, family orientation and economic status are integral part for the development of communication skills

Another reason is the fear of students to be criticized by their peers/classmates in their group discussions (which is one of the common activities of the K to 12 programs) In addition to this, the PHILIRI, an assessment tool which was conducted last May of 2016 showed that 47% of the total population of the incoming G7 students was found out to be in the Frustration Level. Next to reading comprehension problem is the students' expression in writing.

Writing skill, however, is the most neglected part in many public schools. Many students lost their interest because they believe that written expressions are difficult to do and at the same time their written works are flattered with errors. Errors in spelling, construction, choice of words, and limited vocabulary make them feel inferior.

The researcher considers the problem crucial, publishing their written opinion and post them without the teacher editing their work is a way of encouraging the students to write and share their thoughts.

METHODS

The researcher used the sampling method. The pretest and the post test results were utilized.

RESULTS

The intervention given which is the unedited expression of thoughts in a given writing prompts to the students yielded positive results in their written expressions. More so, the students gained their self-esteem and increase their participation rate in most group discussions.

DISCUSSIONS

Learning in an environment where students are comfortable and feel accepted will surely make learning enjoyable. The carefully designed interventions and prompts especially when these activities touched the hearts of the learners will definitely yield positive learning outcomes.

KEYWORDS: writing, grade 7, English, Intervention

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The Effects of 4p's on the Academic Performance of Grade VI Pupils in Mathematics in Fule Almeda District, San Pablo City, S.Y. 2018-2019

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Abstract

INTRODUCTION

Every parent wants the best for their children. They want their children to finish their studies. Some families can only afford to eat one meal a day. Other families send their children to work to eke-out for a living. Hence, children were deprived to attend schooling and to reach their dreams. In order to fulfill the country's commitment to meet the Millennium Development Goals namely, to eradicate extreme poverty and hunger ; to achieve universal primary education; to promote gender equality ; to reduce child mortality; and to improve maternal health the Department of Social Welfare and Development implemented a Conditional Cash Transfer Program known as Pantawid Pamilyang Pilipino Programs (4Ps). A research was conducted by Montilla, et. Al. entitled " Pantawid Pamilyang Pilipino Program (4Ps) : Assistance to Pupils Education" and the findings was that 4Ps has significant impact on pupils education based on its beneficiary conditions, is able to motivated to attend classes because of adequate school supplies, satisfied meals, parasitic free stomach and supportive parents.

METHODS

To find out the effects of 4Ps program on the academic performance of pupils in Math, the researchers requested the First and Second Quarter Math Rating of the pupils recorded in their F-137/Rating Sheet for sy. 2018-2019 to Grade 6 class advisers. Interview is also done. The Mixed- method research designed was used and t-test techniques, Frequency, percentages and SD to determine the significant difference in the MPS of pupils in Mathematics in the 1st and 2nd Quarter.

RESULTS

Based from the interview conducted the following are the most common answer of the pupils; Able to submit all the projects/ requirements on time; Developed the study habit; Regularly attended the class and participate actively in class discussions. The 4Ps program has a positive effect on the performance of the pupils in Math.

DISCUSSIONS

There was a significant difference in the academic performance in Mathematics of 4Ps grantees s.y 2018-2019; 4Ps grantees developed a study habit which ensued to active participation in classroom discussion, on time submission of projects /requirements and were able to attend the class regularly also raised the awareness of the school personnel and the recipients of the program's strength, weaknesses, opportunities and threats. Furthermore, the study concludes that 4Ps certainly helped its recipients and must be continued and improved to ensure the attainment of its objectives.

KEYWORDS: 4PS, NUTRITION

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The Effects of Absenteeism to Selected Primary Pupils of Banjo Laurel Elementary School

Edilyn Montes

Abstract

INTRODUCTION

Absenteeism, in the school context, is the habitual and continuous failure to attend school. If a child misses eighteen (18) or more days in a school year, he is chronically absent. School absenteeism correlates with poor performance. School intervention regarding absenteeism requires guiding information on where to start. Absenteeism, especially among Kinder to Grade 3 pupils, has been one of the most difficult problems that must be addressed in school. Kinder to Grade 3 pupils belong to primary level.

Absenteeism has been a challenge for Banjo Laurel Elementary School as the teachers observed that many pupils especially from primary levels has been recorded with the most frequent absenteeism. This conclusion is also shown in the SF 2 which has been submitted every end of the month.

This research aims to know the factors that trigger the pupils' absenteeism and its effects to learning outcomes.

METHODS

Using the SF 2, the researcher was able to identify the pupils involved in this study. A questionnaire was given to 15 selected primary pupils of Banjo Laurel Elementary School, School Year 2018-2019. Included in the questionnaire were the different factors to be considered and could possibly the reasons of the respondents for absenteeism.

RESULTS

The very mere reason of this case in the school setting was due to lack of motivation and initiative of the parents to send their children to school. Mostly male pupils had this case. This study revealed that because of lack of motivation and initiative of the parents to send their children to school, pupils became tardy and one with the poorest performance in school.

DISCUSSIONS

Counselling with the parents and with the pupils was conducted to address the case of absenteeism of the child involved. The talk aimed to narrow down the possible outcomes of absenteeism of the child. Different strategies such as involving the pupils to different school-initiated activities would help the learners to be motivated to come to school and avoid absenteeism.

KEYWORDS: absenteeism, outcomes, reasons, counselling

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