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EDUCATION

The Effects of Absenteeism to the Academic Performance of the Grade 10 Students of Emiliano Tria Tirona Memorial National High School SY 2018-2019

Raquel I. Moldes, Erica Ann P. Vallido, Briandy Palmero, & Feliciano Liporada,
Department of Education /ETTMNHS

Abstract

INTRODUCTION

According to Eneza (2015), absenteeism in school is the habit of staying away from school what problems or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students.

Going to school regularly is crucially important for a student's education and social skills chronically absent students are at a disadvantage and both socially and academically. They missed out on critical stages of social interaction and development with their peer while simultaneously limiting their academic performance (Lorenaturcia, 2015)

This research enables you to know what are those possible problem overcome by the students when they are not regularly attending their class and what will be the effect of it to their grade.

METHODS

This study used a descriptive research design. The participants of the study were the Grade 10 students of the Emiliano Tria Tirona Memorial National High School Year. To obtain a good representation of the students, the researchers decided to randomly picked 100 respondents who were under Grade 10 junior high school students. The researchers used survey forms as the instrument to gather all the important data which are included in the research study.

RESULTS

Majority of the Grade 10 junior high students agree that absenteeism has a bad effect on their academic performance in school because they fail to attend their classes and pass their assignments on time. They also find it difficult to understand their lessons once they are not around during the teacher's discussion.

DISCUSSIONS

It is evident from the result that absenteeism has a bad effect on the academic performance of the students. Therefore, they have to avoid this particular problem in able for them to excel in class. This is a realization for all the grade 10 students who want to move up into senior high school.

KEYWORDS: Absenteeism, Academic Performance, Grade 10, Philippines

SUBMISISON ID: R04A-CAVITP-1084

The Effects of Agri-Business Immersion to Chosen Career of Senior High Students of Halang Banaybanay National High School

Rowena Campanano & Minette M. Bayona, Department of Education

Abstract

INTRODUCTION

Considering the fact that Amadeo has a vast agricultural area, schools within the municipality and even nearby areas may inculcate the importance of sustaining the agribusiness. This study aims to determine if agribusiness immersion has an impact on the career plan of senior high school students in Halang Banaybanay National High School. There's a lot of reason in choosing agribusiness to be an immersion for senior high school students. If agriculture, technology, and business work together, economic progress will follow.

METHODS

This study used a descriptive study using quantitative data derived from the survey questionnaire made by the researchers. The respondents were the 38 senior high school graduates of 2018 composed of 20 males and 18 females students of Halang Banaybanay National High School. The researchers formulated questions based on the specific questions to be addressed in the study. Likert Scale was used in answering questions of the instrument. The data were tabulated and the mean, ranking, Spearman Ranked Correlation Coefficient and Chi-square Statistics are the statistical tools used to have a valid and reliable interpretation of the data gathered.

RESULTS

Based on the result of the study, almost all of the strategies employed have a positive effect in choosing students career plan. There is a high significant effect of each strategy of agribusiness immersion especially the actual farming. Some of the students may be interested to venture in this kind of business but they don't have enough knowledge, courage, and experience on how they can run this business. The overall effect of agribusiness immersion has a high significant effect in choosing students career plan in the future. After graduating in senior high could be the appropriate time for some of them but time will come that they will realize that agribusiness could be a great help to the scarcity of food supply and high inflation rate.

DISCUSSIONS

School should have enough budget in implementing agribusiness immersion because every business needs capital in order to operate well and have sustainability in operating this business. If the students will fully understand that agribusiness is very important in the economy of the country and this can be a good source of income and possible business venture in the future like being a supplier of agricultural products This can answer to scarcity in agricultural products and will prevent importing goods from other countries which added burden to the Philippine government.

KEYWORDS: The effects of agribusiness immersion to chosen career

SUBMISISON ID: R04A-CAVITP-0948

The Effects of Brain-Based Learning Approach on the Academic Performance and attitude of Students in Genetics

Sheryl Santoyo Andal, Rosario National High School

Abstract

INTRODUCTION

It has been understood that all learning process is brain-based and learning is effective when our is in good condition. This engagement of strategies in learning on how our brain works in the context of education is what we called-brain-based education. This study aimed to determine the effects of Brain-Based Learning Approach (BBLA) on the academic, attitude and retention of students in Genetics.

METHODS

To prove the effectiveness of BBLA towards Genetics, the researcher framed the variables as it was guided by the theory of Brain-Based Learning using a Pretest-Posttest Non-equivalent Group Design. The research procedure was divided into four phases (1) the development and validator of the BBL Activity Module in Genetics (2) administration of the pre-test on the academic performance and attitudes of biology students, (3) implementation of the Conventional Learning Approach and BBLA in teaching Genetics, and (4) administration of posttest on the academic performance and attitudes of students. The BBLA Module was subjected to ICC reliability testing and content validation of experts. The module was administered to two intact groups.

RESULTS

Academically, students who participated in the study were all profiled to be low to average in terms of academic performance. Significantly after subjecting them to lessons in Biology using BBLA and CLA, the student's undergone BBLA advances to a range of low to high academic performing learners compared to that of students who undergone CLA remained at low to average academic performing learners. Academic performance of the learners is definitely improved using the Brain-Based Learning Approach in Biology. Active participation and enhanced activity of BBLA in the lessons assure comprehensive high achievement among learners. BBLA and CLA preserve the improved academic performance of learners regardless of the attitudes of learners towards the subject. BBLA provides positive learning retention of concepts among learners through the enhanced teaching-learning process by giving emphasis in activating the brain through a series of retentive exercise and hydration.

DISCUSSIONS

The results showed a higher academic performance and learning retention in the experimental group than the control group, with both groups showing no significant change in the positive attitude towards Genetics. The results also encourage the educators and curriculum developers to enhanced learning activity modules that may cater to the needs of the learners.

KEYWORDS: academic performance, attitude in science, Brain-Based Learning Approach, BBLA, genetics

SUBMISSION ID: R04A-BATANP-0437

**The Effects of Bullying on the Personal Behavior of Grade 1 Pupils in
Laurel Elementary School S.Y. 2016-2017**

Lolita Sapungan

Abstract

INTRODUCTION

The researchers consider an investigation of the relationship between classroom management practices and student bullying, as well as further exploration of teacher bullying of students and student bullying of teachers. This is because elementary is a place for learning and when a child is being bullied their self-esteem and self-confidence will be affected.

METHODS

The researchers used three data gathering procedures namely, Likert Scale, Student Questionnaire? video and Audio recording and Parent Questionnaire to attain the objectives of this study.

RESULTS

From these revealed results, respondents indicate that pupils according to their gender are encountering bully and at the same time by their color which greatly affects the feeling and personality of each pupil the school. However, the researcher literally describes respondents fondly seen pupils facing bully when some of the pupils know the weaknesses of the victim inside the classroom. On the other hand, the most common reason for the bullies in committing bullying in school is they are threatened or forced to do the work which they do not like.

DISCUSSIONS

The result demonstrates the need for intervention activities to enhance the behavior of the pupils. The findings may be useful to all the teachers, parents and guidance counselor on how to deal with the bully and bullied. The intervention activities suggested by the researchers will surely help the school in eliminating the cases of bullying which is one of the worst problems in the world.

KEYWORDS: bullied experience assessment conference awareness experiencing

SUBMISISON ID: R04A-BATANP-1773

The Effects of Classroom Design on Pupils' Learning in Casimiro A. Ynares Sr Elementary School

Melinda Marquez

Abstract

INTRODUCTION

Looking into its deeper sense, the pupils in the classroom are not only developed academically nor intellectually, they are expected to attain holistic development, that means they need to be imbued with values, and in doing this, teachers should impose discipline in the classroom so that students would manifest the respect, love, and care to the people around them in school and in the community. Having a classroom design that is as visually pleasing as it is functional is vital to the success of children. Children and teachers spend the majority of their waking day within the four walls of the classroom, so making it a place that all want to be is one of the keys to success.

Although it is important for classrooms to be attractive to the eye, it is equally, if not more important, that they function effectively.

METHODS

The researcher was motivated to conduct this action research in the observation that there are some teachers who encounter problems and feel stressed due to miscommunication with the school administrators and other teachers. Teachers are sometimes blamed for the low performance of the pupils in their National Achievements Test.

The classrooms should be profound places of revelation and discovery. Well-designed space has the ability to elevate discourse, encourage creativity, and promote collaboration. Though technology and contemporary design serve an important role in connecting learners to the fast-paced modern world, preservation of historic spaces contributes to an otherwise unachievable gravitas and majesty.

RESULTS

The study aims to determine the effects of classroom design on pupils' learning in Casimiro A. Ynares Sr Elementary School during the School Year 2018-2019. This aims to determine the extent of classroom design on pupils' learning with respect to organization and layout of classroom instructional materials.

The purpose of the study is to determine the effects of classroom design on pupils' learning and teachers' performance.

DISCUSSIONS

The first part deals with the personal data of the teacher respondents in terms of age, sex, length of service and educational attainment. This also deals with the profile of pupil-respondents in terms of sex, age, sibling position, parents' educational attainment, and monthly family income. The second part deals with the items regarding the extent of classroom design on pupils' learning with respect to organization and layout, classroom display, instructional materials and equipment.

KEYWORDS: Classroom, Teachers, important, technology

SUBMISSION ID: R04A-RIZALP-0411

The Effects of Cooperative Learning Approach to the Performance in Science of Grade VI Pupils in Buhi Central School, Buhi District, Division of Camarines Sur

Nanette Bechayda, Department of Education

Abstract

INTRODUCTION

This study determined the effects of Cooperative Learning Approach to the performance of Grade VI pupils in Buhi Central School, Buhi District, Division of Camarines Sur. Specifically, it sought answers to the questions: 1. What is the result of the pretest and post-test in Science in the control and experimental groups? 2. Is there a significant difference in the pre-test and post-test of the control and experimental groups? 3. What other cooperative learning activities can be proposed to enhance the performance in Science?

METHODS

This study tested the null hypothesis that there is no significant difference in the pre-test and post-test of the control and experimental group.

This study utilized the true descriptive experimental pre-test-post-test and control group design with documentary analysis. Statistical tools such as Frequency Count, Weighted Mean, and t-test were used to treat the data.

RESULTS

1.1. On the Grade VI Pupils' Performance in the Pre-test and Post-test (Control Group). The mean and PL of the control group were

14.35 and 28.70 respectively in the pre-test while in the post-test were 30.65 and 61.30.

1.2. On Experimental Group. The mean and PL of the experimental group were 14.86 and 29.72 respectively in the pre-test. In the post-test, the mean was 38.81 and the PL was 77.63. It was also shown in the data that the results of the post-test were higher than the pre-test having an increase of 23.95 in the mean and 47.91 in the PL.

2. The Test of Significant Difference in the Pre-test and Post-test of the Control and Experimental Groups. The computed t value for the performance with 84degrees of freedom was 17.91 for the control group and 23.72 for the experimental group.

3. Cooperative learning activities were proposed to enhance the performance in science.

DISCUSSIONS

1. In the pre-test and post-test conducted, the performance in Science of the Grade VI pupils was considered very low particularly in the control group. Upon employing the cooperative learning approach, it was noted that there was an improvement in the performance of the Grade VI pupils in Science in the control and experimental groups from the pre-test to post-test. The use of cooperative learning approach is an effective strategy that leads to the improvement of the pupils' performance.

2. There is a significant difference in the pre-test and post-test results of the control and experimental groups.

3. The researcher proposes the cooperative learning activities to enhance the performance in Science.

KEYWORDS: Effects, Cooperative Learning Approach, Performance in Science

SUBMISISON ID: R005-CAMSUR-0065

The Effects of Cooperative Learning in Mathematics Subject to Academic Performance of Grade Six Pupils of Talon Elementary School

Marilyn De Castro, Department of Education San Luis

Abstract

INTRODUCTION

Cooperative learning is a learning and teaching style and contrasts greatly with traditional direct instruction. The researcher came up to this problem to provide students with poor Math performance, and who difficulties in solving Math problems, an instructional arrangement that fosters the application and practice of Mathematics and collaborative skills within a natural setting.

METHODS

Quantitative Research Design which is the systematic, scientific investigation of data and their interpretation was used in this study. Pupils post-test result for the last three years was used as data in identifying the poor performance in Mathematics of grade six pupils in Talon Elementary School. The result of the assessment was the source of interpreted data. Then critical document analysis was employed using the means and average/composite means as statistical measures

RESULTS

Results in this research study must be identified, the academic performance in Mathematics for the last three years the MPS showed 73.6, 74.6 and 74.8. When cooperative learning was holistically applied in class discussion the result of an assessment was increased as 83.6 as their MPS. Cooperative learning affects the academic performance of pupils; it increases the achievement level of the pupils, increases interest among participants and promotes critical thinking, cooperative teams achieve higher levels of thought and retain information longer than the students who work quietly as individuals, and gives pupils opportunities to engage in discussion, take responsibility for their own learning and thus become critical thinkers.

DISCUSSIONS

Cooperative learning styles that employed by the teacher for the success with cooperative learning, the teacher was designate a signal that shows students to stop and listen for further instructions before the activity, the teacher should stay close to the noisy groups which remind the members to reduce the noise, in order to make cooperative learning enjoyable teaching tool, teacher should start slowly and add activities to pupils as the pupils feel comfortable working together, cooperative group skills must be taught just like skills in Math, reading and writing, students must perceive that they are positively interdependent with the other members of the group, and once group are formed, teachers should encourage team members to get to know each other. Thus cooperative learning has been used extensively to promote Mathematics achievement of students.

KEYWORDS: instructions, collaborative, learning difficulties, positive interdependent

SUBMISISON ID: R04A-BATANP-1363

The Effects of Cooperative Learning on Students' attitude and Achievement in Mathematics

Dina P. Magpusao & Marylinda E. Aleman, Imus National High School-Main

Abstract

INTRODUCTION

As the population increased and schools became larger, the schools also became more specific to age- and grade- appropriate separation. This changed the way teachers worked in the classroom more toward direct instruction where students worked individually. This scenario motivated the researchers that will prove or disprove the effectiveness of a cooperative learning environment in classrooms where students practice cooperative learning. Traditional class activities create a win-win situation, where one can only succeed if other loose, while cooperative learning is a direct opposite of it and the conquest of all is a success of all.

METHODS

The researchers utilized the quantitative research methodology. The students were divided into heterogeneous groups based on their previous grades. The learners exchanged ideas and chose the best way to represent the response of the whole group. In this case, they do not need to copy or to compare with each other's paper. After doing varieties of activities and answering different questions together, the comparison of their individual made scores and the scores they got with their group was compared.

RESULTS

Pre and Post Project Survey were given to determine the student's perception and attitude towards Mathematics and how would they respond if they were given a certain task. The result revealed that Mathematics is an interesting and enjoyable subject. There are still some students who lack confidence and depend on their group mates so as to ask for an answer or ask for the affirmation of their answers. The result is not quite remarkable, but at some point, the research was a successful one. The Pre Test Mean is 12.96 and with Standard Deviation of 3.47, were understandably low. After the use of Cooperative Learning strategy, the results were actualized, where the Post Test Mean is now 20.55, and with the standard deviation of 3.77.

DISCUSSIONS

The result of this research shows that there is a great improvement in the students' attitudes and performance toward Mathematics after working in cooperative learning groups. They even agreed to use Cooperative Learning in all of their activities especially, during the assessment. These results suggest that teachers in the field of education must give serious and favorable consideration for a long time period to observe its effectiveness. Cooperative learning methods, with the guidance of an informed teacher, will have a positive impact on student achievements.

KEYWORDS: cooperative learning, student's attitude, Achievement, Mathematics

SUBMISISON ID: R04A-IMUSC1-0103

The Effects of Cooperative Learning on Pupils' Academic Performance in Mathematics among Grade-V Pupils: Basis For Training Program

Michael Delima, Alfonso Municipal Association of Research Educators

Abstract

INTRODUCTION

Education is not a preparation for life: education is life itself. (John Dewey). Cooperative learning creates equal opportunities for students to engage in different scholastic activities with the help of their group members. It is very timely to really uplift strengthen pupil's academic performance in Mathematics by learning cooperatively with each other. The focus of concern was to determine whether cooperative learning has effects on the academic performance of the pupils in Mathematics.

METHODS

The study was of a pre and post quasi-experimental design with intact groups using of quantitative methods of data collection. Experimental design involved how the researcher probes into the cause of an effect by exposing one or more experimental group to the intervention. Counterbalance design is an example design in which groups receive all treatments. Each group received the treatments in a different order, and all groups were post-tested after each treatment. Mean, standard deviation and T-Test were used by the researcher.

RESULTS

The respondents in this study were limited to 100 pupils of grade 5 enrolled in Pansin Elementary School for the school year 2016- 2017. Comparison of pre-test scores of both the experimental and the control group, reflected that there was no significant difference between the two groups. This indicates that the two groups were almost equal mathematical base at the beginning of the experiment. The obtained T-value (for dependent or correlated means) of both sources of variation (treatment and interaction) was significant at 0.01 levels.

DISCUSSIONS

The results of this study, confirmed that there was big impact of cooperative learning in the learning abilities of the students. Moreover, teachers should also be exposed in different teaching-learning styles involving cooperative learning approaches. Also, in developing more scaffolding while learning Mathematics. As mentioned by Posamentier et al., 2006, "The teaching of Mathematics is not about dispensing rules, definitions and procedures for students to memorize, but engaging students as active participants through discussion and collaboration among students." The academic achievement of the control group and experimental group was examined through a teacher-made post-test. In addition, in-service training courses definitely the main key to rehabilitate mathematics teachers in the area of cooperative learning approaches.

KEYWORDS: EFFECTS OF COOPERATIVE LEARNING

SUBMISSION ID: R04A-CAVITP-1050

The Effects of Cooperative Learning Strategies on the Achievement of Grade Vi Pupils in Science

Rodora Gatdula, Department of Education

Abstract

INTRODUCTION

Learning environment for the 21st century must be one in which students should be actively engaged in learning activities and with each other. Students nowadays should be all-rounded in order to increase their competitiveness. Cooperative learning offers a proven practical means of creating exciting social and engaging classroom environment to help students to master traditional skills and knowledge as well as develop the creative and interactive skills needed in today's society and economy.

Science is best learned through experience and activities. Keeping small groups allow the opportunity to have meaningful discussions and personal interaction.

Through this action research the researcher wants to find out the effects of cooperative learning strategies on the achievement of Grade VI in Science .This may further be a motivating factor to adapt measures and new strategies for the improvement of instructions in Science.

METHODS

A. Participants and/or other source of information

This study entitled the Effects of Cooperative Learning Strategies on the achievement of Grade VI pupils is limited to all grade six pupils of Camastilisan Elementary School . It is also limited to three cooperative learning strategies namely Think-Pair-Share, , Carousel Brainstorming Round table or rally table .

It will also collect necessary data from the pupils to make the study more purposeful and meaningful.

B. Data Gathering Method

The researcher will utilize the results of Pre-Post Test in Science and the Results of observation on the performance of pupils during classroom instructions when applying the different cooperative learning strategies.

C. Plan for Data Analysis

The researcher will use documentary analysis and observation method to know analyze and interpret the results of the study

SUBMISISON ID: R04A-BATANP-2046

The Effects of Courseware Application in the Mathematics Performance of Grade Seven Learners of Integrated School of Lawa

Marian Janelle Malabanan, Integrated School of Lawa

Abstract

INTRODUCTION

Learning mathematics requires a lot of time, understanding, practice and persistence as a result students become fed up and uninterested. As a consequence, most of the students exhibit poor performance in the subject. Thus, many educators strive to find remedies to the continuous declining of student's performance in mathematics. In order to cram up the learning gaps, the K to 12 Basic Education Program crafts various forms of interventions that were presented and utilized by the least learned students. The Department of Science and Technology (DOST) tailored an interactive intervention material called the Courseware. The said application caters both math and science subject for all grade levels in junior high school. This application serves as a support tool to improve learning, retention, participation, and understanding of the learners.

METHODS

The true experimental method was employed to acquire reliable information on the effects of utilizing the courseware application in their mathematics performance. To determine its effect, the Solomon-four group design was used. To treat the potential inconsistency, a pair should be equal in some conditions like their pretest scores, abstract reasoning level, age, and sex. Creating a pair that is almost equal. In the course of identifying the participants, the researcher was able to gather 25 pairs in the four sections.

RESULTS

The group who were taught using Courseware performed better in the formative test, quarterly test and post-test than those students from the comparison group. The result also showed that in the comparison group, students who were given pre-test performed better. On the contrary, in the experimental group, students who were not given pre-test performed better in the post-test. Overall, the groups taught with the Courseware performed better.

DISCUSSIONS

The result validates that as teachers we should always look for an appropriate strategy to use and apply that is relevant not only to the competencies but would cater to students' diverse learning styles. In order to provide other means of teaching and learning the inclusion of the needs and skills of the 21st-century learners in the lessons of the teachers may be considered. Learners nowadays learn differently we must not stop and be comfortable on what we already know. With so many materials that are already available in the internet we must expend the use of it to provide a quality and expedient teaching.

KEYWORDS: Courseware application, electronic media, academic performance, true-experimental, Solomon-four group design

SUBMISSION ID: R04A-CALAMB-0246

The Effects of Early Language Literacy Practices to the Foundational Reading Skills of Grade one Pupils

Belen Gimutao, City Schools Division of Cabuyao

Abstract

INTRODUCTION

This study aimed to determine the relationship of Early Language, Literacy practices to the reading performance of Grade One pupils.

METHODS

The researcher used the total population of 120 Grade One pupil in Banlic Elementary source. They were catered and given the opportunity to experience and to learn from Early Language, Literacy practices. The basis of comparative results was the Pre- Assessment reading at the end of October and the Reading Validation at the end of the School Year.

RESULTS

The findings of the study revealed that the teacher's performance in developing pupils reading skills in phonemic awareness, fluency and reading comprehension was interpreted as very satisfactory, and teachers' attitude manifested the highest average. This implied that the teachers are more inclined with their good attitude in teaching. In this manner, they initiated pupils' active engagement in the teaching=learning process on the four domains of literacy such as phonemic awareness, fluency and reading comprehension. It was also revealed that the teachers were challenged by improving pupils foundational reading skills.

DISCUSSIONS

The findings implied that there are factors that might be considerably affecting teachers' performance in utilizing Early Language Literacy strategies in teaching beginning readers. The strategy of one teacher might be more effective than the others'. The researcher therefore concluded that there is significant relationship between the Early Language Literacy practices and the reading performance of Grade One pupils.

KEYWORDS: Effects of Early Language Literacy Practices, Foundational Reading Skills

SUBMISISON ID: R04A-CABUYA-0070

The Effects of Extensive Reading Strategy in the Comprehension of the Selected Grade Four Pupils of Sinaliw Elementary School introduction

Gina Padua, Department of Education Cavite Province

Abstract

INTRODUCTION

Reading comprehension is one common problems encountered by elementary school teachers. Most of the pupils in the primary grade level don't have the necessary and mastery of the skills which made it difficult on their part and on the part of the teachers to continue the smooth process of teaching and learning. Most of the pupils, if not in the beginning level of reading, are on the frustration level which serves as hindrance in their continuous search for learning hence it is also the main caused why most pupils perform poorly not only in English but also in other subjects.

METHODS

Twenty Three Grade 4 pupils of Sinaliw E.S. were identified having difficulty in reading comprehension and got a low score in the reading diagnostic test given in the 1st quarter. The 23 pupils underwent extensive reading strategy to improve their reading comprehension skills before the end of the 3rd quarter. The pupils were monitored using the reading graph and, therefore, was administered to determine the progress of the students, who underwent the said reading strategy. The questionnaire was distributed and the result was tabulated to find out the perspectives on factors attributed to a successful extensive reading program and learners' preference for the classroom activities. The grade of the 23 pupils was also analyzed to see if they were able to achieve a higher grade in the 3rd quarter.

RESULTS

It was found out that the pupils tend to understand and develop good reading comprehension if they are interested in the genre of the reading sections. Furthermore, the pupils reading problem should be given the utmost priority of the reading teachers in order for the pupils to appreciate reading. The improvement in the students' reading comprehension skills also has a great impact on their academic performance, thus teachers should encourage pupils and help them improve their reading skills to perform well in different subjects.

DISCUSSIONS

The most common problems of pupils were poor vocabulary, which makes it difficult for them to understand the reading text; the length of the text that they are reading makes them easily bored and tire, and determining the main idea gives the students the difficulty of understanding the theme and message of the reading text. As a teacher, it is her duty to fully motivate the learners to start reading the simple text to improve their vocabulary and comprehension skill, thus guided reading instruction during the first few days of reading must be done to monitor the learners' progress.

KEYWORDS: reading, extensive reading, comprehension

SUBMISISON ID: R04A-CAVITP-1327

The Effects of Family Status on the Academic Performance of Grade Six Pupils of Tayabas West Central School II

Wenifreda Manzano, Department of Education -Tayabas City

Abstract

INTRODUCTION

This study aims to identify the effects of family status on the academic performance of the Grade six pupils of Tayabas West Central School II. It considers the demographic profile of the parents of the Grade Six pupils in terms of age, educational attainment, family income: wages and salary, financial assistance from the government, and support from the extended family members; number of household members and parental presence and identify the effects of family status on the academic performance of Grade VI pupils of Tayabas West Central School II in terms of knowledge, ability, skills and habits; and analyze the significant difference on the effects of family status in the academic performance of Grade VI pupils of Tayabas West Central School II, when they are grouped according to their demographic profile.

METHODS

The descriptive-evaluative and descriptive-comparative design were used in this study. Frequency count and simple percentage, weighted arithmetic mean, independent f-test and analysis of variance (ANOVA) were used to analyses the data. Scheffe's test was used to determine the specific groups that contributed to the significant difference.

RESULTS

The results revealed that the age of the parents of the Grade Six pupils is between 36 - 41, the educational attainment of father is higher than the mother, most of the parent's wages and salary is below 4,000 to 5,000 pesos per month, the dominant government institution is 4P's that help the Grade, Six pupils, grandparents are the extended family that mostly help the pupils, the number of household members is below 5-7 and most of the pupils live with their parents.

DISCUSSIONS

This research reveals that there is a significant difference in the academic performance of the Grade VI pupils when they are grouped according to their family status in term of knowledge, attitude, skills, and habits. KASH intervention program was developed for the Tayabas West Central School to address the weaknesses of pupils in terms of knowledge, attitude, skill, and habits aim to enhance parental involvement to improve the pupil's academic performance.

KEYWORDS: academic performance, family status, KASH Intervention Program.

SUBMISISON ID: R04A-TAYABA-0012

**The Effects of Financial Difficulties towards the Academic Performance of
Grade 7 Students of Emiliano Tria Tirona Memorial National High School:
A Qualitative Perspective**

Nicole Cani, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Financial difficulty is one of the reasons why families tend to have problems when raising children, especially in education. In this state, problems arise for students who grow up on families with difficulties in the financial cause. As observed by the researcher, the usual problem seen in Emiliano Tria Tirona Memorial National High School Integrated Senior High School (ETTMNHS-ISHS) is the financial difficulties that have caused certain problems including; teen age pregnancy, apathy to learn and meagerness to go to school, these said problems are the exponents of the child's academic performance in school.

METHODS

The gathering of data involved the use of survey forms or questionnaire composed of 50 items question with regards to the respondent's background, academic excellence and behavior towards the situation that they are facing. The researcher used simple random sampling among Grade 7 students of Emiliano Tria Tirona Memorial National High School. These methods are used in this research to postulate theories and conclusion of which describes how financial difficulty affects academic performance.

RESULTS

Students who are experiencing severe financial difficulty and students who are in the lower class have shown proficiency in their academic performance. They all are motivated to go to school and persevere and strive to finish school because they believe that it will be their way to acquire success. Also, some of them have their own way to vouch for their education.

DISCUSSIONS

Altogether, financial difficulty positively affects the students when it comes to their academic performance motivating them to excel in class. Even though their needs are not fully met they are motivated to go to school and study hard. Aside from this, they are helping their families through small ways like saving their money and ending every quarter with an exceptional grade. Some of them also have the guts to participate in some events and even work, just to earn to help their families to alleviate and lessen their burden when it comes to financial difficulty.

KEYWORDS: Financial Difficulties, Academic Performance, Grade 7 Students

SUBMISISON ID: R04A-CAVITP-1095

The Effects of Foldable Number Line in the Performance of Grade 7 Pandan Students in the Addition and Subtraction of integers

Anamarie Recinto, Fernando Air Base Integrated National High School

Abstract

INTRODUCTION

In the introduction of the K to 12 programs, the Department of Education has high hopes that various teaching styles may work wonders on the basic skills of young learners. Over the years, learners tend to be skeptical and pessimistic towards Mathematics. Most of the learners reasoned out that they cannot understand easily the basic concepts being taught by their teachers in Mathematics. Most of the times, they failed to give the correct final answer in higher level mathematics questions due to the wrong procedure of adding and subtracting integers. In order to address this problem, the researcher came up with the idea of making a concrete manipulative form of number line which is the "Foldable Number Line or FNL," to help learners in improving their skills in adding and subtracting integers.

METHODS

This study used a combination of qualitative and quantitative methods in data gathering. The time when the tests were taken were the independent variables while the learners' performances based on Pre - Test, Posttest, and Completion Test were the dependent variables. The oral and written interview was also included in the data collection. The gathered data were analyzed through the measures of central tendency and one - way repeated measures ANOVA to check the significant effect of the use of FNL in learners' performance in the addition and subtraction of integers. Content analysis was also conducted to analyze the results of the oral and written interview.

RESULTS

The use of FNL in improving learners' performance in the addition and subtraction of integers has been proven effective. This positive effect was depicted by the improvement on learners' scores during the formative assessment and the results in their post-test and completion test. Learners' attitude toward the use of FNL in learning addition and subtraction of integers has also been positive. Knowing that manipulative materials can actually helped them in improving their performance and attitudes toward mathematics, teachers should exert more effort in designing the best learning plan for their learners.

DISCUSSIONS

After proving the positive effect of the FNL in the learners' performance, this manipulative form of number line will definitely be useful in helping low - performing learners to better understand the concepts of addition and subtraction of integers and develop their skills in performing the said operations. This will help them develop confidence in solving higher level mathematics.

KEYWORDS: Manipulative, Intervention, Number line, Math performance

SUBMISISON ID: R04A-LIPAC1-0101

The Effects of Graphing Utility Desmos on Students' Conceptual Understanding and attitudes in Mathematics

Christine Anne Prepuse, Division of Dasmarinas

Abstract

INTRODUCTION

Technology is an essential component in teaching mathematics. It influences the way mathematics is taught and learned. Appropriate use of technology associated with appropriate pedagogy will lead students to think and reason more mathematically.

Desmos is an online graphing utility that is free to use and offers opportunities for facilitating students' understanding of mathematical concepts beyond those possible with a handheld graphing calculator. It is an instructional tool that could lead to significant gains in student achievement and understanding, as well as improving student engagement and attitudes toward mathematics.

Thus, the researcher studied the effects of the use of graphing utility Desmos on students' conceptual understanding and attitude in mathematics.

METHODS

The study used the Pretest - Posttest control group design. It sought to determine the effect of graphing utility Desmos on students' conceptual understanding and attitude of the grade 10 students in mathematics.

This study involved an experimental group and a control group. During the study, the experimental group was given activities using graphing utility Desmos. Both the experimental and the control group was given pretest, underwent different treatments and then given posttest at the end of the experimental period.

RESULTS

The Mathematics Performance Test was used as the pretest-posttest to determine the performance of the students' in mathematics. The results of the study are as follows: 1) the control and experimental groups are comparable, 2) there is a statistically significant difference between the pretest and posttest mean scores of the experimental and control group in the performance test when exposed to different treatments, and 3) there is a significant difference in the posttest mean scores on the performance test of the two groups.

DISCUSSIONS

The results show that the performance of the students improved significantly in the pretest and posttest given. The increase in their performance suggests that the use of graphing utility Desmos can be used as one of the strategies in mathematics. Accompanied by pedagogy and assessment that is geared toward developing conceptual understanding and problem-solving skills, integrating Desmos into the classroom has the potential to significantly impact student learning. The students also possess a favorable attitude towards mathematics as revealed by their behavior and confidence in solving problems.

KEYWORDS: Desmos, Conceptual Understanding, Attitudes

SUBMISISON ID: R04A-DASMAR-0018

The Effects of Honesty Store in Mathematical Skills of Selected Grade Three Learners in Bilibiran Elementary School

Rosemarie Discutido, Department of Education Rizal, Bilibiran Elementary School

Abstract

INTRODUCTION

The Division of Rizal empowered honesty by urging schools to launch Honesty Store. This store allows pupils to be engaged in the process of buying of goods and computing for their own expenditures. It also gives an engaging and encouraging climate for children's early encounters with mathematics develops their confidence in their ability to understand and use Mathematics. The researcher sought to find out if the honesty store affects the mathematical skills of pupils.

METHODS

The researcher utilized experimental research design to determine the effects of Honesty Store in mathematical skills of selected Grade-3 learners. A teacher-made worksheet validated by the master teachers was given to the learner-respondents. It has 20 items (1-digit by 1- digit addition) and 20 items (1-digit by 1-digit subtraction). To determine the level of mathematical skills as revealed in pretest and posttest, mean and standard deviation were used. To determine the significant difference in the level of mathematical skills, dependent t-test was used.

RESULTS

In the pretest in addition skills, the mean score is 7.95 interpreted as fair and the post-test mean score is 17.61 interpreted as outstanding. While in subtraction, the pretest means the score is 4.95 interpreted as fair and the post-test is 15.43 interpreted as very satisfactory. To determine the significant difference in the level of mathematical skills, dependent t-test was used. Both addition and subtraction have a P-value of 0.00001 which is lower than 0.05 level of significance. This rejects the null hypothesis which means that there is a significant difference in the mathematical skills of selected grade 3 learners before and after the implementation of honesty store in both addition and subtraction skills. The findings imply that Honesty Store has a positive effect on the mathematical skills of selected grade 3 learners. The pupils learn best when they are manipulating on their own (Kolsko and Wilkins 2010).

DISCUSSIONS

The results suggest that the implementation of Honesty Store must retain for it has a positive effect on the mathematical skills of the learners. It also helps the learners to practice the value of being honest, disciplined and being patient at all times. The researcher recommends having qualitative research on the effects of Honesty Store in the behavior of the learners for believing that if one was given a chance to practice honesty while they were young, they will become a better and productive citizen of our country in the future.

KEYWORDS: Honesty Store, Manipulating, Self-achievement

SUBMISISON ID: R04A-RIZALP-0356

The Effects of Leveling-Up of Directions (LODI) in the Performance of Grade 7 Students in English

Ma. Cristina Fabay, Pages A National High School

Abstract

INTRODUCTION

Generation Z or GenZ, in short, is a generation of instant. A blogger Natalie Lambert stated that "For Generation Z, it's instant everything" instant information, instant communication, and above all instant gratification."This can also be true in the following directions.

METHODS

The study aimed to introduce an innovative way to simplify test directions using codes and acronyms to achieve better performance in following directions among selected grade 7 learners in English. The goal of the study is to determine the performance of the selected Grade 7 learners in following test directions in English using the Leveling-up of Directions (LODI) and identify if their performance has a significant difference after answering the examination with Leveled-up Directions (LODI). The researchers utilized a quantitative type of research design and gave a test to a group of grade 7 learners chosen via random sampling.

RESULTS

Based on the results of pretests and post-tests on the performance of the learners in following test directions, dependent test results indicate that there was a significant difference in the performance of grade 7 students without the use of leveled-up directions whereas the second research question, as indicated by the dependent t-test results, implied a significant difference on the performance in following test directions of the selected grade 7 learners with the use of the leveled-up directions thereby rejecting the hypothesis.

DISCUSSIONS

The use of leveled-up directions is therefore recommended in test construction. Further studies in relation to the effectiveness of the leveled-up directions are also recommended to be able to integrate it in other learning areas. The proponents have come up with a conclusion that the shorter and the simpler the instructions are, with longer exposure to it, the better.

KEYWORDS: Assessment, English, Grade 7

SUBMISISON ID: R04A-RIZALP-0423

**the Effects of Listening to Music on the Concentration in the Classroom of
Grade 12 Local Guiding Students in ETTMNHS S.Y 2018- 2019**

Remy B Mamac, Kaye C. Talaña, & Ryan Christian S. Bulante, Department of
Education, ETTMNHS

Abstract

INTRODUCTION

Focus and concentration among students nowadays are hardly retained. In able to increase student concentration productivity, a strategy such as integrating music in the classroom has been considered. Studies have reported that music stimulates thinking and helps improve skills such as verbal memory and auditory memory, however, and there was no study on the concentration of the students while listening to music. Given that circumstance, the researchers through this study determined the effect of listening to music on the concentration in the classroom of G12 local guiding students.

METHODS

The experimental research design was used in this study. Questionnaire method was employed as the process of data collection. The respondents were divided into two sets, 15 local guiding students were first subjected to music while answering an activity afterward the same group of students was subjected to answer another set of activity without music.

RESULTS

Over-all, the experiment revealed that the respondents mostly feel relaxed in the classroom and are able to learn to their fullest potential in the classroom without listening to music. This supports the result on the respondents' focus and concentration while listening to music where most students do not feel relaxed in the classroom while they listen to music. It was further found that they are not able to learn their fullest potential in the classroom while they listen to music. This study therefore concluded that most students develop focus and concentration without listening to music.

DISCUSSIONS

It is evident that based on the results, learners have diverse learning strategies. Some prefer listening to music while doing an activity, while others learn better and process thinking without music. Hence, it is recommended that teachers explore various teaching strategies that will best suit the learning styles of the students. For the students, it is advised that they, too, explore their learning abilities in different learning environments.

KEYWORDS: Music, Concentration, Strategy

SUBMISSION ID: R04A-CAVITP-1217

The Effects of Mainstreaming and inclusion of Special Education in Regular Classes

Jeneth Rojas & Alma S. Salamatin, Department of Education

Abstract

INTRODUCTION

Special education refers to the arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to address the needs of students with differences, mental health issues, physical and developmental disabilities, and giftedness.

Our school was one of the establishments with a special education center that provides accessible services for children with special needs, that is why we found it to be a very special topic also for a research as it would help us learn more on how to help these children with special needs and help make them feel that they belong to the classroom, to a family, to a community and to the country where they live.

Furthermore, this research focused on how these special children will react if they will be included in regular classroom set up treated as normal pupils or individuals.

METHODS

In this research, multiple methods were used. The researchers used a design questionnaire to determine the effects of mainstreaming of special education (special children) in regular classes. The researchers used a checklist style research questionnaire and this was conducted and administered for the Grade levels and sections which includes special children/pupils in their class.

RESULTS

Only one or two children with the same or different impairment/disabilities were enrolled in the same regular class. They are included and given the same sets of activities and even tests just like the regular pupils in the class. Based on the results of the research, children with special needs can cope up with the lessons very well. And what is more joyful about the results is that they do all things with all their hearts and they had given enough of what they know, what they can and through this they expressed their ideas about some things and change the mentality of people around them that they are "abnormal". It is such an amazing experience seeing these special children innovate themselves with the help of the teacher, their cooperative classmates and most of all the techniques and methods used in the research.

DISCUSSIONS

From the research, it is found out that mainstreaming do help children with disabilities adjust to being with their non-disabled peers or their so called regular classmates which helped them adapt to the demands of a regular education class.

Inclusion is a teaching approach that focuses on including students with special education needs in the school community, it goes beyond placement in a general education

KEYWORDS: mainstreaming, inclusion, disabilities, special education

SUBMISISON ID: R04A-CAVITP-1335

The Effects of Malnutrition in the Academic Performance of the Severely Wasted and Wasted Pupils of Gulod Elementary School SY 2015- 2016

Maricel Brondial, Department of Education

Abstract

INTRODUCTION

Malnutrition defined as the absence of the right amount of nutrients in our body that was not properly taken for a long period of time. This is one of the problems that we are currently facing to attained of quality education. The significance of nutrition in performing different tasks in our daily lives, specifically in improving academic performance of the pupils. This study would determine the effects and causes of malnutrition on the academic performance, varied strategies and techniques that may improve nutritional status and their awareness on the benefits of healthy lifestyle of the pupils.

METHODS

Descriptive method was used by the researcher to gather data on the existing conditions of the respondents of the study. Pupils Pre

- Nutritional Status Profile served as benchmark in collecting data needed. Respondents were 8 severely wasted and 28 wasted pupils who were included in the beneficiary of school based feeding program. Feeding program could help a lot on the improvement of their nutritional status and academic performance. Home visitation, cooperation of parents and teachers, and monitoring of School-Based Feeding Program implementations were solved the problem.

RESULTS

Baseline Result of Nutritional Status has been concluded that their nutrition affected by their academic performance, 12 pupils out of 36 severely wasted and pupils belong to Fairly Satisfactory, 19 pupils belong to Satisfactory, 3 pupils fall on Very Satisfactory and 2 got outstanding grades as indicated in their Form 138 giving the first and second grading period.

Improvement of their nutritional status and academic performance achieved through applying varied solutions with the cooperation of the teacher by providing nutritious food to promote healthy eating through implementation of school -based feeding program for undernourished children. Out of 36 malnourished pupils, 19 pupils gained normal on their nutritional status, 3 pupils belong to Fairly Satisfactory, 7 pupils belong to Satisfactory, 22 pupils fall on Very Satisfactory and 4 got outstanding grades.

DISCUSSIONS

Identifying the effects of malnutrition on the academic performance of the malnourished pupil is significant in performing different tasks in our daily lives. Collaborative effort should be manifested among parents and teachers in achieving continuous progression of every pupil. Intensity the School Based Feeding Program and improved Gulayan sa Paaralan. Teaching-learning situation will be more enjoyable if the pupils are all healthy.

KEYWORDS: academic performance, malnutrition, collaborative

SUBMISISON ID: R04A-BATANP-1706

**The Effects of Mathematical Skills to Grade 11 and 12 Students under the
ABM Strand in General Mariano Alvarez Technical High School**

Kyla Faith Orens, GMATHS
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

This research focused on the advantages of mathematical skills in ABM strand of grade 11 and 12 students of General Mariano Alvarez Technical High School.

METHODS

The study used the phenomenology type of research design that focus on the experience of the students, especially the grade 11 and 12 students about the advantages of mathematical skills in taking the ABM strand, how their interest s affect their career choices, and the connection of ABM strand in their chosen career in the future. The researchers used interview as one of the data gathering instrument. Survey in the form of questionnaire, we are also gather a qualitative and validated data. It was divided into two main sections; the profile and the questionnaire proper.

RESULTS

This research shows that 1.) 64.29% of the students who are under ABM chose the said strand because of they already have their mathematical skill. However, the remaining 35.71% of the ABM students have their own bases for choosing the strand. 2.) Grade 11 students under ABM strand use common strategies

DISCUSSIONS

The study suggests that the students must be given academic support and motivations by teachers and parents to improve their skills that may help the students to have a better performance in the chosen strand. Students must also, at least, have the basic math skills in order to cope up with the requirements that the course entails.

KEYWORDS: Mathematical Skills, Performance, Business

SUBMISISON ID: R04A-CAVITP-0641

The Effects of Mathscore Program on the Mathematics Performance of Grade Ten Students among Selected Private Secondary Schools of Santa Rosa City, Laguna

Ferlyn Libao, Researcher, Rmdc

Abstract

INTRODUCTION

This study measured the effects of MathScore program on the mathematics performance of the students among selected private secondary schools in Santa Rosa, Laguna. Specific points were the profile and MathScore level and academic performance of the students. Another were the assessed effects of MathScore to the cognitive, affective and psychomotor of students' learning in mathematics, its relationship to MathScore level, relationship between MathScore level and academic performance in mathematics and the problems encountered during the implementation of MathScore Program. This study will further know the outcome on the student's motivation to learn more in mathematics as well as the improvement on their skills in problem solving.

METHODS

This study made use of the descriptive research method which is designed for the researchers to gather information about present existing conditions needed in the chosen field of study. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies.

RESULTS

1. Most of the respondents are male and have family income of P50,000 - above, often use their account at home, in the Captain level and have a grade of Proficient.
2. Most of the students agree that MathScore have effects on their cognitive, psychomotor and affective aspect of learning.
3. Both MathScore level and the academic performance in mathematics of the students are approximately average to above average.
4. Significant relationship was noted between the students' MathScore level and assessed effects of MathScore to cognitive, psychomotor and affective aspect of learning as disclosed by the p-value of 0.001, 0.027 and <0.001 .
5. Significant relationships on MathScore level and academic performance in mathematics was denotes positively moderate relationship.
6. Too many worksheets were identified by the students as the main problem with the descriptive interpretation as Often.

DISCUSSIONS

1. The MathScore teacher must encourage students who are low performing in both MathScore and their academic performance. Teachers may also include advance group review and discussions of topics through MathScore.
2. The MathScore teacher was suggested to prepare online lessons that will enhance student's creativity.
3. The MathScore teacher should continually guide, monitor and motivate students to improve their MathScore level.
4. Motivate students to answer worksheets that enhance mastery skills in mathematics

KEYWORDS: MathScore, Online Games, student performance

SUBMISSION ID: R04A-STAROS-0079

The Effects of Memorization of Multiplication Table in the Performance of Grade V and VI Pupils in Mathematics at Balibago Elementary School

Yolanda Ranido, Master Teacher II

Abstract

INTRODUCTION

As a teacher of Mathematics, the researcher has experienced failure in teaching these topics because of multiplication table memorization problem. No matter what the teacher does to save the day, still failure on the part of the pupils to know, understand, memorize the multiplication table will rend all efforts useless. The researcher could no longer stand the feeling of inadequacy seeing her pupils find difficulty in every mathematics problems involving multiplication and consequently division. In her aim to determine the factors that caused non- memorization of multiplication table, she embarked on this study. This study aimed to determine the effects of non-memorization of the multiplication table in the performance of Grade V and VI Pupils in Mathematics at Balibago Elementary School during the School Year 2017- 2018. This study aimed to produce an output to help pupils get over their difficulties.

METHODS

The researcher used the results of the Mathematics multiplication test which revealed who among the pupils would be the respondents of this study. Ten (10) pupils obtained lowest scores in the test. The researcher utilized the descriptive design in undertaking this study. A descriptive design involves describing, analyzing, and interpreting certain conditions which is existing at the time that a study is conducted and compare and contrast results in the attempt at the discovery of a cause-and effect relationship which is existing at a certain location such as Balibago Elementary School. It describes the nature of the situation which is the difficulty of Grades Five and Six pupil in Mathematics because of non-memorization of the multiplication. The researcher assured that the responses in the questionnaire would be treated with confidentiality and that the respondents' identities would be kept anonymous. Since the pupils were all underage, the consent of parents were also sought. The questionnaire was also peer validated to ensure that all responses were done objectively.

RESULTS

It was found that the pupils had very low multiplication skills. They also perceived negatively the memorization of the multiplication table

DISCUSSIONS

Results revealed that the Grades Five and Six pupils had difficulty in solving problems in multiplication. This result can be attributed to the truth that these pupils have not yet memorized the multiplication table. These pupils did not give priority and importance to the Mathematics subject which is a functional one.

KEYWORDS: multiplication, factors, difficulties

SUBMISISON ID: R04A-BATANC-0550

**The Effects of Mobile Phones in the Learning Process of Grade -11 Students
of General Mariano Alvarez Technical High School**

Yanzel Mae Sanchez, Gmaths
(Adviser: Charisma Gredona)

Abstract

INTRODUCTION

The researcher examined the negative impact of mobile phones on student learning. The study seeks to investigate the effects of mobile phones when being used in the classroom and how it affects the learning process of grade 11 students of General Mariano Alvarez Technical High School. Finally, the study compared the learning performance of students with and without mobile phones.

METHODS

All needed data for the study were gathered through the use of questionnaires. The researcher used her vacant time to roam around the council and give questionnaires at random to students available. Difficult items in the questionnaires were explained by the researcher to obtain reliable answers. The filled copies were collected immediately for safekeeping.

RESULTS

The study showed that students use mobile phones every day in school not only during break times but also during class hours. The study also reveals both the positive and negative effects of mobile phones on students.

DISCUSSIONS

High school students need to be re - oriented on their needs to set their priorities right. The reorientation must be championed by the school top management in partnership with the parents/ guardians of the students. Mobile phones usage by students can not be prohibited drastically. There is a need for repetitive reminders on the positive and negative effects of their usage and the problems that will likely occur due to over-dependence and unregulated use of this device.

KEYWORDS: Mobile Phones, Learning, Process, High School, Gmaths

SUBMISISON ID: R04A-CAVITP-0682

The Effects of Multi- Media Strategy (Television and Digital Light Processing or DLP) on the Classroom Performance of Selected Grade 10 English Students of Guronasyon Foundation inc. National High Sch

Rhodora Cruz, Guronasyon Foundation Incorporated National High School

Abstract

INTRODUCTION

As educators have become aware of the benefits and shortcomings of various traditional methods used to provide instruction, teachers should be more brilliant, creative, and interactive in giving information to the students. Thus, this paper will focus on the effects of multi- media especially television and digital light processing (DLP) on the student's classroom performance.

METHODS

This study aimed to determine the effects of multi- media especially television and digital light processing (DLP) on the Classroom Performance of Guronasyon Foundation Incorporated Nation High School. The parameters will be based in terms of pretest and posttest. The respondents of the study were the class of Grade 10- Fortitude with the class size of 50 and Grade 10- Faith with the same class size of the same number. Thus, they were gauged as the lowest among the G10 English Students based on the diagnostic test given and are in need of attention to address difficulties in learning. It used experimental pretest and posttest method to validate the effects of multi- media especially television and digital light processing (DLP) on classroom performance of selected Grade 10 English students of Guronasyon Foundation Incorporated Nation High School.

RESULTS

The results revealed that the overall results in control and experimental groups were 15.31 and 24.33 in pretest and posttest respectively, with the verbal interpretation as very satisfactory and outstanding. Also, the level of performance of the experimental and control group in the posttest differ significantly since the p-value are less than 0.05 level of significance. The null hypothesis is rejected and verbal interpretation of significant.

DISCUSSIONS

This implied that the experimental group who used the Multimedia (Television and Digital Light Processing) gained more mean scores than the control group who used the classroom-guided discussion module. With these, the proponent would like to give emphasis on the effects of multimedia as it pave way on the improvement of classroom performance among students especially that they have been visual learners who grow on an environment which is fast paced and technology driven.

KEYWORDS: multi- media strategy, enhancement strategy, performance improvement

SUBMISISON ID: R04A-RIZALP-0279

The Effects of Peer Tutoring on the Mathematical Performance and attitudes of the Grade Viii Students of Lecheria National High School, Calamba City

Steve Paulo Dela Cruz - Teacher I

Abstract

INTRODUCTION

Peer tutoring is a beneficial way for students to learn from each other in the classroom. While one student may excel in math, another student may be top-notch in English. Both students can benefit from peer tutoring. The tutor can develop social skills and a sense of responsibility. Tutoring can help extend a tutor's own knowledge. While the student learns the academic skill they were lacking, they also develop better interpersonal skills. This type of tutoring is successful because students teach other students how they understand the skill or concept. They speak a similar language and convey the information in a manner each understands.

METHODS

A quantitative approach utilizing a pretest-posttest control group quasi-experimental design was adopted for the research. This design was chosen due to the existence of naturally assembled classes for which random assignments to the experimental and control groups could not be applied. Attempts were made however to match the characteristics of the experimental and control groups as closely as possible to minimize differences that existed between them. This method allowed the researcher to measure the impact of the treatment on the mathematical performance and attitudes of the experimental group by assessing the degree of change in their academic performance, when compared to the mathematical performance and attitudes of the control group, who will be receiving conventional instruction.

RESULTS

1. The Mathematics performance of the students is homogenous at 79.66 and no significant difference between their Pre- test and post- test respectively.
2. The Peer Tutoring Method has a significant relationship with the Mathematics Performance of the Respondents.
3. The Mathematics Performance and the Attitudes of the Respondents has a significant relationship.
4. In this particular study, students have positive attitude towards mathematics
5. The Mathematics Performance has no significant difference when grouped according to profile

DISCUSSIONS

1. These findings could serve as a basis for the improvement of basic education in the early levels of learning.
2. The administrators and teachers should come across into the prevailing application that affects the students' mathematics performance and a positive attitude with a more intensive implementation and supervision of the method of Peer- Tutoring.
3. Parallel studies with the inclusion of predictors such as non- intellectual and intellectual variables should be conducted.

KEYWORDS: Peer, Tutoring, Performances

SUBMISSION ID: R04A-CALAMB-0092

The Effects of Physical Condition and School Facilities in Students Learning Experience in Physical Education

Arthur Joseph Reyes, Department of Education Division of Lipa City

Abstract

INTRODUCTION

The school is a social institution entrusted with the formal education of the youth in the society. Sporting activities have been known to be an integral component of the educational programs of the most, if not all nations of the world. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized.

METHODS

The research design used for this study was a descriptive survey method. The teacher made questionnaires for the Grade 7 students. The questionnaire allowed the researchers to mark and analyze profile of Grade 7 students in regard the effects of poor physical condition and school facilities in shaping students learning experience in physical education.

RESULTS

A total of 40 Grade 7 students were selected as respondents. The result shows that 80% of the students learn from their experiences in and out of the classroom. Poor facilities in public schools signifies that students are not receiving their rights of having a sufficiently available and well-maintained school facilities.

DISCUSSIONS

The result demonstrates the need to enhance the quality education by providing information the inequality in education and they will also reveal to them that this inequality is not only closed by setting central exams but also by considering other factors. It also shows how school resources play an important role in the teaching/learning process and hence to student's performance.

KEYWORDS: integral, over-emphasized, inequality, overcrowding

SUBMISISON ID: R04A-LIPAC1-0232

The Effects of PROJECT SILT(Science instruction and Learning through Technology) in Grade V Pupils of Sta. Monica Elementary School

Jeanett Cacao, Department of Education

Abstract

INTRODUCTION

Instructional systems and educational technology have been gaining great attention by educators in order to enhance pupils' learning. The use of technology is a major instructional trend because technology maintains pupils' attention, increases their motivation, facilitates presentation of figures and graphs, and provides more active teaching environments. Furthermore, it goes with the latest trend to cater the need of today's generation or what we call millennial learners, technology help them to be more innovative and creative in presenting their outputs during the cooperative learning. In view of the foregoing research, the researcher was motivated to administer an action research on which approaches and strategies would best fit pupils' effective learning. This research is done to determine the effects of technology-based instruction on pupils in improving poor performance in Science of Grade Five pupils in Sta. Monica Elementary School.

METHODS

This study used a between-group experimental design since its main purpose is to determine the effectiveness of technology- based instruction. The pupils were group in two, first group was designated as control group and the second group was designated as the experimental group. The control group was exposed only to the traditional teacher-led instructional method, while the experimental group had both the teacher

-led instructional method and accessibility to the new multimedia instructional material.

RESULTS

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 technology- based instruction. The result was shown that there is an increase of 5 % in their performance level. Utilization of multimedia in teaching science is effective considering the higher scores of the experimental group compared to the control group.

DISCUSSIONS

The result of the study exhibited that utilization of Technology- based instruction has positive effect in teaching pupils in Science especially in heterogeneous classes because it improved their classroom performance. Teachers encouraged to be updated with latest trends on technology-based instruction for them to gain more knowledge and clear understanding of the approach. Continuous implementation of PROJECT SILT is recommended for further improvement of the performance level of the pupils in Science and Technology.

KEYWORDS: Science Instruction, learning through technology

SUBMISISON ID: R04A-BATANP-1444

The Effects of Reading Comprehension and Strategic Approach on the Learning Efficiency among Grade Four Pupils of Palumlum Elementary School

Elenita Giron, Department of Education

Abstract

INTRODUCTION

Reading has always been a part of every person's being. It is a perusal of written or printed matter of decoding a series of written symbols as well as associating them with their meanings. It is a way of communicating and the key to success but obviously, this is a very nice adage but sadly, classroom across the nation are interspersed with pupils who experience difficulty in learning because first and foremost they do not understand what they are reading and most of the millennial learners nowadays experience the same type of frustration every day. They don't possess adequate reading comprehension skills to do what is expected of them. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The chief goal is to derive some understanding of what the writer is trying to convey and make use of that information.

METHODS

Multiple methods were used in this research. One of the methods used for this research is the translated survey questionnaire method based on the study of Balbalosa (2010). The focus of the study were the pupils of Palumlum Elementary School, Grade IV to be specific. The statistical treatment of the gathered data included tabulation of frequencies and percentage. The researcher conducted a survey using the questionnaire in gathering the respondents' perception on the instructional competence in the said research. The researcher conducted a pretest last November 2018 and the result was used as the basis of this research. The researcher monitored the reading comprehension progress of her pupils starting November 17, 2018, every Friday Reading Comprehension test were given to the class.

RESULTS

Many pupils who participated in the research that I have done perceived substantial problem with different innovations which stem predominantly from 1.) Poor study habits 2) The role of the teacher in the teaching-learning process has always been recognized. 3) Lack of follow up at home.

DISCUSSIONS

The researcher aimed to inculcate in the minds of the Grade IV class, the love for reading as well as to increase awareness of the pupils on the importance of Reading comprehension. Furthermore, this research educate the Grade IV pupils about responsible utilization of reading materials that helped decrease the number of pupils that read without comprehension. This is not an achievement not only for the pupils but for the teacher as well henceforth, the fruits of her works can now be harvested.

KEYWORDS: Comprehension, Inculcate, Awareness, Importance

SUBMISISON ID: R04A-CAVITP-1476

The Effects of Reading Strategies in Comprehension among Grade Ii Pupils at Pajo Elementary School

Myra David, Remulla Street, Pajo, Alfonso, Cavite

Abstract

INTRODUCTION

Every teacher ultimately has the same wish for their pupils, they want them to not only succeed but to excel in all areas of life. One of the ways that can facilitate this wish is to give the gift of literacy. In order to become literate, all children must increase their comprehension of what is being read to them aloud or what they are reading individually.

Pupils learn effectively in a cooperative setting by working towards a common goal. The more pupils work in cooperative groups, the more they understand, retain and feel better about themselves and their peers.

METHODS

The research began on June 2017 by giving the PHIL-IRI reading test to each pupil. We found out that 14 out of 25 Grade two pupils were in the frustration level. Although they can recognize the word they cannot comprehend.

At first, preparation on focus skill and setting activities. Discuss the task, motivation and pre-reading activity were done. Then reading, listening and correcting. Appreciate reading word, phrases, sentences and selections using flashcards and projectors. In progress check, a reading teacher facilitates oral reading of the word flash on the screen. Reading teacher checked the retention, comprehension of the reading apprentice through spelling, fill in the blanks and recognizing words. Reading teacher facilitated question and answer about the session of the day.

RESULTS

This action plan started when 14 pupils were found out to be in frustration level of reading comprehension. This 14 pupils were given pre-assessment from reading curriculum. It was age-appropriate and showed the pupils comprehension abilities very clearly. After the pre-assessment the struggling readers were given more attention through project ReaMMB and those who could read more were monitored in their comprehension level in advance.

In the final week, pupils were given final comprehension check-up as well as post assessment test in PHIL-IRI reading test. The same comprehension assessment given on a pre-test were given on a post test comprehension assessment to observe the improvement of the pupils throughout the project.

DISCUSSIONS

Following five month intervention activity, data analysis indicated that pupils reading comprehension increased. As a result of the findings of the Project ReaMMB, the implementation of Project ReaMMB will continue for the improvement of the pupils reading comprehension.

KEYWORDS: reading strategies

SUBMISSION ID: R04A-CAVITP-1205

**The Effects of Realistic Mathematics Education (Rme) Based Activities to
the Business Mathematics Performance of the Abm Students in Camp
Vicente Lim National High School**

Randy David, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

This study was primarily designed to determine the effects of RME based activities to the mathematics performance of the ABM grade 11 students of Camp Vicente Lim National High School (CVLNHS), school year 2016-2017. Specifically, the researcher determined first the post test results of the control and experimental groups. On the other hand, significant differences of respondents' mathematics performance were tested based on the post test results of the control and experimental groups. The end view of this research is to develop RME based activities to help improve more the senior high school students' performance in Mathematics.

METHODS

The researcher utilized a total of 10 students which were selected from two sections of ABM Track of the Senior High School Department considering the set criteria. These 10 students served as the respondents of the experimental group as well as the control group. The experimental method of research was employed so as to fulfill the objective of the study using the within subject experimental design in particular. A teacher made test and the RME based activities which gone thorough validation served as the main tool in data gathering. Statistical treatments applied to the gathered data included frequency and percentage, and t -Test.

RESULTS

The findings of this research divulged that the student - participants under controlled group obtained scattered level of performance ranging from satisfactory to outstanding in the post test after providing them lectures on overtime without giving them any RME treatment or intervention. In addition, the student - participants under experimental group achieved an outstanding performance when the treatments on RME based activities have been applied. Moreover, there was a significant difference found between the performances of the students under experimental condition than those who did not undergo intervention.

DISCUSSIONS

In the light of the findings, the researcher recommends that the school administrators may provide their teachers RME based activities in teaching business mathematics to improve more the performance of the students; the Mathematics Teachers may develop RME based activities and utilize it as one of their teaching strategies which will help enhance the performance of the grade 11 students in business mathematics; and lastly the future researchers may conduct further researches that could provide newer directions towards the improvement and teaching of the newly implemented SHS mathematics.

KEYWORDS: Realistic mathematics education, Business mathematics, academic performance

SUBMISISON ID: R04A-CALAMB-0235

The Effects of Reciprocal Teaching on the Reading Comprehension of Grade VI ESL Students in Balite I Elementary School

Mark Kemuel Almeda, Balite I Elementary School, Department of Education
Silang

Abstract

INTRODUCTION

Most studies on reading intervention claimed that reciprocal teaching has positive effects in improving students' comprehension. However, many of these studies have given less focus in addressing the importance of providing students an intensive teaching of the four strategies through explicit instruction before the actual application. This study is focused to furtherly validate the effectiveness of reciprocal teaching on the reading comprehension of Grade VI students of Balite I Elementary School with the provision of intensive practice of the strategies before and during the intervention.

METHODS

A true experimental design was used which employed three criteria such as control group and experimental group, research manipulated variable and a random assignment. The Grade VI students were randomly assigned in control and experimental group. The control group provides a baseline data to which the result from the experimental group is compared.

RESULTS

After the score from the pretest and posttest of the students were subject to quantitative analysis, the major findings showed that the reading comprehension of the experimental group consisting 20 students has gained a more significant result than those of the control group. This was evident after students from the experimental group gained a mean score from 4.40 to 6.05 while the control group gained from 4.45 to 5.35; this marked a negligible difference within the two sets of scores before and after the intervention using reciprocal teaching.

DISCUSSIONS

The result suggests that giving students more time to practice and understand the role of each reading strategy would help them perform better its application in understanding the text they are reading. By that, they can be developed their independence in reading by applying these strategies in the reading process.

KEYWORDS: reading intervention, reciprocal teaching strategies, independent readers

SUBMISISON ID: R04A-CAVITP-1131

The Effects of Remedial Reading instruction in Improving the Reading Ability of Grade 2 Non-Readers Specifically on Word Recognition and Fluency in English

Andrea V. Bondoy, Merichelle B. Sagayadoro, & Andrea A. Angeles, Department of Education Imus City

Abstract

INTRODUCTION

In line with this institutionalized programs by Department of Education which enforce the policy that every child a reader by Grade 3, this Action Research, will be focusing on the 50 Grade 2 non-readers of Pasong Buaya II Elementary School to achieve the desired reading skill appropriate to their level. This research aims to improve the reading ability specifically on word recognition and fluency in English by at least 60% of 50 non-readers in the 2nd Grade of Pasong Buaya II Elementary School at the end of December 16, 2016.

METHODS

During the study, Grade two pupils took the Phil-IRI Pretest and Post test to measure their reading levels. The study employed the Continuous Improvement (CI) Methodology which has three Phases: assess, analyze and act.

Focused Group Discussions were also conducted during the study. The CI team crafted the solution implementation plan after identifying the real needs of the pupils.

The following interventions were done during the study. First, pupils were identified and grouped according to their reading ability. They were categorized as Beginning/Sounds, CVC, Basic Sight Words, Phrases and Sentences. Individualized remedial reading instructions were done by different remedial reading instruction teachers.

Pilot testing was conducted for two weeks for 18 randomly selected Grade 2 non-readers. After reviewing the results, the roll-out plan was implemented to the rest of the non-readers.

RESULTS

Results of the Phil-IRI Post test in English (Oral) for SY 2016-2017 revealed that there were still 16 or 10% of 159 Grade 2 pupils were non-readers.

Whereas, the Pretest showed that 50 (31%) of 162 Grade 2 pupils were non-readers.

Therefore, there was an increase of 68% from the Pretest after the conduct of the Remedial Reading Instruction under the Continuous Improvement process.

DISCUSSIONS

This action research study investigated the research question: "What is the effect of remedial reading instruction in improving the reading ability of Grade 2 non-readers specifically on word recognition and fluency in English?"

After the pilot testing the result showed that 11 out of 18 randomly selected pupils became readers.

The Phil-IRI Posttest was conducted after the roll-out. Results revealed that 23 out of 39 non-readers who were involved in the roll-out became also readers.

KEYWORDS: remedial reading Instruction, non-readers, word recognition, fluency

SUBMISISON ID: R04A-IMUSC1-0097

The Effects of School Based Feeding Program to the Academic Performance of Pupils in Panhulan Elementary School

Juliet Punzalan & Valentina Brotonel, Panhulan Elementary School

Abstract

INTRODUCTION

The primary purpose of this study was to determine the Effects of School Based Feeding Program to the Academic Performance of Pupils in Panhulan Elementary School. The study covers 100% or with a total of 36 severely wasted/wasted pupils from Kindergarten to Grade Six pupils of Panhulan Elementary School during the School Year 2017 - 2018

METHODS

The primary purpose of this study was to determine the Effects of School Based Feeding Program to the Academic Performance of Pupils in Panhulan Elementary School. The study covers 100% or with a total of 36 severely wasted/wasted pupils from Kindergarten to Grade Six pupils of Panhulan Elementary School during the School Year 2017 - 2018

RESULTS

A significant increase in the academic performance was shown by the pupils in Panhulan Elementary School under severely wasted after the feeding program. They can now perform well in class due to their good health condition. Indeed, pupils with good nutritional status can easily understand the lesson can think critically and can even get solutions to the problems they meet in their everyday life.

DISCUSSIONS

The School Based Feeding Program has positive effect on the academic performance of severely wasted pupils. The teachers should coordinate regularly with the medical team for proper monitoring. However, there is still a need to study further on other areas to validate the findings .

KEYWORDS: Performance, feeding Program, Descriptive, pupils, Panhulan

SUBMISISON ID: R04A-BATANP-1263

**The Effects of Selected Social Media in Everyday Living of the Students in
Pedro S. tolentino Memorial National High School**

Sherlyn Bayeta & Cristy Alcayde

Abstract

INTRODUCTION

Social Media is a concept that has given people a common platform for sharing their news, views and opinions regarding issues around them. It is also a tool that lets students, parents and educators collaborate online. The purpose of this research were to determine the importance of using social media, identify the good and bad effects of social media in the daily life of the students, and evaluate the ways on how to minimize the usage of social media.

METHODS

The study is quantitative in nature and made use of descriptive research design. Furthermore, they used a survey questionnaire to gather the data needed participated by (100) respondents selected through random sampling method.

RESULTS

The results showed various effects of selected social media in everyday living of the students. In terms of behavior, the students often preferred social media specifically Facebook and Messenger as means of increasing their self-confidence, recognizing the attention given to them, and sharing their problems. In terms of communication, they often preferred social media particularly Facebook in communicating with their friends and parents. Furthermore, in terms of studies, they always preferred to finish their studies first before engaging themselves with their online friends specifically in using Messenger.

DISCUSSIONS

Based on the study, the selected social media such as Facebook, Messenger and Instagram had positive and negative effects on the students' behavior, communication and studies. It served as a means of expressing their emotions and opinions, connecting with their loved ones and enriching their studies. However, through those social media, they become addicted in using it and distracted in their studies that sometimes results in low academic performance and misunderstanding.

KEYWORDS: Effects Of Social Media, Senior High School

SUBMISISON ID: R04A-BATANC-0228

The Effects of Social Media on the interpersonal Relationship and Academic Achievement of Students in Taal National High School

Sherlyn Joy Icaro, Department of Education, Taal National High School

Abstract

INTRODUCTION

The study investigated the effects of social media on the interpersonal relationship and academic achievement of the students in Taal National High School, Batangas, Philippines. Students nowadays are more visual and auditory learners. They are more attentive and participative if lessons and outcomes are presented in interactive ways. The use of computers in the teaching has been in practice and is still increasing with the advent of different instructional programs, Facebook, Twitter, YouTube and many more on the internet. Students usually use these tools in their studies and information exchange. However, there are perceptions that interpersonal relationships are also affected positively and negatively by such use of multimedia.

METHODS

The researcher used the quantitative descriptive method of research. The respondents of the study are the primarily selected students of Taal National High School. The academic achievement of the respondents will be based on their academic grades acquired within the school year, while the data on interpersonal relationships will be based from a survey questionnaire.

RESULTS

Most of the respondents chose Facebook as their form of social media, which they accessed through their mobile phones. The respondents strongly agreed that social media affect their interpersonal relationships in their parents, siblings and friends. Most of the respondents have grades between 80-84 or satisfactory grades. The respondents' Social Media use is significantly related to their interpersonal relationships and academic achievements.

DISCUSSIONS

The parents in general must be aware that students need parental guidance while using the Social Media. Parents play a major role in their child's academic performance, thus when their children's learning habit is diverted into excessive use of Social Media this will have a great effect on the child's Academic Performance. Social Media in moderate usage doesn't directly affect the students' learning process, but anything in excess is harmful. Teachers should be aware and orient the students on how to use Social Media moderately. Monitor school work diligently and design course works which students can indulge in more fulfilling and productive activities.

KEYWORDS: Social Media, Interpersonal Relationship, Academic Achievement, Students

SUBMISSION ID: R04A-BATANP-1002

The Effects of Social Media to the Academic Performance of Grade 11- Wisdom of School Year 2017-2018

Edlhey Mae Batalles, Pantay National High School
(Adviser: Jerilee Villabeto)

Abstract

INTRODUCTION

Nowadays, students are exposed in different social media such as Facebook, Twitter, Instagram and the like. Social media technologies take many different forms including blogs, forums, video-sharing, social gaming and social networks. Social media help to express user's feelings online to create communication, it helps the institutions, business, charities, government and politics in so many ways. Excessive use can cause problems. Therefore, the purpose of the study is to know the effects of social media in the academic performance of the students. Understanding the effects of this medium to academic performance will benefit the students, teachers, parents and future researchers in a way that can give them idea how social media can improve student's performance.

METHODS

Descriptive Research defined by John Dudovskiy (2018) was used in the study which aimed at casting light on current issues or problems. The use of social media is a current trend and issue therefore the researchers were expecting that there will be an observable effect to the students' academic performance. With these reasons, descriptive research design is appropriate for this study. Questionnaire was administered to the respondents of the study. The researchers used frequency and percentage distribution for statistical treatment.

RESULTS

It shows that female respondents are more inclined to use social media for academic purposes, resulting to 25% compared to males who have 2.5%, both came from the range of 91-95 rate of average grade. On the other hand, in terms of the social media that the respondents have used all respondents were using Facebook while Instagram had higher number of users compared to Twitter.

DISCUSSIONS

After looking at the data, the researchers concluded that social media really take part in student's academic performance. The researchers weren't able to include YouTube as a social media platform. The research can be further expanded by including YouTube and its effects to the academic performance. The researchers recommended to let the students use their mobile devices during class hours for academic purposes only and to get access in the school's Wireless Fidelity Connection (wifi).

KEYWORDS: effects, social media, academic performance, students, grade 11, school year, 2017-2018

SUBMISISON ID: R04A-RIZALP-0022

The Effects of Social Media to the Study Habit of the Selected Junior High School Students of ETTMNHS SY 2018-2019

Jade N. Bacarisas, Camila Dinero, Charmellette Baldespinoza, & Jullie Andador,
Department of Education /ETTMNHS

Abstract

INTRODUCTION

Social media has fool, wrong, confusing online content that can harm your own reputation. The students become victims of social network more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work.

Most of the students cannot live without social media and that leads them to get lazy on the other things. On that, we can already state that social media really has a big impact on every student.

This research enables students to know the effects of the social media to the study habit of every student.

METHODS

The researchers used a Quantitative Method where the study used a Descriptive Design of research. The participants of the study were the Junior High School students of the Emiliano Tria Tirona Memorial National High School-Integrated Senior High School, School Year 2018-2018. To obtain good representation of the students, the researchers decided to randomly picked 10 respondents who are under Junior High School and considered as the sample population of the study. The researchers used survey forms as the instrument to gather the data.

RESULTS

Majority of the junior high school students agree that the social media has a bad effect in every student because it occupy their mind even in the middle of the class and affect their study habit that leads them into poor academic performance.

However, there are few students slightly agree that social media does not affect their study habit.

DISCUSSIONS

It is evident from the result that overused of social media has a bad effect on the study habit of every student. Therefore, students should know how to control themselves in using any social media in able them to concentrate with their studies and to reach their highest dreams in life.

KEYWORDS: Social media, academic performance, study habits, junior high school

SUBMISISON ID: R04A-CAVITP-1103

The Effects of Strategic intervention Material in Computer Hardware Servicing Exploratory Course to Students' Academic Performance in Technology and Livelihood Education

Rodita Bisa, Naic NHS

Abstract

INTRODUCTION

Technology and livelihood Education (TLE), an exploratory subject for Grade 7 and Grade 8, introduced the different learning activities, which will prepare the students to be skilled before they take the step into the field of work.

The researchers developed a Strategic Intervention Material (SIM) in Computer Hardware Servicing, an Exploratory Course of Technology and Livelihood Education (TLE), to bridge the learning gaps in Grade 8 students.

Researchers are trying to find out how Technology and Livelihood Education (TLE) can be taught in such a way that students will learn the correct measurement and calculation.

METHODS

The researchers created a SIM that is used in this study. They were intervention materials designed to help teachers provide the students a needed support to make progress. The SIM focused on carrying out mensuration and calculation. The intervention materials used were the guide card, activity card, assessment card, enrichment card and reference card. The pre-test was given to 40 students. It was a 20-item teacher-made test, which was designed to measure the mastery level of the students on the lesson chosen by the researchers. The pre-test was administered to the students. The least mastered competencies were identified. The SIM was given to the students for use. A post-test was conducted after the administration of SIM.

RESULTS

The mastery performance score of the students' pre-test and post-test on the least learned competency; it shows that the MPS during the pre-test is significantly low with 40.65% while the MPS during the post-test is 88.65%. The MPS of the post-test increased by 48% over the pre-test.

DISCUSSIONS

The Mean Percentage Score (MPS) in Computer Hardware Servicing Exploratory Course of Grade 8 students during the Pre- test is below the 75 percent level of proficiency.

The achievement of the students in the post-test after their exposure to the Strategic Intervention Materials (SIM) is higher and better compared to the pre-test. There is a significant difference in the achievement of the students. This suggests that the Strategic Intervention Materials (SIM) be adopted as instructional materials for teaching TLE to facilitate and improve performance. Furthermore, other researchers could work and prepare the same materials on other learning areas.

SUBMISISON ID: R04A-CAVITP-1034

The Effects of Strategic intervention Material in Computer Hardware Servicing Exploratory Course to Students' Academic Performance in Technology and Livelihood Education

Verna Aniete, Felix Perucho, & Rodita Bisa, Naic Nhs

Abstract

INTRODUCTION

Technology and livelihood Education (TLE), an exploratory subject for Grade 7 and Grade 8, introduced the different learning activities, which will prepare the students to be skilled before they take the step into the field of work.

The researchers developed a Strategic Intervention Material (SIM) in Computer Hardware Servicing, an Exploratory Course of Technology and Livelihood Education (TLE), to bridge the learning gaps in Grade 8 students.

Researchers are trying to find out how Technology and Livelihood Education (TLE) can be taught in such a way that students will learn the correct measurement and calculation.

METHODS

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RESULTS

Table 1 displays the mastery performance score of the students' pre-test and post-test on the least learned competency. The data shows that the MPS during the pre-test is significantly low with 40.65% while the MPS during the post-test is 88.65%. The MPS of the post-test increased by 48% over the pre-test.

DISCUSSIONS

The Mean Percentage Score (MPS) in Computer Hardware Servicing Exploratory Course of Grade 8 students during the Pre- test is below the 75 percent level of proficiency.

The achievement of the students in the post-test after their exposure to the Strategic Intervention Materials (SIM) is higher and better compared to the pre-test. There is a significant difference in the achievement of the students. This suggests that the Strategic Intervention Materials (SIM) be adopted as instructional materials for teaching TLE to facilitate and improve performance. Furthermore, other researchers could work and prepare the same materials on other learning areas.

SUBMISISON ID: R04A-CAVITP-1036

The Effects of Study Habit on the Academic Performance of Students

Ma.Victoria Tolentino, Teacher

Abstract

INTRODUCTION

Research on the correlation between study habit and students academic achievement has long received attention from scholars and educational agencies. For instance, the national Assessment of Educational agencies. For Instance the national Assessment of Education Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic performance of the students.

METHODS

The Students way of study whether systematic, efficient or in efficient. Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

RESULTS

The study will be used to many people who may want to know the factors that could make students academic performance. Therefore the study is significant in this regards. It attempts to combine study with study habit and how they both affect academic performance of students. It will provide valuable information about the effects of poor study habit on academic performance of students

DISCUSSIONS

The primary aim of this study was to determined whether the study habit of the student has an effect on their academic performance.

KEYWORDS: study habits

SUBMISISON ID: R04A-CAVITP-1108

The Effects of Teachers' attitudes towards Students' Learning Competencies

Maria Bennarose Alvarez, Department of Education Calaca

Abstract

INTRODUCTION

The teaching-learning process is composed of the learner, teacher and the learning environment. The learner is the key element in the process for without them, curriculum system will be void and useless. One of the principles in teaching states that in order for learning to takes place, conducive learning environment should be provided, an environment that will hone the learners to the fullest and will upgrade learners' competencies. But learning environment is insufficient; teachers too should do their part in order to reach their goals, to develop learners who are competent and manageable.

METHODS

A study on the effects of teachers' attitudes towards students' learning competencies adopted descriptive method. The achievement of the objectives of the study existed through the use of survey method to the 100 college students of Immaculate Conception College. Checklists were distributed to gather information needed to determine the effects of teachers' attitudes towards students' learning competency.

RESULTS

Teachers' attitudes are factors to be considered in the development of students' learning competency. Their diverse attitudes greatly affect the students' learning competency. Others take it positively as it boosts their learning competency and that they are highly motivated but for some students, they have sensed that it can lead to poor performance and lack of interest. The major reason why teachers do have diverse attitude is due to their students, how they behave in class. Students' uncontrollable behaviors affect a lot on how teachers act inside the classroom. On the other hand, physical condition of a teacher also contributes on why there are varied attitudes among teachers.

DISCUSSIONS

Teachers play a vital role in the teaching-learning process. They are the ones responsible for the development of the students. They are equipped with different attitudes in dealing with their students in varied classroom set-ups. Students perceived them as major factors that contribute on their learning competencies. The attitudes of the teachers towards the learning competency of the students entailed with various implications. Since students have different views on teachers' attitudes for sure constraints may arise leading to a major complication that could have a great impact on the learning competency of the students. Effects will not arise without any cases; teachers have their own reasons why they possess such attitudes in dealing with their students.

KEYWORDS: Attitude, Competency, Curriculum, Teaching, Learning, Process

SUBMISISON ID: R04A-BATANP-2241

The Readiness of Grade 5 Teachers in the Implementation of K to 12 Program: Basis for Training Design

Glenda Segui, Department of Education Iriga City

Abstract

INTRODUCTION

Huge shifts have been occurring in education that are continuing to impact teaching and learning today. Some changes are positive such as the country's record high school graduation rate, narrowing achievement gaps, greater number of students attending college. But all types of change" particularly those that have the potential to yield the most positive outcomes" can be challenging.

METHODS

The researcher utilized the descriptive-inferential-correlational method of research with documentary analysis. The respondents answered the researcher-made questionnaire. Frequency count, percentage, rank, Kendall Coefficient of concordance W, and chi-square (χ^2) were used to treat the data statistically.

RESULTS

Most of the teachers were Bachelor's Degree holders, others are with units in Master of Arts, and had finished Master's Degree, while others with units in PhD, and are Doctorate Degree holders. Position items are Teachers I, II, and III, the rest are Master Teachers I and II. As for the length of service, the majority are Bracket 1-10 years, others were 11-20 years, and 21-30 years, and 31 years and above. The following indicators were: Assessment of pupils' performance; Knowledge of the subject matter; Classroom management; and Teaching Strategies, instructional materials. Facilities and equipment, textbooks outlined in the K to 12 Program are unavailable to provide the teachers needed instructional materials and devices and lack of teachers' training to effectively implement the K to 12 Program. The following items were: Provision of an effective solution along with teacher's conflict and other emotional condition. The support of the stakeholders, parents, and the community along various programs and projects of the school. The school lacks resources and manpower to implement the program effectively. The teaching personnel are prepared to implement the K to 12 Program to ensure the main goal and objectives of the implementation is achieved.

DISCUSSIONS

Most of the respondents prioritized their professional growth, considered experienced facilitators of learning. Teachers in the different types of schools in the Bicol Region are ready to implement the K to 12 Program. They ensure that the main goal and objectives of the implementation are achieved. The initiatives to address the challenges encountered by the teachers in the implementation of the K to 12 Program were necessary. This manifests that these initiatives are needed to address those challenges encountered.

KEYWORDS: Readiness, Grade 5 Teachers to 12 Program, Training Design

SUBMISSION ID: R005-IRIGAC-0010

The Readiness of the Grade I Pupils in Relation to their Demographic Profile and Pre-School Background

Maria Shiela Bagayaua

Abstract

INTRODUCTION

The researcher, being a Grade One teacher, came up with the study to determine the Readiness of the Grade I Pupils in Relation to their Demographic Profile and their Pre-School Background.

METHODS

The descriptive-inferential method of research with documentary analysis was utilized. One thousand seven hundred forty-four Grade I pupils of Bato District responded and teachers accomplished researcher-made rating scale. Frequency count, percentage, rank, proficiency level, weighted mean, T-test for dependent samples, and chi-square (χ^2) were used to treat the data statistically. Significance level was set at 0.05.

RESULTS

Results of the School Readiness Assessment (SReA) for Grade I pupils should be used to determine the type of instruction, assistance, and guidance teachers and parents need to provide children who are in transition with the new challenging formal school environment. Close monitoring of school heads, Public Schools District Supervisor, teachers concerned is necessary to improve the performance of the Grade I pupils and determine the progress of development based on the evaluation. Parents should be informed about the result of their children's assessment. The teachers should utilize effective teaching strategies to help the pupils improve their academic performance.

DISCUSSIONS

The results demonstrate the need to follow-up Grade I pupils' readiness in relation to their demographic profile and pre-school background should be conducted to further improve pupils' performance. A similar study may be conducted to other elementary schools, public and private sectarian and non-sectarian institutions which are using the School Readiness Assessment (SReA) to know its status and impact on pupils' achievement.

KEYWORDS: readiness, pre-school background, demographic profile, academic performance, grade one pupils, bato district, school readiness assessment

SUBMISSION ID: R005-CAMSUR-0105

The Reading Appreciation of Grades 3 to 6 Pupils of Sirang lupa Elementary School

Glenda Evangelista, Sirang Lupa Elementary School

Abstract

INTRODUCTION

The researcher decided to conduct a study on the Factors Affecting the Literary Appreciation of Grade Three to six pupils of Sirang Lupa Elementary School because the majority of the pupils were under frustration level. The researcher believes that this study can improve the reading ability of the respondents by identifying the factors that would help them love reading. Parents, teachers, librarians share the responsibility of helping them find the right books and provide activities that are related to pupils' interests and needs. This action research wanted to find out the pupils' perception about reading, what children's literature do they read, and how the parents, teachers, and school develop pupil's appreciation for reading.

METHODS

The researcher formulated a questionnaire in a checklist form to identify the factors affecting the literary appreciation of the chosen subjects.

RESULTS

The respondents agreed that the activities often done by parents that influence their interest in reading were helping them understand what they are reading, providing books for them, entertaining questions regarding the stories they were reading and explaining the lesson that is implied in the story. The respondents agreed that the activities often done by teachers that influenced their interest in reading were making reading stories enjoyable, allowing them to share their ideas about the story previously learned, encouraging them to read during leisure time, providing interesting simple reading materials, discussing the vocabulary words in the text, providing enough visual aids and materials, and requiring home reading reports and a free reading period at least once a week. They agreed that the first three activities often done by the school administration provided a variety of meaningful activities that give fun, excitement, and challenge, conducting reading contests, and other related activities and providing many children's books in the library.

DISCUSSIONS

The findings of this research would help the administration and the teachers to formulate different reading programs and interventions that would enhance reading appreciation that would yield to the improved reading ability of the pupils. The parents would also become aware of their significant role in helping their children develop their love for reading. This research could be an instrument in addressing the problem of poor reading skills.

SUBMISSION ID: R04A-BATANC-0472

The Reading attitudes of Grade School Pupils of Domingo M. Zuñ'O Elementary School

Maria Kristina Abante, Department of Education

Abstract

INTRODUCTION

The study of grade school pupils' attitudes towards reading stems from the concern in the perceived decline in interest for reading. The study aims to find out the reasons behind a low level of reading literacy among pupils. This will reveal the attitudes of pupils towards reading. This will provide a clearer view of the significant relationship between the pupil respondents' grade level and gender towards reading attitudes. This research will be of great help for teachers to provide a good strategy for their pupils to love reading.

METHODS

The participants of this study were selected pupils from grades four, five, and six of Domingo M. Zuno Elementary School. The purpose of this study is to find out the attitudes of pupils towards reading and significant relationship between the pupil respondents' grade level and gender difference towards reading attitudes. The study used the Elementary Reading Attitude Survey by McKenna & Kear that provides a quick indication of the students' attitude towards reading. This survey is a norm-referenced measure that includes twenty statements about reading. Ten of the statements relate to recreational reading, while the other ten relates to academic (school related reading).

RESULTS

After a thorough analysis, the results revealed that grade IV pupils have the greatest number of respondents in this study. Across all grade levels, there are more males than females. It was found out that in this group of respondents, there is a significant relationship between the pupils' gender and attitudes toward academic reading. It was also found out that there is an indirect relationship between the pupils' attitudes toward reading in terms of recreational and the grade level and while there is no significant difference on the attitudes toward recreational and academic reading when grouped according to gender and grade level.

DISCUSSIONS

The study primarily concerned with the relationship of two kinds of reading attitudes to different factors such as grade level and gender difference. The two kinds of reading attitudes are namely Academic and Recreational reading.

This study could be a basis for the improvement of teaching strategies and classroom management. The general purpose of the study is to measure the pupils' attitudes toward reading and reading- related concepts to determine the effects of grade level and gender upon reading attitudes.

KEYWORDS: attitude, reading, literacy, academic, recreational, strategies

SUBMISSION ID: R04A-BATANP-0457

The Reading Difficulties of Grade Two Pupils and their Performance in English: Basis for Crafting Remedial Activity

Josephine Rocapor, Department of Education

Abstract

INTRODUCTION

It has been observed for years that reading difficulties are one of the major problems in school. It was found out that this problem greatly affects the academic performance of pupils in English. It can be seen also in the Phil-Iri result of assessment that 50% of the pupils were at the frustration level. Thus, the researcher was motivated to come up with varied strategies to develop the pupils so they will become better in their academic performance in English and enhance their reading skills

METHODS

The descriptive-correlational method was utilized in this study. The proponent used the varied strategies in teaching reading instruction to her pupils wherein it seems to be effective in solving the reading difficulties of pupils. One of the strategies used was the Teacher - pupil contact, this is also known as one-on-one strategy wherein the teacher keeps her focus on one pupil at a time. The teacher prepared many reading materials for the mastery of phonemes and for those who could not recognize letter sounds. For the next level of phonics, instructional materials for the beginning reader were also utilized. Cooperative Learning was also utilized. In this method, the researchers produced colorful books, printed reading materials, and displayed charts to encourage children to hold and read books. Though at first, they only scan pictures of the book, yet through the help of intelligent pupils in class, they helped their classmates how to read the printed words.

RESULTS

Based on the data gathered, it showed that there is a significant relationship between the reading difficulties and their performance in English. The varied teaching strategies that were utilized were effective because the number of pupils-at-risks decreased by 20% based on the data of this study.

DISCUSSIONS

It is the basic function of a teacher to teach the pupils every day. They must know the strengths and weaknesses of their pupils to be able to come up with appropriate reading strategies specially for the struggling readers. When teaching learners in reading the foundation, the teacher has to start with decoding, phonemic awareness, then phonics, sight words and then, vocabulary. In order to succeed in teaching the children to read, a teacher must be well-trained in research-based on reading instructional methods

KEYWORDS: reading difficulties, academic performance, struggling readers

SUBMISSION ID: R012-SARANG-0051

The Reading Extension at Home Program (REAHP): Improving the Reading Abilities of Non-readers and Slow Readers at Matabungkay Elementary

Cornelia Francia, Department of Education

Abstract

INTRODUCTION

Pupils who are capable of reading are also capable of many things. If a pupil is a reader, he has the freedom to understand any reading text and is entitled to see, feel, experience, react, and take action about the world he lives in. Being able to read is a privilege that pupils experience in their learning because by it, they see the context of their world and walk through it. It is in this regard that the non-readers and slow ones should be given focus by schools. But sad to say, pupils are being promoted sans the reading ability that should have been theirs. With this situation, the responsibility is passed on to the teacher of the next grade level, and the result is a domino effect. One thing leads to another.

The results of the School Reading Assessment revealed 13 non-readers, nine very slow readers, five slow readers and ten average readers. Having seen this result, the researcher has started to administer her own intervention but she failed to put this on writing. She now records her steps and intervention and will use them in this action research.

METHODS

This study will use the quasi-experimental design which is a quantitative approach that involves the administration of a pre-test and a post-test to determine the effectiveness of the intervention material in reading called REAPH. Likewise, unstructured interview will be designed to determine the difficulties of Grade Two pupils in reading as well as the factors that triggered these difficulties.

RESULTS

The factors that caused the reading difficulties of Grade Two pupils were different in nature. Socio-economic status, environment at home and in school, the language skills pupils have already possessed, level of intelligence and attitude were the common reasons revealed by teachers. Socio-economic status spelled the difference between who can afford to have money for snacks, for transportation, and for school materials. Environment at home is seen on how the parents insist that their children read and study at home and in school, it is the teacher's responsibility to help non-readers read. Language skills and intelligence go hand in hand, and the language skills can be improved by constant reading. Attitude of pupils goes with misbehavior and this needs intrinsic motivation to make these pupils read.

DISCUSSIONS

The teachers advised the teaching of basic sight vocabularies and making the pupils feel important. Individualized reading with the help of a teacher or a tutor has to be reinforced as intervention or remediation. The reading extension at home program has been cited and proposed for use.

KEYWORDS: intervention, remediation, reading extension

SUBMISSION ID: R04A-BATANP-0870

The Reading interest of Public Elementary School Pupils and its Effects on their Academic Performance

Marciano Ronario, Jr, & Reby Ann T. Nuestro, Department of Education-
Maragondon

Abstract

INTRODUCTION

Bashir and Mattoo (2012) define academic achievement as the amount of knowledge the individual has acquired from the school. It is related to reading. According to Green (2001) reading habit is best formed at a young impressionable age in school, but once reading has been introduced, it can last one's lifetime. Palani (2012), says that reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals, and it helps them to develop proper thinking methods and creates new ideas. The developments in the Mass Media had continued to influence interest in reading. On the contrary, they also have a negative impact on developing positive value of reading among the children. This study identified the interest in reading among public elementary pupils in the Philippines, and its effect on their academic performance.

METHODS

This study used descriptive-qualitative design in determining the pupils' reading interest, and its effect on their academic performance. It was conducted in a public elementary school in Southern Luzon, Philippines. The participants of the study were 41 grade four pupils who were chosen through purposive sampling. They were the advisory class of the researcher. The teacher-researcher teaches the class in all learning areas. To gather data, the researcher used a standardized questionnaire. These data were computed in percentage and ANNOVA was utilized.

RESULTS

Based on the data, the most interesting reading materials used by the pupils was a reference book. It was also noted that there is a need to improve the academic performance of the pupils. The reading interest in terms of attitudes of the participants has a weighted mean of 3.76; the writing skills has 4.48 weighted mean; the performance task has a weighted mean of 4.53, while the relationship between academic performance and reading interest has the F computed mean of 0.76 and F tabulated mean of 3.48.

DISCUSSIONS

This study showed that pupils have limited interest in reading reference books because they are motivated to do it for their academic requirements such as for writing, performance task, and further researches. There was no significant relationship between the interest in study habits and academic performance of participants. It is implied that their academic performance is independent of the interest in reading. It shows that it is not on the academic performance of the learners that the interest in the study habit is based.

KEYWORDS: reading interest of public elementary school pupils

SUBMISSION ID: R04A-CAVITP-1216

The Reading Level of Grade 7 Students and Academic Performance: A Basis for a Proposed Reading intervention for Struggling Readers

Hyjasmin G. Cabaña, Maureen Ana G. Rebamba, & Veena A. Subire, Department of Education

Abstract

INTRODUCTION

Reading is an essential factor in any learning process. Yet, it is one of the major problems of Naic Coastal National High School. With the growing number of struggling readers, comes a bigger problem in the different subject areas. Thus, this paper explored the predictability of the Grade 7 students' academic performance through their reading ability which will then be used as a baseline in developing a reading intervention program of the school.

METHODS

The descriptive-correlation design was used to determine the relationship between academic performance and the reading level of the Grade 7 students of Naic Coastal National High School. The researcher-made questionnaire and interviews were also used in soliciting the views of the participants. The research sample consisted of 298 grade 7 students.

RESULTS

The research showed that 42.95 % of the grade 7 students fall under the frustration level, 49.66 % are instructional, and only 7.38 % are independent readers. In terms of their academic performance, only 17 % passed their first periodical test in English. The results also showed that the relationship between the level of reading and academic performance is significant.

DISCUSSIONS

The results demonstrate the need for a reading intervention program in Naic Coastal National High School. Academic performance will most likely improve while the reading level progresses. This study, therefore, raises further research question on the different methods of how the students could improve their reading levels.

KEYWORDS: Naic Coastal, Reading, Reading Intervention, Struggling Readers

SUBMISSION ID: R04A-CAVITP-0268

The Reading Level of Grade 7 Students in Puro National High School

Emily Lobino, Department of Education

Abstract

INTRODUCTION

Project DEAR (Drop Everything And Read) was also launched to encourage teachers and students to devote at least fifteen minutes every day to read something such as books, magazines, and newspapers. The goal of the program is to prompt people to make reading a regular part of their routine. In relation, this study aimed to determine the reading level of Grade Seven students in Puro National High School, Puro, Aroroy, Masbate based on the Phil-IRI for the school year 2017-2018 and to develop a reading intervention program for Grade Seven students based on their reading profile.

METHODS

Descriptive method was used in this study to investigate on the respondents' level of word recognition and reading comprehension and to find out their reading profile in order to design a reading intervention program. The research instrument used was the Phil-IRI passages dealing with word recognition in terms of pronunciation and miscues and with comprehension questions. Percentage, frequency distribution, and mean were also utilized to show the results in the tests.

RESULTS

Results showed that there was a decrease in the number of non-readers and those who were at frustration level, while there was an increase in the instructional and independent levels. In terms of word recognition, phonemic awareness exercises, reading enrichment and intervention are needed by those who committed errors in pronunciation. In terms of reading comprehension, the students can do quite well in their literal ability but they perform very low in interpretative, critical, and applied abilities. The product of this study was the reading profile of the students and the reading program designed based on the mentioned profile must be used in order to address the reading gaps of those students diagnosed with reading deficiencies and at the same time, enhance the reading abilities of those who were already at the independent level.

DISCUSSIONS

This study was anchored on the theories of motivation by Stipek, diagnosis and assessment in reading by Otto, and Vygotsky's Zone of Proximal Development. This study also based its conceptual underpinnings on pretest and posttest results to arrive at an enhanced/ improved reading intervention program. Among the conclusions of this study were: reading enrichment and intervention are needed by those who committed errors in pronunciation. Exposure to varied reading materials that match the reading levels and interests of the students is also necessary.

KEYWORDS: Reading level, frustration levels, independent levels

SUBMISSION ID: R005-MASBAP-0006

**The Reading Level of the Multigrade and Single Classes in Buhi District,
Division of Camarines Sur**

Willy Albar, Teacher III

Abstract

INTRODUCTION

Addressing the reading needs of learners effectively, especially multigrade classes, will require dialogue and the collective expertise of teachers. Most of the multigrade schools are located far-flung areas wherein some teachers need to walk kilometers just to reach the destination, or they spend the rest of the weekdays in schools. The researcher took it as an advantage by conducting remedial reading at night for the pupils since the school is just around the community.

METHODS

The study used the descriptive research method particularly documentary analysis. The statistical tools used were the frequency counts, percentage technique, rank and weighted mean, and Kruskal Wallis H-test.

RESULTS

The salient findings of this study were: 1.a) On the pre-test, it appeared that of the 2,092 Grade III pupils in the Buhi District, non- readers with 81 or 36.65 percent in the Multigrade while 533 or 28.49 percent in Single class. 1.b) Post-test results revealed that out of the 2092 Grade III pupils in the Buhi District, there were 46 or 20.82 percent in the Multigrade while 186 or 9.94 percent in Single class who were non-readers 2.) The findings showed that during the pre-test, the computed value of H is 3 which is less than the tabular value of 3.841 at 5% level of significance, therefore, the null hypothesis was accepted. The computed value of H in the post-test was 5.33 which was greater than the tabular value of 3.841 at 5% level of significant therefore the null hypothesis was rejected.

DISCUSSIONS

Based on the above-mentioned findings, most of the Grade III pupils in multigrade and single classes in Buhi District during the pre-test were at the frustration level, some were instructional level, only a few were at the independent level, and there are still some who are non-readers. During the post-test, the pupils' reading level was dominated by those who belonged under instructional levels. There's a reduction on the number of pupils belonging to instructional level.

KEYWORDS: Reading, Multigrade and Single Classes

SUBMISSION ID: R005-CAMSUR-0057

The Reading Nook: An After-Class Reading intervention Program.

Clarence Gamba, Department of Education Noveleta

Abstract

INTRODUCTION

A child's reading skill is vital to his success. It also improves his communicative skills and allows him to soar high in a fun and imaginative way. Eight among the Grade two pupils of San Juan Elementary School falls under non-readers and is denied this opportunity. So, the worker thought of an intervention program that will address the problem named "The Reading Nook: An After-Class Reading Intervention Program." It is designed for three months and aims to alleviate the problem.

METHODS

In the program "The Reading Nook," descriptive method of research was used. The worker conducted personal interviews and observations based on the dominant reading condition of the respondents.

RESULTS

After the implementation of the program "The Reading Nook," 4 out of 8 non-readers were able to read in Filipino and the remaining 4 can at least syllabicate words in Filipino.

DISCUSSIONS

These are the following findings: 1. 9 out of 46 or 17% of the Grade two pupils were non-readers. 2. After "The Reading Nook" administration, 4 out of 8 non-readers or 50% of the cases were able to read in Filipino and the remaining 50% can at least syllabicate in Filipino 3. The worker in the study suggests that the program be adapted by lower grades to intensify reading readiness and be also adapted by higher grades for continuous improvement.

KEYWORDS: The Reading Nook: An After-Class Reading Intervention Program.

SUBMISSION ID: R04A-CAVITP-1375

The Reading Readiness Skills of Selected Kindergarten Pupils in Ibaan Central School

Valentina Perena & Constanca A. Perez, Department of Education

Abstract

INTRODUCTION

The development of literacy among preschoolers is an advocacy in the Philippine education. Children's reading success requires significant use of children's knowledge on sound structure specifically phonemic awareness and knowledge of the symbol-sound. Kindergarten school years are critical period of growth for students' emergent literacy skills (MacDonald & Figueredo) In today's society, it is absolutely critical that every child has the fullest opportunities to become an accomplished reader. Anyone unable to read and write proficiently faces enormous social, personal, and economic limitations in today's complex, information-flooded world. To function successfully, readers must be able to construct complex understandings, make critical comparisons, draw inventive conclusions, and carefully evaluate the materials they read. In addition, to fully capitalize on the power of reading, readers must also be able to appreciate the artistry of an accomplished author.

METHODS

Based on the analysis of the study conducted, the following intervention activities were seen to be effective practices to improve and develop the reading readiness skills of kindergarten pupils in Ibaan Central School.

1. Intervention Plans
2. Sounds and Sound Blends Drill
3. Word Bank
4. Reading remediation
5. Extensive reading practices
6. Repeated reading exercises

RESULTS

In view of the research findings, the following recommendations were addressed;

1. The teacher should encourage and introduce reading to kindergarten pupils. This will help them gain more information and knowledge, and at the same time, improve their decoding skills.
2. A school reading program must be designed and implemented in order for pupils to gain more exposure to the early stage of beginning reading.
3. Further researches related to reading readiness skills of kindergarten pupils in similar settings are highly recommended. The conduct of such researches would certainly shed light on the experiences of kindergarten children in literacy instruction.

DISCUSSIONS

This proposed action plan must be explained and set up in the school so that pupils' reading readiness skill and ability will significantly improve through accurate assessments. Decoding ability should be applied to letter-sound relationships, including knowledge of letter patterns and correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

KEYWORDS: reading readiness skills kindergarten pupils ibaan central school

SUBMISSION ID: R04A-BATANC-0437

The Realities of Pe Classes in Secondary Schools: Bases For Green Pe Adaptation

Homer Ereno, Heide Pura, & Aida Ramos, Department of Education

Abstract

INTRODUCTION

The K to 12 Physical Education (PE) Curriculum develops the students' skills in accessing, synthesizing, and evaluating information, making informed decisions, enhancing and advocating their own and others' fitness and health. In this study, the main focus was to determine realities in PE teaching in secondary schools in Sorsogon province with the end in view of making instructional adaptation in PE. The study focuses on the description of the realities of Physical Education instruction in the Second District in terms of learning environment, nature of classes, facilities, and required resources for PE field activities across the grade level, craft recommended adaptations of the respondents to improve PE instruction, and suggest initiative and collective action advocate Green PE.

METHODS

The study is a mixed method study, blending quantitative and qualitative design. Quantitative primary data generated from survey and interview of the teachers were collected and analyzed. Qualitative data were drawn from the observations gathered through open-ended questions and from relevant documents on file from various regional offices. There were 22 teachers teaching PE classes from the 2nd District. Secondary data were sourced from Juban Sorsogon Synoptic Station (Pagasa Sorsogon), 2007 Revised DepEd Educational Facilities, Physical Fitness Test Manual, and the participating schools' data on the schedule of PE classes. The recorded interviews were transcribed and relevant responses were incorporated in the text. Similar responses were aggregated using frequency counts.

RESULTS

PE classes suffers from inadequacy of facilities and equipment. With respect to weather condition, classes are in the morning and late afternoon. Data examination from PAGASA supports that Sorsogon reaches the temperature where humidity range exceeds the normal degree of comfort for the past six years. Advocacy for Green PE should focus on these concerns: health risk and problems of learners, organization of PE teachers, weather condition, and curriculum implementation.

DISCUSSIONS

PE instructions need to be responded to by appropriate adjustments to make the environment conducive to learning. Plans for Green PE must be explored and when within the bounds of the resources of the school and the community, be implemented. PE instruction should be adapted to the existing climatic condition of the learning environment. The class schedules for PE classes should consider the health risk reduction for students. Formal instruction offered by the schools. DepEd should develop PE guidelines to intensify Green PE Instruction to the climatic condition of school's location. Further survey on initiative and collective actions for Green PE should be conducted.

KEYWORDS: realities, PE classes, adaptation, green PE

SUBMISSION ID: R005-SORSOP-0033

The Realm of Research: the Cognitive Effect of Research Paper Writing among the Grade 11 Students

Jammie Esguerra & Dante Ramos

Abstract

INTRODUCTION

This research aims to provide possible solutions on factors affecting the learning of students in developing research paper, specifically addressing the following questions:

1. What is the awareness of students developing research paper?
2. What are the factors that affect the learning of students in the development of a research paper based on social aspect, instructional materials, and first semester grades in Filipino?
3. What research paper exercises are available for students?

This research focuses on the analysis of factors affecting the learning of students in the development of research.

METHODS

This research used the quantitative approach. It is necessary to provide statistical data from the respondents and to answer the answers to these objectives. The respondents are Grade 11 students of Trece Martires City Senior High School who are in the process of developing a research paper. The researchers used three survey questionnaires focusing on three factors affecting the learning of students in developing a research paper.

RESULTS

In the first part of the study on social-related factors, the discussion on the difficulty of hearing was triggered by the noise of students, the study's lack of focus on learning due to the warm and humid environment, the statement about the old structure of the classroom, followed by instructional tool in which the announcement precedes the existence of a sufficient number of books, next is the note relating to the use of electronic teaching equipment and permitting the use of cellphone during the discussion.

DISCUSSIONS

MCSHS students have been affected by the learning environment and lack of books. Developing a research paper is just another task for them, but they are not aware of its importance. The impact of social and instructional materials, grades and awareness on the learning of students in the development of research paper has a cognitive effect in developing a research paper.

KEYWORDS: research paper; instructional materials; social aspect, cognitive effect; academic performance

SUBMISSION ID: R04A-CAVITP-0285

The Records Management System of Department of Education City Divisions, Region V (Bicol)

Ana Melba Bongon, Department of Education Iriga City

Abstract

INTRODUCTION

Life records are created in every event. From birth to death, records are necessary and vital to man. Needless to say, records management is necessary to an individual, to companies, agencies, whether public or private. It calls for efficient and effective handling. So, it is obvious that piles of papers are accumulated. This pile of papers serves as the base of a sturdy business to avoid chaos and confusion and brings about smooth transactions. With the event of technology, records management has taken a new turn. Records management has become faster, smoother, and just as expected to serve clientele in the best manner possible.

METHODS

The descriptive-evaluative-inferential method, rating scale, frequency count, percentage, rank, proficiency level, weighted mean, and Mann Whitney U Test were used.

RESULTS

1. The respondents' assessment on records management, handling communications, classification, and filing, access to official records and disclosure of information, records disposition, the security of records, and protecting legal documents was Very Much Satisfactory. Shown efficient and effective performance in discharging their functions and responsibilities. Both the records officers and school principals are performing well in their respective assignments. 3. There is a significant difference in the rank orders of the perception between the records officers and school principals on discharging their functions and responsibilities. 4. The records officers and school principals of Department of Education Region V were very much satisfactory in terms of management skills. 5. There is no significant difference between the rank orders of the respondents' perceptions on the extent of managing their office based on the different management skills. 6. The records officers and school principals encountered serious problems in the execution of their duties and responsibilities in their respective offices. No significant difference in the rank orders of the problems encountered by records officers and school principals.

DISCUSSIONS

Problems like lack of machinery, paper shredder, new filing cabinets, non-implementation of records disposal, and lack of training for records officers were encountered. It is suggested that records management of records officers and school must be improved. Provision for electronic devices to fast track preparation of records/reporting, budget for the purchase of paper shredder and new filing cabinets; allocation of budget for records office; attending training, strict recording of file per document.

KEYWORDS: Records Management System, City Divisions, Department of Education Region V

SUBMISSION ID: R005-IRIGAC-0017

The Relationship between Bullying and Emotional intelligence of the Pupils in Silang Central School

Honeylyn Bacaltos, Department of Education

Abstract

INTRODUCTION

This study aimed to determine the relationship between bullying and emotional intelligence of the pupils of Silang Central school. The researchers feel the need to make research due to the timely issue on bullying because bullying happens anywhere and everywhere. As educators, we must know if this affects an individual's emotional intelligence. In fact, in Silang Central School, one of their problems according to their guidance counselor is the continuously increasing cases of bullying in their school, especially in the intermediate level.

METHODS

Upon the approval of the proposal of this study, the researchers focused on data gathering in their research locale with the corresponding permission from the principal of the school. The researchers asked one of their professors to translate their questionnaire into Filipino in order for the students to better understand the questions. The researchers then found the extent of bullying and level of emotional intelligence of the pupils. The researchers then correlated the bullying and the emotional intelligence of the pupils.

RESULTS

The results revealed that the extent of bullying in terms of physical bullying obtained the mean score of 2.35 which can be described as low extent while in terms of verbal bullying obtained the mean score of 2.73 that can be described as moderate extent. Also, the level of emotional intelligence reveals that intrapersonal, interpersonal, and stress management obtained a mean score of 3.59, 3.41 and 3.42 respectively which can be described as high level. While, in terms of adaptability, the mean score obtained is 3.22 which can be described as moderate level.

DISCUSSIONS

The study revealed that the extent of physical bullying is low while the extent of verbal bullying is moderate. In terms of emotional intelligence, the intrapersonal, interpersonal, and stress management aspects are at a high level while the adaptability aspect is at a moderate level. The study furthered revealed that there is no significant relationship between bullying and emotional intelligence.

KEYWORDS: bullying, emotional intelligence

SUBMISSION ID: R04A-CAVITP-0454

The Relationship between Bullying and Emotional intelligence of the Pupils in Silang Central School

Ailene Aure, Department of Education

Abstract

INTRODUCTION

In Silang Central School, one of their problems, according to their guidance counselor, is the continuously increasing cases of bullying in their community, especially in the intermediate level. In some cases, children who do the bullying use it as their emotional release. They sometimes cannot control themselves when they feel irritated, annoyed or angry. Bullies release their emotional baggage by hurting others. Emotional intelligence is about understanding, communicating about, and regulating feelings or emotions. It is believed to help address the issue on bullying because according to Brackett and Rivers (2014), emotional intelligence will help prevent children from resorting to pushing, picking on, or hurting peers, interpreted as bullying, as an emotional release.

With this matter in mind, the researchers wanted to know if bullying is related to emotional intelligence. More specifically, they would like to know if the bullying experiences of the pupils in their research locale have something to do with the level of their emotional intelligence.

METHODS

The study utilized correlational research to determine the relationship between bullying and emotional intelligence. Correlational research involves collecting data in order to determine the degree to which a relationship exists between two or more variables. The respondents of the study were 61 Grades 4, 5, and 6 pupils who were victims of bullying in Silang Central School. The researcher used purposive sampling because they were looking for specific respondents who were victims of bullying.

RESULTS

The computed value of Chi-square is 2.594 which is lower than the tabular value of 9.488 which reveals that there is no significant relationship between the bullying and emotional intelligence of the pupils in Silang Central School. This means that bullying experiences do not affect the emotional intelligence of the respondents.

DISCUSSIONS

The result is affirmed by the study of Vogel (2006) which revealed that intrapersonal scale does not relate significantly to bullying or victimization. Interpersonal scale is significantly related to the bullies' score but not to the victims' scores. Stress management scale is negatively correlated with all the bully/victimization measures except peer-nominated victim. Adaptability does not correlate with being a victim or a bully. The Total EQ scales came out as significantly negative in relation to both bullies and victims.

KEYWORDS: Relationship between Bullying and Emotional Intelligence

SUBMISSION ID: R04A-CAVITP-1359

The Relationship between Digital Competencies and Job Performance of Secondary Public School Teachers in the District of Calauan, Laguna

Ronnaliza Dorado, Department of Education, Talangan Integrated National High School

Abstract

INTRODUCTION

In this 21st century, technology is important in many fields including education. This is because technology has become the knowledge transfer channel in most countries. Integration of technology nowadays has gone through innovations and transformed our society that has totally changed the way people think, work, and live. Upon the implementation of the K-12 Curriculum, a lot of changes happened. ICT became crucial and teachers' digital competencies became necessary. Hence, studies conducted on digital competencies are often focused on learner's abilities and skills, but those who served as the channel of learning are usually overlooked. In this study, teachers' digital competencies will be reviewed so that their competencies might be redefined.

METHODS

This is a descriptive study making use of an adapted survey. The researcher utilized simple random sampling as well as a fishbowl draw so that each of the teacher-respondent has an equal chance of participating in the study. The study was conducted in three national high schools in Laguna. Using the Slovin's formula, the computed total population was 150. 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 teachers' digital competencies and job performance, which the latter was based on RPMS rating.

RESULTS

The study showed that in terms of digital competencies, majority of the teacher-respondents have excellent skills in terms of basic computer and Microsoft Office applications. On the other hand, respondents were able to have above average skills in Information and Communication Technology. Also, majority of the teacher-respondents were rated very satisfactory in their job performance. The results revealed that digital competencies and teachers' job performance were not found to be significant.

DISCUSSIONS

The researcher recommends that the school conduct advanced training through an ICT expert to level-up the knowledge of teachers on the latest trend of the use of technology that can be incorporated in the education setting. Department of Education might as well continue to give importance to teachers' performance by engaging them to special training that will help them to have better performance. Furthermore, other factors might be considered that might affect job performance of teachers like management factors and working environment.

KEYWORDS: Digital competencies, Information Communication Technology, Job performance

SUBMISSION ID: R04A-LAGUNA-0343

**The Relationship between Financial Difficulties and Academic
Performance of Selected Students of ETTMNHS-ISHS S.Y. 2018-2019**

Clark Marcial, Bernabe Llagas Jr, & Jescarl Nazaire, Department of Education,
ETTMNHS

Abstract

INTRODUCTION

Previous studies revealed that the correlation between financial responsibility and overall academic motivation was not statistically significant. However, results do not point out the relationship of student's financial responsibility for college and level of motivation and success. Hence, this study aims to find out the relationship of financial difficulties and academic performance of selected students of ETTMNHS - ISHS.

METHODS

The design used in this study was simple random sampling. The researchers administered a survey questionnaire form to their selected 30 Senior High School students in Emiliano Tria Tirona Memorial National High School.

RESULTS

Many respondents who participated in the data gathering are affected by financial difficulties as they marked Agree with 1) Financial difficulties make it hard to comply with academic requirements; 2) Financial difficulty disturbs/bothers me when reviewing quizzes/exams in school; 3) Financial difficulty makes it hard for me to persevere study and strive studying; 4) I feel financially uncomfortable when going to school and; 5) Financial difficulty affects my cognitive ability. For the last question, "Financial negatively affects student academic performance."

DISCUSSIONS

The results of Pearson R identified that there is no significant correlation between financial difficulty or stress and academic performance. This implies that financial difficulties are not a reason for a student to have a poor academic performance and can be attributed to other factors.

KEYWORDS: financial difficulties academic performance

SUBMISSION ID: R04A-CAVITP-1101

The Relationship between Gender and Academic Performance of Selected Senior High Students of Emiliano Tria Tirona Memorial National High School

Ismael R. Bulaon III, Elsie S. Acuyong, & Jabes Matthew D. Tabang

Abstract

INTRODUCTION

There are many factors which account for the academic performance in secondary schools such as the quality of students admitted, the type of scholastic materials available in school and home environment, the methods of teaching, the nature of administration, and teachers' involvement in academic matters. However, studies on gender and its impact on one's academic performance are limited and need further testing and validation. This research aims to contribute to the existing literature pertaining to this subject of investigation.

METHODS

Stratified Random Sampling technique was employed in this correlational study with 30 subjects from Grade 11 and Grade 12 students of ETTMNHS. The instrument or questionnaire was based from the Likert scale adapted from Mwiigi Jane Wangu (2015) academic performance scale.

RESULTS

Demographic inventory revealed that most of the participants were female and LGBTQ in terms of their identified gender. Data revealed that majority of these participants perceived themselves to be good at Arts, English, Science, and Filipino. On the other hand, they perceived themselves to do not so good at Mathematics.

DISCUSSIONS

The calculated Pearson R of -0.4337285 revealed there is low negative correlation between gender and academic performance among grade 11 and 12. This research finding implies that gender has negligible relationship with academic performance on specific subject areas and factors affecting scholastic activities should further be investigated.

KEYWORDS: Gender, Academic Performance

SUBMISSION ID: R04A-CAVTP-1111

The Relationship between intelligence Quotient and Study Habits to the Academic Performance of Low Performing Students in Bagbag National High School

Anna Marie Cusi, Bagbag National High School

Abstract

INTRODUCTION

Grades are not enough to define who you really are. It is in human nature that if one gets failing grades, then everyone thinks that he is not capable of learning, but if he gets a passing or high grade then he is a genius. This affects some students, especially the low performing ones. The researcher conducted a study concerning the relationship between the intelligence quotient and the study habits and the academic performance of low performing Grade 8 students of Bagbag National High School.

METHODS

The respondents in the study were 15 grade 8 students using the stratified proportional random sampling. The study used the Study habits test conducted by Brown Holtzman and Raven's Progressive Matrices as questionnaire. The study also used the Pearson Product - moment correlation and T-test to get the relationship of the variables.

RESULTS

The researcher believed that the result of this study will be of great use to the students by knowing the things they need to balance such as their Intelligence Quotient and Study habits. The result shows that there is a significant relationship between the I.Q. and the academic performance of the low performing students while there is no significant relationship between the study habits and academic performance of low performing students.

DISCUSSIONS

The researcher recommends that teachers need to be aware on both intelligence and study habits of students. With this kind of awareness, it may help lessen the number of low performing students by giving proper guidance and motivation.

KEYWORDS: Intelligence Quotient, Pearson Product

SUBMISSION ID: R04A-CAVITP-0258

**The Relationship between internet Addiction and Strengthening Student's
Social Skills of Grade 11 Students at Emiliano Tria Tirona Memorial
National High School - integrated Senior High School**

Carla Mae Juan, Jvie Aubrey Natividad, & Aivie Andrea Natividad, Department Of Education, ETIMNHS

Abstract

INTRODUCTION

People prefer to use computer, mobile phones or any gadgets so they can use the internet. When internet usage eats the time of the users, most of them become addicted to it. In other cases, social skills of many teenagers are also badly affected. The researchers made this study to know the relationship between internet addiction and social skills of the respondents.

METHODS

This study used systematic random sampling to identify the reasons of the respondents who are addicted to internet and the effects of internet addiction to their social skills. The researchers used the Slovin's Formula to have the number of respondents needed. Also, the researchers used survey questionnaires and distributed them to the respondents.

RESULTS

The result from the survey questionnaire shows that the students of Emiliano Tria Tirona Memorial National High School - Integrated Senior High School find their lives boring without using internet. It means that the internet has a great impact on their lives. In case of social skills, the researchers found out that most of the respondents are always thankful to someone who is kind to them. The overall result of the study was that the more the student is engaged with the internet, the harder they find it hard to socialize with other people.

DISCUSSIONS

The researchers found out that the student who spends most of his or her time on the internet finds socializing with other people very hard. Most of them use Facebook to entertain themselves and to explore things in the newsfeed. Some of them use Instagram to share photos or images and to view other people's photos, too. The least usage of application of the respondents is Twitter.

KEYWORDS: internet addiction, social skills, internet usage

SUBMISSION ID: R04A-CAVITP-1073

**The Relationship between Metacognitive Awareness and Participation in
Class Discussion of Grade 12 Students of Emiliano Tria Tirona Memorial
National High School integrated Senior High School S.Y 2018- 2019**

Denver Alarcon & Joey A. Presa Jr., Department of Education

Abstract

INTRODUCTION

Metacognition plays an important role for students as it changes and motivates with self-regulation of their learning assess their own skills, knowledge and learning whereas teachers face different challenges inside the classrooms and could give sanctions that can help and allow students to develop thinking process that can lead them to participate during class discussions voluntarily while being metacognitively aware. This study examined the relationship between metacognitive awareness and participation in class discussion of Grade 12 students of ETTMNHS-ISHS.

METHODS

To further investigate if there is a correlation between metacognitive awareness and class participation, the researchers used two different types of questionnaires, twelve-item questions for class participation and fifteen-item questions for metacognitive awareness. The researchers also used the simple random sampling method where thirty Grade 12 students were the primary respondents and were given the questionnaires regardless of their strand.

RESULTS

Calculated value of Pearson R on the results of data collection revealed that that there is a moderate positive correlation between metacognitive awareness and participation on class discussion.

DISCUSSIONS

Result from the statistical analysis via Pearson R shows that students who are metacognitively aware are more active in class discussions as compared to students who have not yet achieved the skill or lack this skill. This implies that interventions on how to strengthen one's metacognition must be considered in order to promote greater class participation, leading to academic success in the future among the learners.

KEYWORDS: Metacognitive, Class Participation, Discussion

SUBMISSION ID: R04A-CAVITP-1106

**The Relationship between Parental Conflict and Academic Performance of
Grade 12 Students in Emilliano Tria Tirona Memorial National High
School S. Y. 2018 - 2019**

Daniel Fabular & Matthew Renton, Department of Education, ETTMNHS

Abstract

INTRODUCTION

Parental conflict has important implications to children's academic performance. The influence of parental conflict on a student's academic success should not be underestimated. While brain power, work ethics, and even genetics all play important roles in student's achievement, the determining factor comes down to what kind of support system he/she has at home.

METHODS

In order for the researchers to know the relationship between parental conflict and academic performance of the students, the researchers used the snow ball sampling to gather their respondents and made questionnaires based to know if parental conflicts are affecting the student's academic performance.

RESULTS

Based on the mean and standard deviation that the researchers gathered, the total Mean of the academic performance of the respondents are 2.45 and the SD is 0.12 and the result shows the effect of parental conflict to the students; academic performance.

DISCUSSIONS

The results of the data analysis revealed that the effect of parental conflict in the perceived academic performance of the grade 12 students in ETTMNHS is frequently observed. However, the respondent's average grade was not affected by their parents' fighting or arguing. Even if their parents frequently argue, they still spend quality time with their children.

KEYWORDS: Parental conflict, academic performance

SUBMISSION ID: R04A-CAVITP-1071

The Relationship between Skipping Breakfast and Engagement in Mathematics of Grade 12 Students of Emiliano Tria Tirona Memorial National High School, S.Y. 2018-2019

Kerk Jarine C. Paghunasan, Alvin F. Monzales, & Lee Mckhenly S. Talon,
Department of Education, ETTMNHS

Abstract

INTRODUCTION

It is known that breakfast is the most important meal of the day. In skipping breakfast, it is possible that a person might experience negative effects such as a decline in energy and poor physical and mental performance. Students' performance has long been a point of study in the field of education and even in the field of educational psychology. It really affects the performance of the students and looking at it on a long-term perspective, it could really provide considerable outcomes to students especially in their academic achievements and productivity.

METHODS

For the purpose of this study, the researchers used a descriptive-comparative research design to determine whether there is a significant difference between the mathematics engagement levels of students who skip breakfast and those who do not. Using purposive quota sampling by the use of questionnaires, a sample of 50 grade 12 students of Emiliano Tria Tirona Memorial National High School in Kawit, Cavite was chosen for the purpose of the study.

RESULTS

Results showed that most of the respondents are female students, with a frequency of 35 or 70.0% of the total respondents while the remaining 15 or 30.0% are male students. Most respondents, a frequency of 38 or 76.0% are 18 years old while least is found to be 19 years old, a frequency of 2 or 4.0%. In terms of academic strand, most respondents, a frequency of 35 or 70.0% are found to be under the General Academic Strand while least is found to be under the Technical-Vocational Strand, with a frequency of 15 or 30.0%. It is found out that there is a highly significant difference between the engagement in mathematics class of students who comes to school with breakfast and without taking a breakfast. This further implies that taking breakfast could significantly improve students' engagement in Mathematics class.

DISCUSSIONS

Further actions should be undertaken by key persons in order to address problems presented in this paper. Several campaigns could be undertaken by schools in order to raise awareness about the possible risks of having a habit of skipping breakfast. Teachers and other school personnel should also work hand in hand in order to foster a culture of taking breakfast not just to improve students' engagement in their mathematics class, but more importantly, to increase the productivity of students inside and outside the school.

KEYWORDS: Breakfast, Mental Performance

SUBMISSION ID: R04A-CAVTP-1157

The Relationship between Socioeconomic Status and Vocabulary Levels of Grade IV Pupils of Castillo Elementary School

Leah Abante & Joy Vergara, Quilo-Quilo North Elementary School

Abstract

INTRODUCTION

Researchers have long acknowledged the important role that vocabulary reading comprehension. Because of the importance of vocabulary, it is necessary to determine how to ensure that all students are making adequate vocabulary gains and if providing additional robust vocabulary instruction is beneficial for students. In this study, we identified the reasons why pupils near the poverty line have limited vocabularies compared to their peers belonging to higher socioeconomic homes.

METHODS

We used Descriptive Qualitative Survey for this study. Home visitations were conducted and a vocabulary test was administered to 27 Grade IV pupils of Castillo Elementary School, 12 males and 15 females.

RESULTS

Vocabulary level is related to socioeconomic factors. Children from families on welfare or near the poverty line often have limited vocabularies in comparison to their peers from higher-socioeconomic households. The vocabularies of high and low ability learners show large individual differences and differences can be attributed to socioeconomic status.

Given the important role that vocabulary knowledge plays in reading comprehension, the issue of children from low socioeconomic homes having limited vocabularies is alarming. There is little opportunity for these students to close the vocabulary gap unless the schools provide useful vocabulary instruction.

DISCUSSIONS

Factors such as lower maternal education level, higher number of children in the home, decreased access to literacy materials, lack of exposure to literacy and cultural experiences, amount of talk in the home, and higher likelihood of having a single parent.

Research suggests that pupils, especially those belonging to low socioeconomic home, should be provided with rich vocabulary instruction. Rich instruction that includes questioning, providing brief explanations, pointing, clarifying and repeating when teaching higher level vocabulary to promote vocabulary development.

KEYWORDS: socioeconomic status, vocabulary level

SUBMISSION ID: R04A-BATANP-0188

The Relationship between the Utilization of Mother tongue in Teaching Mathematics 2 and Pupils' Performance: Basis for Action Plan

Edna Dimayuga

Abstract

INTRODUCTION

The latest metamorphosis of basic education curriculum introduces the Filipino learners to new ways in learning Mathematics, specifically in the medium used to teach this discipline. English language which has always become the greatest barrier most of the learner's encounter is no longer the medium of instruction in teaching Mathematics for the first three grade levels of basic education. Despite the effort of the teachers to embrace the changes brought by the new curriculum, researcher who is also teaching Mathematics still observes many difficulties on the part of the pupils. Thus, any mismatch between teaching and learning styles of pupils can be easily identified. Moreover, this study is perceived very significant by the researcher in upraising the level of professional development of the researcher. The result of this study may create avenues for the utilization of teaching strategies that perfectly match with the learning styles of the pupils.

METHODS

Descriptive Survey Research Method was utilized by the researcher in the study. Thirty-six Grade 2 pupils of Balibago Elementary School responded to a set of questionnaires on the effectiveness of Mother Tongue in learning Mathematics and their performance in Mathematics. Cronbach Analysis was used by the researcher.

RESULTS

Based on the 1st quarter assessment of the respondents, there is a very big variation among their performance in Mathematics. There are few learners who are very advanced and majority of them are on the other extreme. Although most of the Tagalog words can be found in Filipino language, there are still some Filipino words that Batanguenos are not familiar with, so comprehension skills decrease. A positive moderate correlation exists between the 1st quarter performance of Grade 2 pupils in Mathematics and their perceived effectiveness of the use of Mother Tongue in learning Mathematics in terms of comprehension, analysis, and application.

DISCUSSIONS

The results imply that the use of Mother Tongue is not a predictor of pupils' performance in Mathematics. Although there is an existing correlation between the variables, still the variation in the performance of the pupils in Mathematics is not attributed to their assessment of the effectiveness of utilization of Mother Tongue in learning Mathematics. Administration of comprehensive diagnostic test should be done to know where the pupils are and scaffold if necessary and make a follow-up action research based on the assessment of the outcome.

KEYWORDS: Mathematics, utilization, Mother Tongue, Learners, K to 12 Curriculum, Metamorphosis

SUBMISSION ID:R04A-BATANP-0582

The Relationship between tolerance and Teaching Effectiveness of Senior High School Teachers of Emiliano Tria Tirona Memorial National High School S.Y. 2018-2019

Orissa Lenisse F. Tabligan, & Reymart A. Luces, Department of Education
Ettmnhs

Abstract

INTRODUCTION

The teaching profession is twinned with the continuous problem of discipline in the classroom. Classroom teachers consider discipline as one of the major concerns in teaching. For centuries, teachers were perplexed on how and when to react on student misbehavior. The important phase of this study is the improvement of teachers' tolerance on disruptive behaviors of students and to know if there is a significant relationship between tolerance and teaching effectiveness of teachers. Given the limited studies on teaching tolerance of Filipino educators, this study is vital.

METHODS

Through systematic random sampling, 30 respondents were identified. Data collection was carried out via survey to determine their tolerance level the content of the validated instrument was based on the interview conducted as well as on the information on literature review. The instrument was structured in modified Likert fashion, respondents are instructed to answer the questionnaire based on the research instrument agreement.

RESULTS

In a total of 30 respondents, 16 of them were females and 14 were males. Most of them have ages ranging from 30 to 35 and 29 and below. On the other hand, 10 of the respondents were teaching for 6 years and below. Furthermore, half of them were assigned as Teacher II and 18 of the respondents were on their Master's degree, 4 obtained their graduate degree, 1 finished her doctoral degree while 7 of them did not respond. The paper concluded that the teachers of Emiliano Tria Tirona Memorial National High School are tolerant most of the time towards the misbehavior of their students. Moreover, the results show that the respondents strongly viewed that they were effective in teaching.

DISCUSSIONS

Applying Pearson R on the results of the tolerance scale, the study revealed that there is no significant relationship between tolerance and teaching effectiveness among the respondents the findings of the study showed that teachers were becoming tolerant whenever their students show negative attitudes and their tolerance level differs depending on what behavior their students showed. In addition, the teachers talk to their students about the misbehavior of their students. The researchers suggest to the teachers of E.T.T.M.N.H.S. to talk with their students since it is the most common and effective way to lessen the misbehavior of the students. Aside from that, the researchers endorse to the future researchers to study the advantages and disadvantages of being either high tolerant or low tolerant.

KEYWORDS: Effectiveness, Tolerance, Teachers

SUBMISSION ID: R04A-CAVTP-1085

**The Relationship between Video Clips Comprehension and English Test Performance among Grade 7 Students of Kaytitinga National High School
S.Y. 2018-2019**

Rochelle Gonzales, Kaytitinga National High School

Abstract

INTRODUCTION

Nowadays, it is becoming more of a challenge for teachers to choose a teaching style that will keep the students engaged in the lesson. However, it is also evident that the visual and auditory nature of videos appeal to a wide audience, including students. In this study, the researcher aimed to show that using educational videos improves learning experience of students, and it allows students to comprehend and process information naturally by correlating the students' video comprehension to test performance.

METHODS

In this research, the data were gathered using 30 students from Grade-7 Kayrilaw and 30 students from Grade-7 Tua. Both sections having 15 males and 15 females. A 20-item English Comprehension Test was used as pre-test and post-test answered by students from both sections, where in the first section, comprehension texts, stories or essays were delivered through video clips while in Grade-7 Tua, the texts were read by the teacher. The researcher then collected the pre and post- test results considering the differences in students' gender and delivery of the texts. Afterwards, a self-evaluation questionnaire was given to students to rate their video comprehension using Likert Scale. The data were treated using Pearson Correlation to find out how the students' video clip comprehension correlates to their test performance.

RESULTS

Findings show that through video clips, Grade 7 Kayrilaw students increased their score percentages by 9.7% from 87.5% in pre-test to 97.2% in post- test. While in Grade 7 Tua, the students' overall pre and post- test score percentages were 28.34% and 55.34%, respectively. Regarding the students' self-evaluation of their clip comprehension, female students found it usually true that video clips help them comprehend better while male students found it somewhat true that they can comprehend well with video clips. After correlating the students' clip comprehension and test performance, the researcher therefore concluded that clip comprehension and performance are negatively correlated but not perfect with the r -value of -0.267.

DISCUSSIONS

Although it is evident that using audio-visual materials such as video clips are more appealing to students than using typical chalk and board in teaching, the results have shown that students' comprehension of video clips has weak negative correlation with test performance. And since the researcher expected that students' comprehension of video clips positively affects the test performance, she would like to address the possible deficiency in the self-evaluation questionnaires provided to the students. She suggests future researchers to use questionnaires with Filipino translations since there is a possibility that the students found the questionnaires confusing.

KEYWORDS: Remembering; speaking; writing; listening; reading

SUBMISSION ID: R04A-CAVTP-0574

The Relationship of Reading instruction to the Academic Performance of Grade Five Pupils: Basis for an Enhanced Reading intervention

Mary Ann Cabantac, Department of Education

Abstract

INTRODUCTION

Teachers' problem regarding the reading ability of the pupils continues even if the teachers have attended different trainings and seminars on reading strategies to enhance their skills in the teaching of reading. To improve their reading proficiency, the pupils who struggle with reading need intensive, systematic, and explicit instruction in addition to their regular classroom reading instruction. The different activities are intended to supplement the regular classroom reading program and to provide the additional practice struggling readers need in order to develop basic reading strategies.

METHODS

This study used the descriptive-correlational method of research. It described the relationship of the reading instruction to the academic performance of the Grade Five pupils. To determine their class reading profile, the frequency count was used. Their academic performance was based on their report card, Mean and percentage were used. To determine the relationship of the intervention that was utilized to the academic performance, t-test was used.

RESULTS

Based on the data gathered, there is a significant relationship between the Grade Five students' reading skills and their academic performance. Furthermore, the number of frustration readers eventually decreased if varied reading instructions were used.

DISCUSSIONS

Many studies have been done to find effective strategies for developing the pupils' reading ability. Different strategies and approaches that can potentially improve their reading skills.

KEYWORDS: reading strategies, reading proficiency, classroom reading program

SUBMISSION ID: R012-SARANG-0053

The Relationship of Code-switching to the Academic Performance of Grade 12 STEM Students of Balayan Senior High School

Marc Denniel Sianson

Abstract

INTRODUCTION

Code-switching is used to either reiterate a statement in another language or to linguistically change languages in-between sentences to help the listeners comprehend more. This study generally aimed to determine whether there is a significant relationship between code-switching and the academic performance of grade 12 STEM students. This study would answer whether it is necessary to use code-switching to further improve the academic performance of students.

METHODS

Descriptive-correlational research design was used. Convenience sampling was utilized by the researcher in choosing the respondents for the study. Forty-four (44) grade 12 STEM students of Balayan Senior High School responded to the researcher-made, Likert scale questionnaire. Data that was gathered from the respondents were tabulated. Frequency count, Percentage distribution, Pearson Product-Moment Correlation Coefficient, and T-test for correlation coefficient were the statistical treatments used by the researcher.

RESULTS

The researcher found out that most of the respondents have agreed that code-switching aids in understanding the lessons in class. However, the researcher discovered that there is a negligible correlation ($r = -0.06$) between the use of code-switching and the academic performance of grade 12 STEM students. Moreover, there is no significant relationship ($t = -0.36$) that exists between the use of code-switching and the academic performance of grade 12 STEM students. Therefore, the researcher failed to reject the null hypothesis, the relationship between the use of code-switching and academic performance of grade 12 STEM students is not significant.

DISCUSSIONS

The results disclose that it is not necessary to use code-switching in improving one's academic performance. The study showed dissimilar results than that of Mokgwathi and Webb (2013), and Merritt et al. (2010). The researcher recommends executing the study for a longer amount of time and creating questions that may imply whether code-switching helps or not in improving one's performance.

KEYWORDS: Code Switching, Academic Performance, STEM

SUBMISSION ID: R04A-BATANP-0740

The Relationship of Pantawid Pamilyang Pilipino Program (4ps) to the Academic Performance of the Senior High School Students at Emiliano Tria Tirona Memorial National High School S. Y. 2018-2019

Jerome P. Belostrino, Karl Ribert N. Concepcion, & Leila S. Repiso, Department of Education, ETTNHS

Abstract

INTRODUCTION

The Pantawid Pamilyang Pilipino Program (4Ps) is a conditional cash transfer program which provides cash to beneficiaries, household subject compliance with program conditional ties. Studies on whether this program have an impact on the academic performance of its student-beneficiaries are still limited, particularly on senior high school students. Therefore, the researchers aim to find out the relationship of 4Ps to the academic performance of selected Senior High school Students at ETTMNHS S.Y. 2018 2019.

METHODS

This descriptive correlational study involved 22 respondents selected via Systematic Random Sampling. Data were gathered using a validated researcher-made questionnaire which focuses on the respondents' demographics, academic rating, and perceived academic performance.

RESULTS

Findings show that majority of the respondents perceived that 4Ps has a positive effect on their academic performance such as providing motivation to go to school and that the financial assistance received from the government has a big help in lessening burden of spending for academic-related expenses. However, respondents were neutral on whether or not the 4Ps program has a direct impact in terms of their academic standing. The calculated Pearson R value showed that Pantawid Pamilyang Pilipino Program (4Ps) has a positive correlation with the academic performance of the selected SHS students of ETTMNHS also, findings revealed that 4Ps has a significant impact on the SHS students' academic performance.

DISCUSSIONS

This research revealed that while all 4Ps beneficiaries receive the same kind of financial assistance from the government, their perception as to how it affects their studies varies from one individual to another. However, statistical analysis of the data revealed that basing one's academic performance on his/her academic grade would bear positive correlation with 4Ps beneficiaries. This finding shed light for the government to continue the implementation of the program as it has a direct benefit for student-beneficiaries to not only continue in their studies but to excel in their academics as well.

KEYWORDS: 4P's, Academic Performance

SUBMISSION ID: R04A-CAVTP-1105

**The Relationship of Parental involvement to the Academic Performance
among the intermediate Grade Pupils at Bagbag Elementary School S.Y.
2018-2019**

Rose-Ann Ordes, Teacher I

Abstract

INTRODUCTION

Parental Involvement is an individual right and responsibility for families and a social need. It is generally accepted that without the positive cooperation of family and school, it's not possible to reach high standards set for educational outcomes by a demanding society. The main reason of the study is to determine whether relationship existed in academic performance among the intermediate pupils in parent involvement in education.

METHODS

The qualitative data from the survey questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS 20.0). Descriptive Unit-variate and Bivariate analysis procedures were used to described the characteristics of the data collected using absolute numbers and simple percentage to get a general overview of the respondents' responses.

RESULTS

On pupils' evaluation on parents' involvement in school activities in terms of school events: parenting, volunteering, learning at home and decision making implies that most indicators given which are perceived by the respondents have an average of 4.14 denoting that the given pupils' evaluation of their parents' involvement is usually observed in their daily living. The research has indicated that a clear vision is imperative in getting the parents involved. Whereas parental involvement is not mandated in public education, it should be seen as a viable resource based on the data revealing that it is significant on student achievement. The significant correlation may have been caused by the favorable indicators of the respondent towards the subject.

DISCUSSIONS

The results indicate that the school should apply Epstein six types of involvement that are proven to be successful for school and family partnerships. Recognizing and revitalizing the parents/volunteers' center at school-site is highly recommended. Family influence matters. Although it seems logical to assume that parental support has positive effects on student achievement, it may also be reasonable to assume that low-achieving children need and receive more support and interference from their parents

KEYWORDS: parenting, academic, partnership

SUBMISSION ID: R04A-TANAUA-0173

The Relationship of Performance-Based instruction to the Academic Achievement of Grade Nine Students in Select Junior High Schools in Lipa City Division: Basis of Guidelines for Implementers

Gina Rosita, Bolbok Integrated National High School

Abstract

INTRODUCTION

Academic individuals are created when there are compelling performance-based instructions and innovative pedagogical strategies. Relevant performance-based activities if deeply embedded in the teachers and students could produce a maximum academic achievement. A number of research studies about performance based-instruction and its relationship to student's academic achievement are being made all over the globe, however, teachers are still struggling on how PBI can be utilized. A clear guideline for PBI implementation was crafted for the implementers. This study will be able to help the country's educational system in identifying effects of the said instruction method to the success of the students.

METHODS

The study utilized the descriptive method of research. 224 Grade nine students from the selected public secondary schools in Lipa Division responded to a questionnaire which was the major instrument used in gathering data. It was divided into two parts, the profile of the respondents and the questionnaire proper. Weighted mean was computed to determine the extent of use and effectiveness of PBI to grade nine students' academic achievement.

RESULTS

Performance-based instruction is used to a great extent in the presentation and evaluation part of the lessons. PBI to the academic achievement was perceived by the students to be very highly effective. It showed that there is a significant positive relationship between the perceptions of respondents on the use of performance-based instruction and the perceived effectiveness on academic achievement. This calls for a closer look as to how teachers can effectively go about the rigors of teaching employing this particular type of instruction. Focus should be given on the performance-based assessment as this is as crucial as the content delivery. Along this light, a proposed set of guidelines for implementers was put forward.

DISCUSSIONS

Curriculum developers should focus on the revealed effectiveness of PBI in teaching. School administrators could share the findings to their teachers for them to ascertain future directions in maximizing and improving the use of performance-based assessments. Teachers have to address the known disadvantages of the use of performance-based assessment by carefully planning and efficiently executing it as guided by the set of guidelines proposed. Future researchers should conduct further study and evaluation of the findings in the future to further assessment of continuous enhancement of the curriculum.

KEYWORDS: Performance-based instruction, academic achievement, effectiveness, implementers, guidelines, assessment, curriculum developers

SUBMISSION ID: R04A-LIPAC1-0172

**The Relationship of Reading Habits and Reading Comprehension of Grade
III Pupils in Ramirez Elementary School S.Y. 2016-2017**

Ailene May Sisante & Christian Belinda D. Rojas

Abstract

INTRODUCTION

In this study, the researcher determined the used of reading habits of the learners in relationship to their reading comprehension. Reading habits are well-planned and are deliberate pattern of study which have attained a form of consistency on the part of students toward understanding academic subjects and passing examinations. Reading comprehension is an essential skill for learners of English. For most of learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

METHODS

The researcher used the qualitative experimental method to compare the reading habits of the learners. The pre-test - post-test reading comprehension individual design approach was employed wherein similar groups were exposed to same sets of test questionnaires.

RESULTS

Based on the findings, the learners who have reading habits easily comprehend the reading selection with high scores, while the learners who do not read much got low scores. This implies that there is a relationship between the reading habit and reading comprehension to easily answer different reading selection if they will continue their reading habits. This result proves that the use of the reinforcement activities enhances the skill of the learners in reading.

DISCUSSIONS

Based on the findings of our study the following conclusions were drawn:

There is a relationship in reading habits and reading comprehension of grade III pupils in Ramirez Elementary School. Reading habits help in reading comprehension because the longer you read, the level of comprehension increases. The future plan of this action research is to continue the 12:30 reading habits of grade III pupils to increase their reading comprehension level. The learners need to be exposed to more instructional materials like books, short reading selection with pictures to get in touch with the reading materials.

KEYWORDS: reading habits, reading comprehension

SUBMISSION ID: R04A-CAVTP-1452

**The Relationship of Reading Habits on Reading Comprehension of Grade
III Pupils in Ramirez Elementary School S.Y. 2016-2017**

Belinda Rojas & Christian Ailene May Sisante -

Abstract

INTRODUCTION

In This Study, The Researcher Determined The Used Of Reading Habit Of The Learners In The Relation With Their Reading Comprehension. Reading Habits Are Well-Planned And Deliberate Pattern Of Study Which Has Attained A Form Of Consistency On The Part Of Students Toward Understanding Academic Subjects And Passing At Examinations. Reading Comprehension Is An Essential Skill For Learners Of English. For Most Of Learners It Is The Most Important Skill To Master In Order To Ensure Success In Learning. With Strengthened Reading Skills, Learners Of English Tend To Make Greater Progress In Other Areas Of Language Learning. Reading Should Be An Active, Fluent Process That Involves The Reader And The Reading Material In Building Meaning.

METHODS

The Researcher Used The Qualitative Experimental Method To Compare The Reading Habits Of The Learners. The Pre-Test - Post-Test Reading Comprehension Individual Design Approach Was Employed Wherein Similar Groups Were Exposed Same Sets Of Test Questionnaires.

RESULTS

Based From The Findings, The Learners Who Have Reading Habits Easily Comprehend The Reading Selection With The High Score While The Learners Who Do Not Read Much Got Low Scores. This Implies That There Is A Relationship The Reading Habit And Reading Comprehension To Easily Answer Different Reading Selection If They Will Continue Their Reading Habits. This Result Proves That The Used Of The Reinforcement Activities Enhances The Skill Of The Learners In Reading.

DISCUSSIONS

Based On The Findings Of Our Study The Following Concerns Were Drawn:
There Is A Relationship In Reading Habits And Reading Comprehension Of Grade III Pupils In Ramirez Elementary School. Reading Habits Helps In Reading Comprehension Because The Longer You Read The Level Of Comprehension Increase. The Future Plan Of This Action Research Is To Continue The 12:30 Reading Habits Of Grade III Pupils To Increase Their Reading Comprehension Level. The Learners Need To Be Expose To More Instructional Materials Like Books, Short Reading Selection With Pictures To Get In Touch With The Reading Materials.

KEYWORDS: reading habits, reading comprehension

SUBMISSION ID: R04A-CAVITP-1494

**The Relationship of Reading Skill Level and Scientific Ability of Grade 10
Students of Centro de Naic National High School S.Y. 2018- 2019**

Ronnel Merlan, Department of Education
(Adviser: Ronnel Merlan)

Abstract

INTRODUCTION

Comprehension is the main goal when reading and is the key to answering questions. Reading is essential not only for school success but for post-secondary options like getting a job or going to college. Students' performance should always be monitored by the teachers through different ways of assessment. Primarily, quarterly exams are the most reliable tool in measuring students' learning. After administering examinations, teachers gather the results such as the raw scores and the mean percentage scores (MPS) to analyze the learning outcome of students in the competencies taught.

After analyzing the mean, standard deviation and MPS of the test results in Science, it was observed that the average MPS of the entire student population within the four quarters (SY 2017-2018) is 60.5 % which is being described by Department of Education Standards as "Moving Towards Mastery". Based on the results of Learning Outcome Assessment (LOA), the study was conducted to identify if reading skill level has a relationship with critical thinking skills in Science (Scientific Ability). This could be a factor why students get low scores in the subjects having English language as the medium of instruction.

METHODS

Descriptive-correlational method was used to determine the relationship between the reading skill level and scientific ability of 400 Grade 10 students. The research participants were selected through convenience sampling method. McGinitie test and a standard Scientific Ability test were used to determine the reading skill level and scientific ability of the participants, respectively. All data were checked, tabulated, interpreted using Pearson's correlation.

RESULTS

The average reading skill level of all the participants is 17.25 or is categorized as "Instructional." This means that the students needed more assistance from a reading teacher to read and comprehend well. The average scientific ability score is 9.20 which can be described as "Fair." The students possess a fair level of critical thinking in processing Science questions. The two variables were correlated and an R value of +0.59 was obtained. This means that the variables have a strong positive relationship.

DISCUSSIONS

The results show that there is strong positive correlation between reading skill level and scientific ability of Grade 10 participants. It also demonstrates the need for a reading remediation program so that students can perform well and answer tests in different subject areas using English language as medium of instruction.

KEYWORDS: reading skill level, scientific ability, relationship, correlation

SUBMISSION ID: R04A-CAVITP-1117

The Relationship of the Academic Grade in Mathematics of Grade Ii Pupils and Memorizing the Table of Multiplication

Adelina Camacho & Alma C. Rogacion, Department of Education

Abstract

INTRODUCTION

One of the first and basic mathematical knowledge of school children is multiplication. We know the pedagogical approach, but on the other side, there is less knowledge about the increase of the step by step knowledge of the school children.

METHODS

The descriptive method of research was used. The researcher used a questionnaire to determine the relationship of the academic grade of Grade II pupils and the memorization of the multiplication table. The researcher used a checklist style research questionnaire, and this was conducted and administered for the Grade II pupils.

RESULTS

Based on the data gathered, it was proven that positive attitude toward Mathematics (Memorization of Multiplication Table) was very important to have a good academic grade. It was also conducted that good study habits contributed to a successful academic future of the pupils. Through the test significance, the researcher came up with the conclusion that there is a significant relationship between the pupils' interest and study habits in Mathematics and their academic grade in Mathematics.

DISCUSSIONS

The focus of the research is for the Grade II pupils to learn about multiplication table. It can be summarized that at the time of study, learners learned multiplication very well through proper application or through the different methods used.

KEYWORDS: competence, reliable, estimation

SUBMISSION ID: R04A-CAVITP-1328

The Relationship of the Academic Grade in Mathematics of Grade Iii Pupils and Knowing the Definitions of the Different Mathematical Terms

Ma. Salome De Luna, Marahan Elementary School

Abstract

INTRODUCTION

For many years, many pupils have learned mathematical knowledge - whether the rudiments of mathematical computations or the complexities of the different problems in studying mathematics and the theories involved - without much understanding. Of course, many pupils tried to make whatever sense they could of procedures such as adding and all other operations involved in mathematics. No doubt, many pupils noticed underlying regularities in the computations they were asked to perform. But Mathematics learning has often been more a matter of memorizing than of understanding. That is why knowing the definitions of the different Mathematical terms are of high importance. This study attempted to determine the relationship of Academic Grade in Mathematics of Grade III pupils of Marahan Elementary School and knowing the definitions of the different Mathematical terms.

METHODS

A translated survey questionnaire method based on the study of Balbalosa (2010) was the instrument/method used in this research study. The focus of the study were the pupils of Marahan Elementary School, Grade III - Kape to be specific. The statistical treatment of the gathered data included tabulation of frequencies and percentage. The researcher conducted a survey using the questionnaire in gathering the respondents' perception on the instructional competence in the said research of Grade III Kape.

RESULTS

Many pupils who participated in the research perceived a substantial problem with different innovations which stem predominantly from: 1) Fear of the subject Mathematics regardless of their knowledge of what the subject is really all about 2) The role of the teacher in the teaching-learning process has always been recognized. It is stressed that the teacher in the classroom is the central figure who provides the structure within which the pupils can learn.

DISCUSSIONS

The results demonstrate that teachers play a vital role in pupils' academic performance. The teacher has been the richest input resources of the school because she motivates, directs, and assists the pupils to perform according to their maximum potential capacities. Teachers should heighten the interest of the pupils towards their studies by giving proper motivation; letting the pupils feel the sense of belongingness to avoid anxiety among pupils; cite words of encouragement that will inspire the pupils and let them formulate ideas to enhance their creative thinking and develop their (HOTS) Higher Order Thinking Skills.

KEYWORDS: Definition, Performance, task, fear

SUBMISSION ID: R04A-CAVITP-1002

The Relationship of the attendance of the Parents Or Guardians in the School Gatherings to the Students' Daily Competence

Jose Fernando Manalo Jr., Student

Abstract

INTRODUCTION

School gatherings are activities that serve as the foundation in building changes and relationships within the school. Parents and teachers' relationship are one of the best ways to make both sides aware about the status of the students. This research examined how the parents or guardians support through attending the school gatherings affects the students' academic performance.

METHODS

The researcher utilized the descriptive research design. To obtain the information needed concerning the study, the researcher conducted a survey at Talisay Senior High School. The survey questionnaire was distributed to 151 respondents who are grade 11 and grade 12 HUMMS students. The researcher used random sampling. The researcher used the Slovin's Formula. The frequency and percent distributors were used in presenting the profile of the students. The answers in the questionnaires were tallied and prepared in tabular form, and the data gathered were presented and analyzed following appropriate statistical treatment.

RESULTS

The majority of the respondents' answers signify that the support of their parents or guardians attending in the school gathering is a treasure. The researcher found out that disappointment is one of the factors that affect the students' attitude and behavior in class and the researchers found it clear the disparity of having someone's support to those who don't have. This aspect boosts and increases the self-esteem of the students in accomplishing the school work and performances. This just obviously meant that the students' endeavor depends on how their parent or guardians push their back to go through.

DISCUSSIONS

The research findings illustrate the essential role of the parents or guardians in students' daily competence. Their involvement in school gatherings is an effective action which reflects support for their child growth. Students are more efficient and motivated to study well if they are raised with continuous support from their parents or guardians.

KEYWORDS: Parents' involvement, competence, school gatherings, support, motivation

SUBMISSION ID: R04A-BATANP-0864

The Relationship of the Profile and Competencies of Public-School Teachers in Cluster 8 Calamba West III District

Rochelle Bautista, Teacher

Abstract

INTRODUCTION

Competency is best described as a complex combination of knowledge, skills, understanding, values and attitudes, and desire which lead to effective embodied human action in the world in a particular domain. In the daily life of teachers, they encounter different kinds of students. It is a fact that the various teaching competency levels of the teachers bear different effects upon the students' learning.

With regard to the teacher's competency, the researcher notably wanted to determine the relationship of profile and competencies of public-school teachers in Cluster 8 Calamba West III District to expand their knowledge on the situations and come up with a common view that the present condition of the teachers' competencies could still be improved greatly.

METHODS

In order to identify the competencies of public-school teachers in Cluster 8 Calamba West III District on Curriculum and Community Linkages Domain, descriptive method was adapted. The descriptive design was used to interpret findings in relation to the competencies of public-school teachers on curriculum domain and community linkages domain.

RESULTS

The majority of teacher respondents belonged to the age group of 21-30 years old and are Bachelor's Degree holders. The Curriculum Domain in selecting the teaching method, learning activities, and the instructional materials or resources appropriate for the learners and Aligned to objective of the lesson had the highest average mean in teachers' competencies with a verbal interpretation of "High Extent Level." The result of Spearman Rank-Order Correlation analysis revealed that the relationship between the competencies on curriculum and community linkages domain when they are grouped according to their Highest Educational Attainment were not significant while the relationship between the competencies when they are grouped according to their age was significant.

DISCUSSIONS

The results demonstrate that teachers must possess competence and initiative to perform additional tasks aside from teaching, like community engagement in socio-civic activities in terms of recreation, clean and green, livelihood programs, health services and religious education. School Principals should help younger teachers upgrade their level of competencies such as knowledge, skills and abilities, and other characteristics through seminar/training so they could come up with better teaching methods and involve students more efficiently into their lessons.

KEYWORDS: Competencies, Community Linkages Domain, Curriculum Domain, Profile. NCBTS

SUBMISSION ID: R04A-CALAMB-0277

PeTMaLU (Peer Teaching in Mathematics: Learning Unfold)

Ruffa Suelto, MPAF

Abstract

INTRODUCTION

It has been observed that our learners are computer oriented in nature and they depend heavily on what is visually present without understanding what is being implied. The result of the assessment is depressing. Moreover, some students are hesitant to ask teachers regarding the topic. To help the learners, PeTMaLU (Peer Teaching in Mathematics: Learning Unfold) was implemented. It is a peer tutoring wherein students are paired together to practice academic skills and master content. This teaching strategy aimed to help accommodate a classroom full of diverse students who need more individualized attention. Likewise, assess the intervention effect of the PeTMaLU on the academic achievement and attitude of math students.

METHODS

The study entails the use of Pretest-Posttest Experimental Design. Thirty (30) students from Section Orion were used as samples. The students were divided into 3 groups: the talented (top 10), middle (controlled) and the bottom 10. Results of the First, Second and Third Periodical Exams of each group were gathered. The Mean Percentage Scores (MPS) in their Quarterly Test and Average in their Quarterly Grades were computed.

RESULTS

Results show that Top 10 students got an MPS of 60.20%, 64.80% and 75% in the first, second and third quarter test, respectively. Meanwhile, the low performing group obtained a mastery level of 34.80% in the first, 52.00% in the second and 52.40% in the third quarter exam. The controlled group, on the other hand, got 23.60% .on the first quarter exam, increased MPS of 61.80% on the second and 63.40% on the third quarter test. The average of the three groups were 47.40%, 59.53% and 63.60% on the first, second and third quarter exams, respectively.

DISCUSSIONS

The study shows that peer teaching is an active tool in improving the performance of the students in Mathematics. It is strongly recommended to study the efficiency of this strategy on other subjects or on the school level. In Castor Alviar National High School, small numbers of teachers- researches have been conducted to study the peer teaching strategy and its effect on several variables. The authors recommend the researchers to study this strategy and explore its benefits on the students.

KEYWORDS: peer teaching, learning, low performing, strategy

SUBMISSION ID: R04A-CALAMB-0207

Phenomenological Study On The Propagation Of Fake News

Marivic Awat, Seth Leo Comia, & Jerome Ducay, Baybayin National High School
(Grade 7-12)

Abstract

INTRODUCTION

This study aims to describe how students view the propagation of fake news. This study took a descriptive approach that tackles about the propagation of fake news. The researchers want to know something about a certain topic which is the wide-spread fake news. This study was largely descriptive in its methodology of gathering and analyzing data in order to develop a deep understanding of the phenomenon. Phenomenology is concerned with the study of experience from the perspective of the individual. Moreover, phenomenological approaches are based on a paradigm of personal perspective and interpretation. As such they are efficient for understanding the subjective experience and gaining insights into people's motivations and actions.

METHODS

This study focused on students specifically Senior High School students from Grades 11 and 12. There are 10 respondents composed of two students from each strand. In this way, they can have data from not only different people but also different perspectives. The primary data gathering method used was an in-depth interview to determine the student's knowledge and experiences on fake news. Aside from conducting interviews, researching, analyzing and interpreting the data were also done to accomplish the study.

RESULTS

Fake news can spread through people who are secured with the Freedom of Expression. They refuse to accept the responsibilities of freedom. They also lack information on what Freedom of Expression really is. Social media plays a vital role in our lives today. It serves as a platform in spreading news, however other people use social media in creating dummy accounts and spread inaccurate information, as they are using dummy accounts their real identity cannot be identified. Cases like this encourage people to do the same thing. Without any ideas on a specific subject matter, they tend to believe all the news or information regarding that subject matter. People always want to share trending news as they feel satisfied being the first, or one of the few people who know it.

DISCUSSIONS

The results are essential for informing people about the propagation of fake news. People will know the value of Freedom of Expression and take responsibility for what they are posting and sharing in social media, in this case, the rate of propagation of fake news will be lessened

KEYWORDS: Freedom of Expression, social media, information, freedom

SUBMISSION ID: R04A-BATANP-1151

**Project Empire: it's Effect on the Reading Ability Level of Grade Four
Pupils of Balsahan Elementary School S.Y. 2018-2019**

Aldrin Calantog, Department of Education

Abstract

INTRODUCTION

Reading as one of the macro skills that need to develop among learners must be given focus accordingly. However, learner's ability to comprehend text seems to be one of the problems that teachers need to be addressed immediately. In this program, the researcher implemented various reading techniques and strategies to improve the learner's ability in decoding and understanding text.

METHODS

The study used the descriptive method of research. Since the study was concerned with the effect of the Project EMPIRE among fifteen pupils under the frustration level and thirty-four pupils under the instructional level, the descriptive design was very much appropriate. Pre and Post reading test results of the respondents were collected. After that, the researcher immediately retrieved the instrument and results were tallied and analyzed.

RESULTS

In order to achieve the goal of the project, different reading approaches and techniques were given to the pupils for a certain period of time. Project EMPIRE which was implemented among the grade four pupils of Balsahan Elementary School was found to be helpful and effective as it was shown from the results of the project that pupils identified under frustration level increased their reading proficiency. Though not all the pupils went from their current reading level to independent readers, a significant change in their reading ability was evident. Since, this project was a productive experience, the researcher would like continue this to uplift the comprehension level of each learners.

DISCUSSIONS

The results of the project revealed that extensive reading program was needed in order to raise the comprehension level of the pupils. Through the use of various techniques and exposing the learners to the different reading materials every day, their ability to understand text was improved. Developing reading comprehension ability of the learners will help them to increase their vocabulary and communication skills.

KEYWORDS: Reading, Comprehension, Reading Proficiency, Reading strategies

SUBMISSION ID: R04A-CAVTP-0606

Project ENGPROF: An intervention Program for English Proficiency

Arianne Melody Mista, LPT

Abstract

INTRODUCTION

This study determined the effectivity of class intervention for English proficiency for Bolbok Integrated National High School senior high school students.

METHODS

The program was tested with the Grade 11 class who have poor performance in English. Each session has a target English lesson focused on language proficiency. The result of pre-test and post-test were compared and treated with t-test for dependent and correlated variables.

RESULTS

The students were found to be poor in reading comprehension, subject-verb agreement and vocabulary; and very poor in verb tenses and logical reasoning. It was revealed and proved that there is a significant improvement on students' English proficiency after the conduct of the class intervention program.

DISCUSSIONS

The program is effective in enhancing the students' English proficiency and is recommended for Grades 11 and 12 for the succeeding semesters.

KEYWORDS: Class Intervention, English Proficiency, Grammar Fluency

SUBMISSION ID: R04A-LIPAC1-0218

Project EnRICH (Enhancement, Reinforcement, integration, Concept Mapping and Habitual Exposure): An innovative Strategic intervention in Building Science Vocabulary of Grade 9 Students

Marinelle Eslabon, Department of Education - Cavite

Abstract

INTRODUCTION

This study focuses on the effect of Project EnRICH, an innovative and comprehensive strategic intervention in building science vocabulary of Grade 9 students. Through different Enhancement and Reinforcement approach such as Integration of games and fun filled activities in the lesson, students can develop context-based content knowledge along with language development. Along with this, Concept mapping was also incorporated so that students will be the one responsible to generalize or summarize their learnings by utilizing the terminologies tackled during the discussion. Habitual exposures through listening, speaking, reading and writing of these words was used to increase vocabulary retention and comprehension of the students.

METHODS

This study used the Vocabulary Knowledge Rating Scale and a twenty-five (25) item multiple choice teacher-made test that covers the lesson on Volcanoes. A pretest and posttest design method were also utilized. The respondents of the study were one hundred eighty (180) students of Grade 9 at Ternate National High School.

RESULTS

Results revealed the following: (1) In terms of the result of the Vocabulary Knowledge Rating Scale, the mean result increased from 1 (I have never seen or heard this word before.) to 4 which is interpreted as "I can comprehensively explain this word." (2) The mean score of the posttest in the science vocabulary assessment increased by 10.9 after the intervention. It is concluded that the interactive games caused a significant increase in the performance of the respondents (3) The standard deviation decreased by 0.76 which means that most of the numbers are very close to the average. (4) Lastly, the result of the Z-test revealed that the null hypothesis is rejected. Therefore, there is a significant effect in the student's science vocabulary after the Project EnRICH.

DISCUSSIONS

Based on the outcome of the research, the researcher recommended that Project EnRICH is an effective innovative strategic intervention in building science vocabulary and can be incorporated in the lesson as part of the quarterly familiarization and reinforcement of Science Terminologies for each grading period. This could increase motivation, retention and comprehension of vocabulary and lead to deeper understanding of science concepts.

KEYWORDS: Science Vocabulary, Concept Mapping, Habitual Exposure, Innovative, Intervention

SUBMISSION ID: R04A-CAVITP-0245

**PROJECT ENTABLADO: Scaffolding Pupils Fear During Classroom
Based Oral Presentation Activities**

Maribel Dimaano, Iluminada M. Magracia, & Janeth I. Guce, Department of
Education - San Jose

Abstract

INTRODUCTION

Pupil's performance, defined as, the ability of pupils to do something in and out of the learning area is always evaluated. One of such performance is the ability of the pupil to express his thoughts and feelings in oral presentation-based activities inside the classroom. Oral presentation is similar to giving a speech to present idea or explanation whether alone or as part of a group before an audience or a group of people. It is a skill where the presenter learns to hone public speaking skills, including using a clear voice and timing a speech. This study aimed to help pupils overcome their fear in oral presentation activities in the classroom by designing project ENTABLADO to combat the emotional and physical response that triggered in them when they need to perform in front of an audience or even an anticipated or perceived audience.

METHODS

A descriptive quantitative method was used to scaffold pupils' fear in participating classroom based oral presentation activities. The respondents of the study were the Grade I - Malvar pupils whose participation level in oral presentation were low evident and not evident.

The researchers used questionnaire, survey method, and checklist to attain the objectives of the study. An interview followed to validate and confirm the responses given by the research participants.

RESULTS

Pupils' participation level in classroom based oral presentation was low evident and not evident. Data showed that majority of the respondents were reluctant to participate in oral presentation activities due to lack of confidence to express themselves in English. It also showed that respondents have poor study habits since they were not prepared in the day's activities. Their anxiety in oral participation also includes fear in rejection, poor reading ability, negative judgment, embarrassment, panic attacks and fear of previous mistakes.

DISCUSSIONS

The result showed the need for developing a scheme to overcome pupils' fear during classroom- based oral presentation activities.

The developed principle-based acronym for Project ENTABLADO were utilized to scaffold the pupils fear in classroom based oral presentation activities.

KEYWORDS: oral presentation, scaffolding, anxiety

SUBMISSION ID: R04A-BATANP-2061

Project ERAP (Enhance Reading Ability of Pupils)

Elmer Mojica & Lina Marges, Department of Education

Abstract

INTRODUCTION

Skills in reading and understanding what you read plays a very important factor in the pupil's learning process. If a child can read and comprehend what he reads it will be easier for the child to understand the lessons in different learning areas. Studies show that pupils or children who do not know how to read perform less inside the classroom- whether in the discussion or summative tests. They also do not show confidence in themselves. In Calumpang Elementary School, reading has also been one of the problems that needs immediate action. Project ERAP (Enhance Reading Ability of Pupils) was created to help reduce the pupils identified as frustration readers.

METHODS

The data collected from the PHIL IRI results were the basis of Project ERAP. It aimed to reduce the number of identified frustration readers from 11 to at most 21 (15%) from 23 out of 47 (49%) Grade three pupils from Calumpang Lejos Elementary School S.Y. 2015-2016 by the end of February 2016. Storytelling sessions with teachers and parents, ICT integration (use of videos), use of colorful printed materials and reward systems were utilized in the implementation of the project.

RESULTS

From the intervention conducted, the number of identified Grade three frustration readers was reduced from 23 (49%) to 17 (36%). Although we were able to surpass the target which was only 15%, still there were 17% more left as frustration readers.

DISCUSSIONS

The reduced Grade three frustration readers is an indication that the different techniques and strategies utilized in the implementation of the project used by the teachers were indeed very helpful in the success of Project ERAP. The use of videos in teaching reading seemed new to the pupils that they enjoyed every reading session. Colorful printed materials used during storytelling with teachers and parents helped to motivate the pupils. This proved that pupils should be motivated to help them learn how to read easily so it is recommended that Project ERAP will be implemented in the next school year.

KEYWORDS: frustration readers, enhance, reading ability, motivated, utilized

SUBMISSION ID: R04A-CAVITP-1243/R04A-CAVITP-1252

Project ERASER (Enhancing Reading Ability to Support English Reader)

Rechelle Fernando, Department of Education - Division of Calamba

Abstract

INTRODUCTION

Phil-IRI is one of the tools used to assess the reading ability of pupils. Based on the three consecutive results from SY 2014 - 2017, particularly in English Oral Reading, grade two has the highest number of non-readers among all other grade levels. In this project, we witnessed the improvement of grade two pupils in English Oral Reading from 72% of non-readers it reduces to 0%. With this success, we can really produce academically competent learners.

METHODS

After analyzing the results of Phil-IRI, interviews and pre-reading assessments were conducted to 31 (out of 43) identified non-readers in grade II pupils SY 2017-2018. Class observations, additional interventions, and production of supplementary reading materials were also administered. All data gathered were recorded and tabulated.

RESULTS

In the SY 2016-2017 post-test result of non-readers in grade two pupils were 14%. After the implementation of Project ERASER in SY 2017-2018, grade two non-reader result decreases to 0%. This result showed that pupils had improved in reading English text. Immediate attention through giving extra time and effort to create differentiated activities plays an important part in developing non-readers.

DISCUSSIONS

Based on the results, identifying teachers with expertise in teaching reading is important. Production of reading materials suited for pupils need helps a lot to develop non-readers. Implementation of this project in all primary levels will produce a higher number of English readers.

KEYWORDS: Enhance, non-readers, differentiated activities, Phil-IRI

SUBMISSION ID: R04A-CALAMB-0442

**Project ERCS: Enriching the Reading Comprehension Skills of Grade III-
ACES Pupils of Tambang Central School**

Junelyn Tresvalles, SDO Camarines Sur

Abstract

INTRODUCTION

Reading comprehension is considered as one of the pillars of the act of reading (Hans, A. & Hans, E., 2015). It is the most difficult and most important in the reading process. Department of Education Order No. 12. S. 2015, Early Language, Literacy, and Numeracy Program states that reading comprehension is a fundamental purpose of reading. It is essential to life. Reading comprehension is necessary to survive and succeed in today's world. With the ability to understand what they read, people are able not only to live safely and productively but also to continue to develop holistically. The main concern of this action research was to enrich the reading comprehension skills of Grade III-ACES of Tambang Central School.

METHODS.

A descriptive method was employed in this research. Documentary analysis was also utilized to analyze the results of the Philippine Informal Reading Inventory (Phil-IRI) as the source of data. This research did not use any sampling technique since it employed all the 40 pupils in Grade III-ACES as research respondents in Tambang Central School, Tinambac North District, Tinambac, Camarines Sur, the school year 2016-2017. A survey questionnaire was used employing the Likert Scale to determine the factors that affect the reading comprehension of the respondents. A paired T-test was also used to compare the results of pretest and posttest.

RESULTS

After the implementation of interventions, results showed that there was a significant increase in pupils' reading comprehension skills. Independent and instructional readers have increased. The home factors had influenced the improvement of reading comprehension of the learners. Specifically, when the parents helped their child in school reading assignments and the availability of reading materials at home. The study also found that the strategy of awarding of "Best Reader" and explicit instruction were advantageous. Furthermore, when learners grouped in a small group or a dyad, they accomplished the task successfully.

DISCUSSIONS

Teaching reading comprehension needs different strategies to help learners better understand what they are reading. In doing so, learners can develop an appreciation for literature. Choosing appropriate reading materials for a particular group of learners is also essential to consider.

KEYWORDS: reading comprehension, enhancement, reading materials

SUBMISSION ID: R005-CAMSUR-0003

Project E-SPELL (Enhanced Schools' Performance through English Language Literacy)

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Abstract

INTRODUCTION

The National Achievement Test is being administered to assess the acquired competence in a given subject area. The NAT is one of the indicators that learners had really acquired the competencies intended for their specific grade level. Yet, many schools in the country failed to achieve a rating of 75% & the district of Ibaan is one of them. Each school in the district administers and give different intervention activities, still, the efforts are not that effective. Learners still lack the required competencies and skills in the English language which really affects the performance and assessment result. With this context, the proponents of this action research came up with a collaborative effort to bring glory not only to individual schools but to the entire district.

METHODS

Using the descriptive method, 16 elementary and 2 secondary public schools were the focus. Each school is asked to give data/information as to the performance of their school in the National Achievement Test for the past 3 and 2 years respectively. To validate the gathered information, small group discussion (SGD) and focus group discussion (FGD) was done.

RESULTS

From SY 2012-2013 the average is already 84.04 (closely approximating mastery) for the elementary but there was a sudden decrease of 15.79 for SY 2013-2014 and another minimal increase of 4.17 for the SY 2014-2015. Not all schools are maintaining or at least increasing their NAT results. With the aforementioned results of the NAT for the past 3 years of each school, the performance of the students is affected which is shown by their poor participation in classroom activities and low grades as perceived during the small group discussion and informal conversation with the school heads, the teachers and the district supervisor likewise.

DISCUSSIONS

Despite the many programs, projects, and interventions being done, these efforts must be collaboratively be done by all concerned individuals not only to improve ones' performance but to help one another as one district. School partnership program efforts can be put into actions by helping one another and adapting other interventions efforts to fully maximize the skills, competencies, and performance of the students and the teachers. The continuous development program for the learners and teachers should be done on a regular basis not only when it is needed so as to have a lasting effect on the learners to fully develop and improve their skills and capabilities as learners of the second language.

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

SUBMISSION ID: R04A-BATANP-1483

PROJECT ES-PIA (Enhancing 1-Step Word Problem involving Addition) among Grade Four Pupils

Romulo Gutierrez, Master Teacher I

Abstract

INTRODUCTION

Problem-Solving with comprehension, perplexing questions, and demanding settlement especially when the difficult or uncertain solution and puzzling circumstance hinders test results. A proposition in which some operation or construction is required. Reading comprehension is one factor that affects problem-solving among Grade IV pupils.

This study helps to develop reading skills and desirable habits and attitudes that will spark encouragement to the pupils to explore and discuss meanings, terms used in problems to be solved in Math on a deeper level so that these terms and steps can be used correctly.

This observation has been acquired from children as a result of their limited experience and it was proven in the last Periodical test with 40% MPS. Result gave the school a decreasing percentage in the MPS. Pupils find difficulty in comprehending and understanding word problems.

METHODS

The researchers used the quantitative method. The data were collected using observation, questionnaire and giving tests that include pre-test and post-test. This research used the report-based data in order to identify trends in the improvement of the pupils. The researchers utilized data from Math Reinforcement and Enrichment activity sheets. Also, the researchers conducted an interview with the teacher of the respondents in order to identify their profiles in terms of health condition, economic status, and parent support system.

RESULTS

The researchers used the quantitative method. The data were collected using observation, questionnaire and giving tests that include pre-test and post-test. This research used the report-based data in order to identify trends in the improvement of the pupils. The researchers utilized data from Math Reinforcement and Enrichment activity sheets. Also, the researchers conducted an interview with the teacher of the respondents in order to identify their profiles in terms of health condition, economic status and parent support system.

DISCUSSIONS

The result needs an Institutionalized Project ES-PIA as a legitimate intervention for pupils with numeracy and Comprehension difficulties through - making it a part of the regular class schedule, considering it an official load of the teacher, and including it in the budgetary requirements of the school.

KEYWORDS: Reinforcement and Enrichment

SUBMISSION ID: R04A-LAGUNA-0100

**Project F.A.D.E.R.: As A Program in Improving Oral Reading Performance
of Grade 6 Pupils of Sinisian Elementary School**

Joann Faderagao, Department of Education

Abstract

INTRODUCTION

To read orally well is one of the most important skills that the learners must be developed and without a solid foundation of reading the students will struggle throughout their academic and adult life. Through this research it is hope that it will provide reading awareness to students by teaching reading abilities strategies and by this way the students will develop a more meaningful reading experience.

There are several reasons why oral reading takes an important part in teaching and learning. Firstly, oral reading is a method to improve pronunciation and speaking ability. Secondly, during the oral reading behavior, students' senses can all be involved. Thirdly, oral reading can improve the sense of phrase during foreign language learning in a non-native speaking environment.

METHODS

This study employed the descriptive research method using quantitative research procedures to assess the oral reading performance of Grade 6 and the effectiveness of the existing interventions programs of the school to be able to come up with a program.

RESULTS

The results show that out of 66 pupils tested during the Pre-Oral Test Reading test, 23 pupils or 35% fall under Fast Readers, 9 or 14% belonged to slow readers and 2 or 3% considered as slow readers. Five pupils encountered incorrect phrasing in reading as revealed in the data. A percentage of 38% is noted in difficulties by omitting certain letters while the oral reading administration is going on. Relative to the effectiveness of the existing interventions respondents claimed that there were activities that could develop pupils' reading abilities with mean of

3.77. Based also from the result the active student involvement is the very effective intervention proved of the 4.44 mean. With regards to the level of support given by the concerned individual to develop an excellent reader, it revealed from the study that teachers show their maximum support with a mean of 4.40 and school head with 4.38 mean. Parents showed their support with 3.35 mean and interpreted as a moderate extent.

DISCUSSIONS

This topic should be conducted to consistently monitor the oral reading abilities of the pupils and also to assess the effectiveness of the strategies of the teachers used to produce total readers so that we could come up with a good interventions/program to sustain the better result of oral reading among our school children. From these, it can be concluded that the students are a great factor to produce 21st-century pupils that are totally wide readers.

KEYWORDS: reading performance, interventions programs, reading abilities

SUBMISSION ID: R04A-BATANP-0700

**Project FIRE: A Continuous Improvement Program For Mabato
Elementary School Pupils Under Frustration Level**

Shellie Novelo, Gemma Berganos, & Sagrada Irene Berenguel, Department of
Education - Cavite

Abstract

INTRODUCTION

The 21st-century pupils are engaged with activities that are not intended for learning. Their attention is diverted to different games on gadgets. Modern technologies have disadvantages towards learning. Specifically, pupils tend to lessen their time in reading because of these stuffs. Hence, their interest in reading fades. Because of this, the researchers came up with a project dubbed as Fire, a continuous improvement program to help the pupils improve their reading skills.

METHODS

Project Fire Program was conducted using the Read Aloud method and the Direct Reading Approach. First, the pupils were given a pre-test using the Philippine-Informal Reading Inventory (Phil-IRI) materials in assessing the level of reading proficiency. The data were statistically analyzed. After the analysis of the pre-test, the pupils under the frustration level undergone to Project Fire Program from August to January. Pupils were given a selection or passage to read. While students are reading, the teacher does a running record that will help gain information about the student's reading strategies. Then, the Direct Reading Approach was also conducted, wherein the teacher activates the pupil's prior knowledge and teaches the pupil to monitor their understanding of the text as they're. At the end of the program, the post-test was given to the pupils under the frustration level to measure the improvement in reading.

RESULTS

The result of the pre-test shows that out of 60 pupils in Oral reading, 45 were in frustration level, 10 were instructional level, 2 were independent level and 3 were non-readers. In Silent reading, out of 60 pupils, 42 were in frustration level, 18 were instructional, 6 were independent and 3 were non-readers. The pupils at the frustration level in oral and silent reading have undergone the program. The result of the post-test shows that out of 60 pupils in Oral reading, 3 were in frustration level, 45 were instructional level, 11 were independent level and 1 were non-readers. In Silent reading, out of 60 pupils, 3 were in frustration level, 43 were instructional, 13 were independent and 1 was non-reader.

DISCUSSIONS

The results revealed that the majority of the pupils belong to the instructional level of reading proficiency in both silent and oral reading. There is a lesser number of pupils who are poor in reading and comprehension or a lesser number of pupils in the Frustration Level. There is a significant difference in the level of reading proficiency of students in silent and oral reading.

KEYWORDS: PROJECT FIRE.MABATO ES

SUBMISSION ID: R04A-CAVITP-1269

Project FIST: Fostering inquiry-Based Science Teaching

Bernardita Salazar, Department of Education - Calamba

Abstract

INTRODUCTION

Inquiry-Based Science Teaching plays a significant role in promoting changes in science teaching. Thus, this study aimed to determine the effectiveness of Inquiry-Based Science Teaching for Grade 10 of Looc Integrated School S.Y. 2017-2018. The school wants to increase the reasoning skill of all the G10 learners through inquiry-based science teaching.

METHODS

This study used the SIPOC Model of teaching delivery and an Activity Flow-Chart. It was participated by 53 Grade 10 students of the Looc Integrated School. They were interviewed and had focused group discussion and survey questionnaire was given to validate the voice of the customers.

RESULTS

The results revealed that during the 1st to 3rd periodic test, Grade 10-F got an MPS of 48.1%, 48.9%, and 50.2%. After the interventions made, the same customers obtained 68.4% in the 4th periodic test, respectively. Moreover, the MPS of G10-F for the 2nd and 3rd periodic test in reasoning is 40% and 35%. After such interventions, the same respondents obtained 52% in the fourth periodic test. This implies that Inquiry-based learning in Science Teaching helps improve the reasoning skills of learners which leads to better learning and higher school performance.

DISCUSSIONS

The results of this study demonstrated that the use of Inquiry-Based in science teaching can improve the performance of the learners, thus the teachers in science are encouraged to continuously used inquiry-based in their teaching.

KEYWORDS: MPS, Science, FIST, Inquiry-based, Time on Task, reasoning

SUBMISSION ID: R04A-CALAMB-0228

Project Five Fortifying, Strengthening Values Education

Bernardo De Luna, Jano Angeles, Ludivico Malitic, Marvin Umali, & Rhodora Alcantara, Sto Tomas IHS

Abstract

INTRODUCTION

Values Education is regarded by some as the process by which teachers (and other adults) transmit values to pupils (P. Mondal, Year Unknown). In the Philippines, Values Education is deemed important in the molding of productive citizens of the country. In fact, the DepEd Order no 41 s.2003 ensuring the implementation of Values Education in the basic education curriculum and only earlier this year, Department of Education reiterated the effective reinforcement of the role of every teacher as values education teacher thus strengthening the efforts of the department in developing desirable traits and values among learners.

At Sto. Tomas Integrated High School (STIHS), a number of students have been observed to manifest misbehavior/misconduct and the tendency to violate school policies. Records from the guidance office show the alarming number of records involving students to cases from light to serious offenses that are relating to students' misbehavior.

METHODS

The study was of a qualitative type, i.e. the use of Focused Group Discussion (FGD) served as the main tool for data gathering. The respondents of this study were the five (5) Grade 7 teachers who are handling the classes where the erring students are in. Frequency count and percentage were used to identify the cases of students' involvement in the different nature of misconduct/misbehavior/violation, reasons why students tend to misbehave and to identify the impact of the intervention with its Pre and Post counts. Then data from the FGD were analyzed and interpreted.

RESULTS

With the results of data gathering, the following are the salient findings of the study: (1) Students are most frequently involved in Bullying, Disrespect to Authority and Attack with 17,13,10 cases respectively; (2) The major reasons of their involvement are family-related factors and influence of peers inside and outside the school. Interventions like strengthening of Values Education, positive discipline, peer facilitation, etc. lessened the cases of students' involvement by 93%.

DISCUSSIONS

The results of the study recommend the implement Project FIVE to all JHS and SHS students. A thorough orientation on this to the parents, teachers, students, and external stakeholders is strongly suggested to make the concerned key players aware of this and strict monitoring of the project has to be along with its implementation. It is also suggested that further studies relevant and related to this one may be conducted to strengthen the claim of this paper.

KEYWORDS: Values Education

SUBMISSION ID: R04A-LAGUNA-0142

Maritez Project FR2BI (Frustration Readers 2 Be independent)

Maritez Zoleta, Department of Education

Abstract

INTRODUCTION

During the early registration of School, A, the school principal instructed Grade 7 advisers to screen the incoming students by giving them oral reading and classifying them as independent, instructional and frustration levels. After the screening, it was found out that most of the registrants belonged to the frustration level. A total of 592 registrants, 340 or 68% of students belonged to the frustration level, 243 or 31% belonged to instructional while 9 or 1% of them belonged to the independent level. With this situation, it prompted the principal and the English subject teacher to talk with their district supervisor and came up with designing an intervention that would address this problem.

METHODS

This study utilized a qualitative research design. This design involved a group of learners who fall under Grade 4 - (Frustration Level) and Grade 5 - (Instructional Level) and the Independent Level. The participants were 592 Grade 7 students of School A. The participants also include 10 teachers in English from Grade 7-10, its Principal and the Public-School District Supervisor (PSDS) of District 1 who served as an implementer of the program.

RESULTS

A remarkable increased in the reading level was observed. Most of the grade 7 students fall under instruction and independent level. The intervention helped the schools in attaining this progress. Thus, it could be realized that having.

DISCUSSIONS

Seventy-two percent (72%) of the Grade 7 students have increased their level of skills in reading for the past 3 months. Whereas, 4% percent of the students under the Grade 5 level did not increase the level of their skills in reading. Forty-four (44%) of the students have increased their level of understanding while 21 % of the students under the same level failed to reach the instructional level.

KEYWORDS: reading level, improved learning outcomes

SUBMISSION ID: R04A-CALAMB-0404

Reading Profile Assessment: Basis for Designing Reading intervention Materials

Concepcion Ramos, Liezl Dimaano, & Myreen Egar, Department of Education

Abstract

INTRODUCTION

In line with the implementation of the K to 12 Basic Education Program, Department of Education implemented "Every Child a Reader Program" through Department of Education Memorandum No. 402 s 2004 and Administrative Order No. 324. ECARP is a national program that addresses the advocacy of Department of Education to make every Filipino child a reader at his/her own level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It is to ensure that the public schools of the country will produce well-equipped graduates who could cope to the different challenges in life. In this study, the reading profile of Grade IV pupils of Macalamcam Elementary School were determined through their level of word recognition (in terms of correct pronunciation, reading speed, and reading miscues) and the level of reading comprehension to design reading intervention materials best suited to the reading needs of the pupils.

METHODS

The researchers used the descriptive method which allowed the collection and statistical analysis of data needed to realize the main goal of the study. The study determined the level of word recognition and reading comprehension of the Grade IV pupils enrolled during the school year 2016-2017 at Macalamcam Elementary School. The data on word recognition was obtained through the Dolch's list of basic sight words with checklist for the pupils' response while the reading comprehension test was used to measure the four levels of reading comprehension.

RESULTS

By using the Dolch Basic Sight words, most of the respondents showed mastery in reading the basic sight words; few miscues were identified. In terms of reading speed, less than half of the participants were considered fast reader, the rest of the participants were considered average and slow. For reading comprehension, majority of the respondents were considered under the instructional level which means that they would still benefit from the designed reading intervention materials.

DISCUSSIONS

The results showed the need for the respondents to be more exposed to relevant reading materials. In order to uplift the reading performance and enhance the confidence to read independently, the participants also need to be exposed to different teaching methods and strategies in reading. The designed intervention reading materials, varied techniques, strategies, exercises in executing reading activities would enable the participants achieve the highest level of reading according to standards set by Department of Education.

KEYWORDS: Dolch Basic Sight words, miscues, PHIL-IRI

SUBMISSION ID: R04A-BATANC-0558

Reading Profile in English of Grade 3 Pupils

Jily Roces, Department of Education

Abstract

INTRODUCTION

One of the very essential competencies that learners need to master is reading. In the Every Child a Reader Program (ECARP) of Department of Education, emphasis is given in making every Filipino child a reader by Grade III and master the literacy skills at this particular level. However, in the monitoring of the reading profile in English of pupils in the division, it was noted that there is still a big number of Grade III pupils who are non-readers and in the frustration level. Thus, this study was put in place.

METHODS

The descriptive-correlational method was used in this research. The respondents were the 3,176 Grade 3 pupils in the 39 public elementary schools in the Schools Division Office of Tabaco City for SY 2016-2017. Pre-test and post-test using a Phil-IRI reading selection in English were conducted. The Guide in Computing Students' Reading Level and a Table of Equivalent for Overall Reading Level were used by teachers to determine the respondents' reading profile. As interventions, trainings of reading teachers and provision of reading materials using Fuller Approach to all elementary schools were done after the pre-test. Monitoring of the Remedial Reading Programs of schools was likewise done.

RESULTS

The data showed the pre-test and post-test reading profile in English of Grade III pupil respondents. In the pre-test, the number of pupils in the Independent Level is 122 or 3.13% while 596 or 15.28% in the post-test. In the Instructional Level, there were 417 or 10.69% in the pre-test and 578 or 14.82% in the post-test. There were 1,642 or 42.10% of pupils in the Frustration Level in the pre-test while 1,284 or 32.92% in the post-test. There were 995 or 25.51% non-readers in the pre-test while 568 or 14.56% in the post-test. There is a significant difference between the number of non-readers, readers in independent, instructional and frustration levels in the pre-test and post-test.

DISCUSSIONS

After the post-test, Independent Level readers who can read smoothly and fluently and comprehend the text increased by 12.15%. Instructional Level readers who can read and understand 90% of the words increased by 4.13%. Readers in Frustration Level who felt difficulty in reading and understanding the text decreased by 9.18% and Non-readers who cannot identify words and cannot comprehend decreased by 10.95%. These results showed that the reading interventions had its impact on the reading levels of the Grade III pupils.

KEYWORDS: Reading Profile

SUBMISSION ID: R005-TABACO-0078

Reading Program For the Junior High School Students of University of Batangas

Michael Justin De Mesa, University of Batangas

Abstract

INTRODUCTION

Studies show that the success of the students can be traced back on how they study. Hence, reading skill is a vital factor to consider. In schools, attempts to make reading an enjoyable yet a meaningful activity have been made. In University of Batangas, the high school administration started implementing a reading program that would cater to the reading needs of the students. This study aimed to assess the reading program for Junior High School students of University of Batangas with the end view of helping students to improve and further enhance the key areas in reading skills by providing and proposing supplemental reading activities to fortify and realize reading skills development. Alongside is the assessment of both teachers' and students' constraints as implementers and clients respectively.

METHODS

This study employed the descriptive method of research using a researcher-made questionnaire to determine the contribution of the reading program to the enhancement of students' reading skills as well as the view or perceptions of the respondents toward the said program. Research instrument items were based on the core of the reading program aligned to the schools vision, mission, and philosophy. The study used two sets of respondents: 201 Grade 10 students and 11 teacher-implementers (sample population was computed using Slovin's Formula). Afterwards, data were statistically treated using various methods and the responses were scored based on a validated scale. Statistical tools included frequency and percentage, weighted mean, ranking, and the t-test.

RESULTS

The findings of the study revealed that for both groups of respondents, majority were female and belonged to young age-bracket. Only the implementation as a description of the reading program deviated from the results and implied that there has been significant difference between the answers of both groups of respondents. For the contribution or impact of the reading program to the students, text comprehension, among the three key components, was the only component which displayed significant difference when the responses of the two groups of respondents were grouped and tied up.

DISCUSSIONS

The supplemental enhancers which included different reading drills, exercises, and activities were proposed and were expected to be of great help to Junior High School students. Teacher-implementers likewise might have found the study and the proposed supplemental reading activities helpful as they may apply strategies in teaching and assisting their students.

KEYWORDS: Reading, Reading Program, Reading Skill, Vocabulary, Fluency, Comprehension, Batangas City

SUBMISSION ID: R04A-BATANC-0367

Reading Program installation, Implementation and Assessment: Highlights of Experiences

Gemma Jovida & Maria Leila Catapang, Sta. Maria Elementary School

Abstract

INTRODUCTION

As a response of Sta. Maria Elementary School to the Department of Education school-wide campaign of re-zeroing the non-readers, it had come up with the idea of formulating its own reading program. In reference to the reading program, researchers studied its structure, content, and validity after its implementation. Though the program proved that it slowly eradicated the slow and non-reader, researchers evaluated the program to enhance and develop its quality and standard. The researchers also aim to improve the effectiveness of its implementation and administration.

METHODS

This was a descriptive study designed to evaluate the status as it was in schools. A close-ended survey questionnaire was used to collect data from 16 primary teachers. Data was analyzed using the weighted mean and ranking to describe the current status of the school reading program.

RESULTS

The tables revealed that the level of understanding of teachers on the reading program of Sta. Maria Elementary School has a 3.35 weighted over all mean which indicates that the teachers have a thorough understanding of the program. It also indicates that the teachers are willing to allot time for the reading program as shown on the weighted mean of 3.94. However, the result revealed that the teachers only understand the procedure as indicated in the weighted mean of 2.56. In strategies used by teachers in teaching or in the actual implementation of the Reading Program, the over-all weighted mean of 3.63 suggest that the faculty often used the identified teaching reading strategies. In terms of appropriateness of modules or the instruments used in the reading program as perceived by the teachers, it suggests that the teachers very much agree that the instruments used are appropriate to the learners as indicated in the over-all weighted mean of 3.37. Based on the graph of oral reading assessment of the pupils from school year 2014-2017, it is evident that the non-readers depleted as the year progresses.

DISCUSSIONS

The results of the study shows that there is a recommendation to amend the understanding procedures of the program in terms of using ICT strategies and efficacy of choice of words. The results also pointed out that there is a significant impact in the reading ability among the pupils who were given intervention through the own reading program implemented by Sta. Maria Elementary School.

KEYWORDS: Eradicate, Impact, Improvement, Intervention, Modules, Non-Reader, Reading Ability, Reading Program, and Worksheets

SUBMISSION ID: NCR1-MAKATI-0002/R04A-BATANC-0130

Reading Readiness among Kindergarten Pupils in the Division of Tanauan City: A Basis For A Training Program

Jennelyn Erasmo, Department of Education - Tanauan City

Abstract

INTRODUCTION

Reading in its real sense is a private activity and therefore when one reads, comprehension follows. However, comprehension has been the perennial problem among teachers. There are many researches which focus on the reading readiness level of pupils but another particular interest of the researcher is to qualify the previous results which could possibly be found true in the new research locale.

METHODS

The descriptive method of research was used to find out the reading readiness of the kindergarten pupils. It also determines the profile of the pupils in terms of home, language, and socio-economic status particularly in sizes of the family, parent's educational background, and their monthly income; the profile of the teachers in terms of educational attainment, teaching experiences, seminars attended, and the instructional materials used. The pupils' reading profile in terms of reading speed and reading comprehension is also being considered in the present study.

RESULTS

The results show that majority of kindergarten pupils are most likely familiar with sounds of the letter and that teachers can cater to different levels of reading readiness and there are no significant relationship between the reading readiness level and profile of kindergarten pupils. Reading readiness is somehow developed by the teachers through strategic teaching methods and the showing progression of skills that build upon one another. The support of parents would give big help to the children to develop their reading readiness

DISCUSSIONS

The seminars, trainings, conferences, and workshops may be conducted to help teachers, most especially kinder teachers, be more acquainted with teaching beginning reading and find ways to improve reading, increase comprehension, speed, and homework compliance. Also, parent- teacher conferences should be conducted to have active participation in developing the reading skills of the learners. Encouragements from both parties are needed.

KEYWORDS: reading readiness, comprehension, and encouragement

SUBMISSION ID: R04A-TANAUA-0008

Reading Readiness in Filipino of Grade one Pupils as Perceived by their Teachers

Eufrosina Dalisay, Flora Bataller, Gaudiosa Enriquez, & Maricor Resare

Abstract

INTRODUCTION

Believing that elementary education is a great factor in child development and strengthening their reading readiness in different subject areas, it is therefore that the direction of this study centers on investigating the reading readiness among grade one pupils. The data gathered from this study would allow the researcher to support a reading readiness program that could help develop the basis learning skills of grade one pupils. Such modest intentions deem not only necessary but also beneficial to countless of children whose future learning skills would be deeply related to their learning abilities. Interaction with teachers certainly bring a student closer toward his further development.

METHODS

This study employed the descriptive method of research. It involved the collection of data in attempt to test the hypothesis and so with the different questions posted as regards the status of the subject matter being studied. This study was a fact finding research involving an adequate and precise analysis of data gathered through the questionnaire with the end in view of making grade one pupils' education better through the cooperation of the school.

RESULTS

Grade one pupils are not yet all generally ready in oral Filipino communication, but the teachers claim that the kind of training they get have positive effect to the pupils and that this help them become ready and effective. The children need more patience and accommodation to learn step-by-step. Claiming that the development of the child lies down on the preparation that teachers and parents must do, the school program to be made should suit well to this group of learners and the educational experiences should help make learning effective.

DISCUSSIONS

Reading readiness of the grade one pupils is reliable due to the maturity of the respondents themselves as statistically revealed by the scientific investigation of the researcher. The length of service, the years of their exposure handling the grade one pupils, and their exposure to similar trainings as revealed by the study justified the claim. Parents should also be encouraged to support the elementary program in the conduct or continuous program for the skill development of the pupils enhancing the interest of the pupils not only to write but also to read, and count.

KEYWORDS: reading readiness, development, precise, accommodation

SUBMISSION ID: R04A-BATANP-1847

Reading Readiness of Grade one Pupils of Nasugbu East Central School

Fe S. Delgado, Liwayway V. Perez, & Melita T. Guevarra, Department of
Education - Nasugbu East District

Abstract

INTRODUCTION

Reading readiness is the stage where the desire to read is aroused in children. It is also in this stage that the pupils are given reading readiness activities that will prepare them for actual reading. Reading, as it is known, is something a person does for and by himself. Much that goes to make up good attitudes toward reading depends on the child's reading readiness experiences.

METHODS

The researchers employed 115 grade one pupils and their respective parents to make this study possible. Descriptive method of research was used with the questionnaire and reading readiness test as the main instrument for gathering the needed data. Present status of the study is described with the use of descriptive measure such as frequency count and average weighted mean.

RESULTS

Based on the data gathered, 48% of the pupils can identify the missing part of an object and symbol; 43% of the pupils can recite or sing the alphabet; 46% of the pupils can name upper and lower case letters; 39% of the pupils can able to read letters from left to right and from top to bottom; 45% of the pupils can match letter names and there letter sounds; 37% of the pupils can sequence events in pictures; 56% of pupils can identify pictures that are the same; 59% of the pupils can identifies letter that are different; 43% of the pupils can identify words that are the same; and 49% of the pupils can associate words with pictures.

DISCUSSIONS

Summary table reveals that 45% of the respondents or the grade one pupils are ready to learn how to read and 55% of the grade one pupils are not yet ready. Based on the results of the study, the grade one teachers must group the pupils according to their needs and weaknesses. Remedial in teaching reading that are suited to the needs of pupils must be given and apply.

KEYWORDS: readiness, arouse, frequency, remedial

SUBMISSION ID: R04A-BATANP-1962

**Reading Readiness of Grade one-Diokno Pupils in Bukal Elementary
School Sy 2017-2018: An Assessment**

Gerlie De Castro, Department of Education

Abstract

INTRODUCTION

Reading is one of the important skills of language. It is a basic tool of education whether formal or informal. It is a receptive skill, which involves the ability to meaningfully interpret or decode written or graphic symbols of language. Through reading, the hidden treasure of knowledge is unfolded; knowledge is gained thereby empowering individuals to share and also participate in the world's universal culture and civilization. This study is of great importance as today's children spend hours trapped under derivative distractions such as television, computers, and associated technologies targeted to children. It becomes then imperative to reawaken reading culture among the children who are faced with competing leisure time choices.

METHODS

The main objective of the study is to assess reading readiness of Grade One-Diokno pupils in Bukal Elementary School SY 2017- 2018. Thus, the study employed the descriptive survey research design based on the questions raised in the statement of the problem. This involved description of the facts and information gathered in the desire to establish a comprehensive data leading to formation of answers to the different problems posited in the study. Furthermore, the study of Mendoza (2017) clarified that descriptive research was used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey, which describes the status quo, the correlation study, which investigates the relationship between variables, and to developmental studies, which seek to determine changes over time.

RESULTS

From the data gathered and the completed findings, the following conclusions were formulated: Most of the Grade 1-Diokno pupils fall under 5-6 years old bracket and most of them are male pupils. Family income of the pupils falls under the lowest level which is from Php1000-Php3000. Most of them have 1-3 siblings and got the lowest score in recognizing letters, words, and sentences.

DISCUSSIONS

The reading program implemented in the school to address the reading problem of Grade 1-Diokno pupils is "reading basic sight words in a flash cards." Reading program was implemented and monitored closely to solve the problem. Parents and guardians were involved in the reading program. Consistent follow-up on the development of reading performance was done and was proven with positive results.

KEYWORDS: Reading Readiness Pupils Assessment Skills Language Tool Formal Informal Knowledge

SUBMISSION ID: R04A-BATANP-0468

Reading Recovery Program: its Effect on Grade III Pupils at Risk

Angel Millete & Maricel Bronia, Department of Education, Tabaco City Division

Abstract

INTRODUCTION

Different reading programs had been launched by the Department of Education through their Regional, Division, and School Offices with centralized goal. Hacienda Elementary School is one of the recipients of Reading Recovery Program which was conducted by the Regional Office. This program helps the identified learners in Grade III become readers through series of tests and reading interventions. This action research aimed at determining the effect of Reading Recovery Program among the Grade III pupils-at-risk in Hacienda Elementary School for the school year 2017-2018. The researchers conducted the intervention in tutorial manner prepared and designed by the personnel from the Regional Office. This action research was funded by the Department of Education through the Basic Education Research Fund (BERF).

METHODS

This action research made use of descriptive survey method. The researchers made use of the Reading Recovery Program prepared and designed by the personnel from the Regional Office. The eight (8) pupil-recipients had undergone pre-test, post-test, and reading sessions with their RR teachers.

RESULTS

The 8 pupil-recipients of the reading recovery program obtained a literacy level of hard based on the results of the pre-test conducted. This means that the pupils were in need of different activities and interventions for they were facing too many challenges to become readers. The result of the post-test showed that there was an improvement in the literacy level of the pupils though generally, they still fell under hard category. But it can be noted that two pupils made it to the instructional level or guided reading and there was a child who made it to easy literacy level. This means that the child was able to read an easy text and able to read for enjoyment and meaning. Results showed that the reading recovery program has a good effect in improving the literacy level of the Grade III pupils-at-risk.

DISCUSSIONS

The researchers considered that the pupils are highly motivated and are actively engaged in all the activities to help them become independent readers. Continuity plays an important role in developing readers. An action plan was developed and recommended by the Reading Recovery teachers to address the common difficulties encountered by the pupil-recipients in reading.

KEYWORDS: Reading Recovery Program

SUBMISSION ID: R005-TABACO-0019

**Reading Remedial For Non-Readers and Slow Reader of Aguado
Elementary School-Agtas Annex**

Caroline Alfonso & Jocelyn Turqueza, Department of Education - Cavite
Province, Aguado Elementary School

Abstract

INTRODUCTION

Reading is essential for success. The ability to read is highly valued and important for social and economic advancement. This is a serious issue that kids face in school. Failure in reading can lead to failure in school, having low self-confidence, and other struggling scenarios in the years to come.

METHODS

This study focused on the improvement of the reading abilities of selected slow reader pupils in Grade 5 preferably for the school year 2018-2019. Their performance was tracked by the principal with the coordination of their teacher. The researchers administered the Phil-Iri and recorded their work in the reading profile.

RESULTS

Reading analysis was tested by letting the students read by themselves. Afterwards, they read with their fast readers classmates. Based on the result, 40 students who have practiced were able to read and are ready for the next level of their education.

DISCUSSIONS

Based on the study, the students were taught how to read through reading of the syllables, simple CVC to simple sentence, and up to short story. In addition to their learning process and to develop their reading skills, they were transferred to seats closer to the fast readers so that they could adjust themselves and eventually be able to read faster than before.

KEYWORDS: Improvement, Remedial, Reading, Non-Readers, Slow readers, Performance, Practice, Learning, Ability and Self-confidence

SUBMISSION ID: R04A-CAVITP-0668/ R04A-CAVITP-1429

Reading Remediation: Effect in developing Reading Ability of the non-readers of Grade 3 pupils of Aguado Elementary School (Annex). S.Y 2018-2019

Florie Jane C. De Leon & Ma. Izza G. Paragados, Department of Education - Cavite Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

"Learning to read is a pre-requisite for success in our literate society" (Hines, 2009, p.21). The studies and the theories involving around reading are numerous. Teachers ponder many questions about reading but many answers are ambiguous. More research needs to be completed to review the enigmas of reading and the effects of reading remediation on elementary children who are at risk of reading disabilities.

With so many struggling readers with various reading difficulties, it is imperative that teachers not only identify struggling readers, but know the best reading remediation practices. The literature was reviewed with an effort to find the best effective practices with students who are at-risk of reading disabilities.

It is essential for students to get the proper instructions needed for them to find accomplishments in the classroom. Achievement in reading can affect success in every subject areas in the child's school day as well as their teachers' success in pursuing a career. A need exists for thorough research on how well reading remediation work and the most effective intervention techniques.

METHODS

This study will employ the descriptive and experimental methods in research. Descriptive in the sense that the profile of non-readers will be collected and recorded and a pre-test and post-test design will be used to gauge the improvement of the reading ability of non-readers before and after the reading remediation.

Experimental in the sense that the researchers will use a variety of tools in reading during their remediation to determine the most effective way to improve the reading ability of the non-readers (Cresswell, 2005, Franekel and Wallen, 2009.1).

RESULTS

The outcome of Reading Remediation (Pre and post) assessments shows the students/participants in this study received intervention using either Guided Reading or making use of a variety of books and materials. There were 11 out of 15 pupils involved in this study whose reading ability have improved.

DISCUSSIONS

Initial assessment using both Guided Reading or making use of a variety of books and materials shows that the pupils were struggling in reading. However, they could still read some words. In post-assessment, pupils improved their reading ability by reading a variety of books and materials. Therefore, it is recommended that pupils should be provided with different reading materials to improve their reading skills.

KEYWORDS: Reading, Remediation, Non-reader, Effect, Reading Ability, Guided Reading, Variety, Assessment, Improve, Struggling

SUBMISSION ID: R04A-CAVITP-1439

Reading Remediation: Effect in developing Reading Ability of the non-readers of Grade 3 pupils of Aguado Elementary School (Annex). S.Y 2018-2019

Florie Jane C. De Leon & Ma. Izza G. Paragados, Department of Education - Cavite Province, Aguado Elementary School
(Adviser: Joefel Horca)

Abstract

INTRODUCTION

"Learning to read is a pre requisite for success in our literate society" (Hines, 2009, p.21). The studies and the theories involving around reading are numerous. Teachers ponder many questions about reading but many answers are ambiguous. More research needs to be completed and review the enigmas of reading and the effects of reading remediation have on elementary children who are at risk of reading disabilities. With so many struggling readers with various reading difficulties, it is imperative that teachers not only identify struggling readers, but know the best reading remediation practices. The literature was reviewed with an effort to find the best effective practices with students who are at-risk of reading disabilities. It is essential for students to get the proper instructions needed for them to find accomplishments in the classroom. Achievement in reading can affect success in every subject area in the child's school day as well as their teacher's success in pursuing a career.

A need exists for thorough research on how well reading remediation work and the most effective intervention techniques.

METHODS

This study will employ the descriptive and experimental methods in research. Descriptive in the sense that the profile of nonreaders will be collected of recorded and a pre-test and post-test design will be used to gauge the improvement of the reading ability of non-readers before and after the reading remediation.

Experimental in the sense those researches will use a variety of tools in reading in their remediation to determine the most effective way to improve the reading ability of the non-readers (Cresswell, 2005, Franekel and Wallen, 2009.1)

RESULTS

Results

The outcome of Reading Remediation (Pre and post) assessments shows the students participation in this study received intervention using either Guided Reading or make use of a variety of books and materials. There were 11 out of 15 pupils involved in this study who already improved their reading ability.

DISCUSSIONS

Discussion

Initial assessment using both Guided Reading or make use of a variety of books and materials shows that the pupils were struggling in reading however they could still read some words. In post assessment pupils improved their reading ability by the use of reading variety of books and materials. Therefore it is recommended that pupils should be provided with different reading materials to improve their reading skills.

KEYWORDS: READING, REMEDIATION, NON-READER, EFFECT, ABILITY, GUIDED, VARIETY, ASSESSMENT, IMPROVE, STRUGGLING

SUBMISSION ID: R04A-CAVITC-0044

Reading Short Stories through Powerpoint Presentation among Grade one Pupils in Mahabang Dahilig Elementary School

Joan Grace Arellano, Teacher 1

Abstract

INTRODUCTION

This study aims to assess the performance of the grade one pupils in Mahabang Dahilig Elementary School in reading short stories through the use of power point presentation. It also seeks on how power point may be utilized in teaching reading short stories geared towards the development of reading skills such as noting details, getting the main idea, and sequencing events.

METHODS

The study used the normative-descriptive research design, one of the descriptive methodological models. The study explored factors that were suspected to significantly influence the reading development of the pupils using a pre-test and post-test. It investigated the significant association of vocabulary development in reading enhancement of the pupils. The research participants consisted of 36 grade one pupils from of Mahabang Dahilig Elementary School.

RESULTS

Most of the pupils had low performance when it comes to the development of their comprehension and vocabulary skills. The pupils find difficulty in comprehending the stories for the words which were given to them were too advanced for their grade level. As assumed in their comprehension skills, pupils were not too fond of reading. Hence, the teacher made some ways to improve their reading skills especially in comprehending short stories on a more advanced level.

DISCUSSIONS

This study is focused on the assessment of reading performance of pupils using power point presentation on the development of skills such as oral and silent reading, vocabulary, and comprehension. The findings led the researchers to make more moves or develop strategies that can be used to make pupils perform well. Parents should also support their child and to have interventions at home.

KEYWORDS: performance, vocabulary, comprehension, readings skills, short stories, development

SUBMISSION ID: R04A-BATANC-0475

Reading Short Stories: Comprehension Level of Grade Three Pupils at San Juan East Central School

Teresita Echano, SJEDTPA

Abstract

INTRODUCTION

Reading is the simplest way to raise people's educational level and understand everything that is happening around us. It does not simply bring us to different places but also develops our minds. Young individuals will have great chances to excel in the changing world if they are developed as total readers. Sensitive mentors can greatly contribute to its realization and in producing successful professionals through commendable actions like action researches.

This study is designed to determine the comprehension level of the learners in reading short stories which will serve as the baseline data in providing short stories to be coupled with worksheets.

METHODS

This research aimed to uplift the comprehension of grade three pupils in reading short stories. Though the research leaders or teacher in charge encountered difficulties in upgrading the vocabulary of the pupils which is essential in reading, we proposed interactive teaching-reading strategies. The researcher used three steps to context pupils reading abilities e.g. the PHIL-IRI (Pre-Post), comprehension check-up for every reading materials used and the pre-reading, while reading, post reading strategy of teaching reading. Short stories were prepared, distributed, tallied, and interpreted to identify the reading abilities of the clientele. Additional worksheets, paragraphs, and selections were used too as research tools.

RESULTS

Reading is an important skill to help people learn from human knowledge and experiences. Through reading, knowledge has greatly contributed to the growth of mankind. Reading also stimulates the development of brain cells, reinforces language skills, enhances organizational abilities, improves one's temperament and poise, and provides strength to endure frustration.

The comprehension level of the grade three pupils in reading short stories raised from 68% to 82% of the grade three population. It is noted that the reading difficulties were minimized through constant practice and vocabulary building. The interactive teaching reading strategies were applied and measured at the end or teaching period.

DISCUSSIONS

The results of the PHIL-IRI mirrored the percentage base of the reading comprehension level of the pupils. Implementation of the teaching learning process in reading short stories marks the perception of everyone that reading is a must and thoroughly practicing this innovation leads to learning and valued education.

KEYWORDS: comprehension

SUBMISSION ID: R04A-BATANP-1708

Reading Skills of Nagsipit Elementary School Pupils: Basis For Remediation Program

Clardeliza Aragon, Department of Education - Tabaco City Division, Nagsipit Elementary School

Abstract

INTRODUCTION

Teachers play a vital role in the development of reading skills of the pupils. They should be trained well on how to teach reading effectively to improve the reading skills of the pupils and to help in enhancing their academic performance.

Aquino (2004), has added that reading is an active dialogue between the author and the reader. It is a process that requires thinking, imagination, reasoning, problem solving, and evaluating. To develop reading comprehension, it is important to learn the different reading skills or strategies. Reading comprehension is the ability to group meaning of a written text.

Nagsipit Elementary School has long been dreaming to have pupils who are readers. To attain this, they should fall under Instructional and Independent level. It is not enough that pupils can read. A reader should read with comprehension. If pupils are functional readers, it will have a positive impact in the academic performance of the school as a whole.

Because of what the researcher found out, she deemed responsible for the performance of the school as a whole and so she conducted this school action research to improve the reading skills of the pupils and to enhance the competence of teachers in teaching Reading.

METHODS

The study used a descriptive-evaluative method through data collection of reading levels in the pre- and post-test. The researcher, with the help of the advisers, used stories with comprehension questions in the different grade levels and computed for the reading level. With that, she determined the pupils who will undergo remedial and other intervention to improve their reading skills. These were the non-readers and frustration level from Grades 1 to 6.

RESULTS

The results showed that although the number of pupils under frustration level increased in the post-test, the number of non-readers were reduced. Most of the pupils enhanced their reading level. Some of the non-readers improved to frustration level while pupils under frustration level developed into either Instructional or Independent level.

DISCUSSIONS

In order for pupils to love reading, teachers should provide print-rich environment that will encourage the learners to know how to read. Having classrooms with different reading materials would be very helpful to make the pupils read rather than do nothing inside the classroom.

Remedial programs like Project DEAR (Drop Everything and Read), Project REMEDIAL (Reading Makes Everyone Develop into Active Learners), and Remedial Lessons during Supervised Study need to be continued in order to produce functional readers.

KEYWORDS: Teachers play a vital role to improve pupils' reading skills.

SUBMISSION ID: R005-TABACO-0005

Reading Strategies Used by the High-Performing and Low-Performing Students: A Basis for a Workplan in School Reading Program

Lea Vergara & Marissa Cadenas, Department of Education

Abstract

INTRODUCTION

Reading skills are innate, they are natural. But the ability to read better is achievable through the utilization of reading strategies. Students, to be effective and superior readers, must be conscious and aware of their own thought processes. Teachers, to be effective facilitators, must have a firm and solid grasp of the reading strategies of learners. Reading is one of the main four skills that a learner needs to master in order to ensure success in learning. According to Anderson (2003), it is the interaction of four things: the reader, the text, the fluent reading, and strategic reading

METHODS

This study is a descriptive-survey research. It adapted the Survey of Reading Strategies (SORS) by Mokhatri & Sheorey (2002), which was develop to measure the metacognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as a second language while reading academic text.

RESULTS

The results show that high-performing students used more reading strategies than the low-performing students when reading academic texts. Furthermore, high-performing and low-performing students in Palo Alto Integrated School differ in their utilization of reading strategies. High-performing students employ more problem-solving strategies than low-performing students who use more global strategies. Low-performers barely use context clues in understanding the text they are reading. Overall, the level of utilization of the reading strategies is in medium level if scores are combined. On the other hand, if taken separately, high-performers have higher level of utilization in the three subscales: global, problem-solving and support strategies. There is a significant difference between the high-performing and low-performing students of Palo Alto in their utilization of reading strategies.

DISCUSSIONS

The result demonstrate the need to intensify efforts to train students to use reading strategies that can help them to improve their reading skills. This would also help in crafting a work plan for a school reading program.

KEYWORDS: Reading strategies, high-performers, low-performers, reading awareness, assessment, instructional plan

SUBMISSION ID: R04A-CALAMB-0210

Reading-in-Tandem

Steven Duclayan, Department of Education

Abstract

INTRODUCTION

Reading is one of the macro skills of learning. Compared to others, this plays the most crucial part in learning. It is no way for an emergent learner to attain the next milestone of intellectual development unless it is stimulated. However, it has been taken for granted over the years which made our reading aptitude low. This has been constantly proven by National Achievement Test. Thus, it has become the greatest challenge for teachers and the whole academic community.

METHODS

This classroom-based action research used a descriptive design. A teacher-made reading test of Dolch Words was formulated for pre-test and subjected to the 44 Grade 4 respondents. The respondents were paired accordingly and had been subjected to different pair reading strategies and interventions during their remedial time which lasts for 1 hour for 4 months. Then, a post test was conducted. The result of both test were compared and analyzed through Pearson correlation, variance, and t-tests.

RESULTS

The variance of both pre-test and post-test is positive which gave it a large effect on the study. The correlation of the study is positive 0.76 that is why it is concluded that the intervention gives significant difference between the pre-test and the post-test. In support, the T-tail test also gives a positive result and more than alpha 0.05 of 5% probability distribution which is interpreted to be sign of having a significant difference between the variables. Over all, the scores of the respondents became high from being low according to the scale used. Hence, the intervention was found to be effective in enhancing and improving one's reading aptitude.

DISCUSSIONS

Enhancing reading aptitude is a challenging task for teachers most especially today. Through the results obtained, a teacher may now use this strategy in making the remedial time a reading-friendly activity. Yet, this will not only enhance their reading aptitude but also effectively improve their social aspect.

KEYWORDS: Reading, Reading-in-Tandem, Remediation

SUBMISSION ID: R04A-STAROS-0078

Reaper Assessment tool: An Effective instrument in Monitoring the Performance of Selected Junior High School Students of Cavite National Science High School

Michael Julius Hayag, Cavite National Science High School

Abstract

INTRODUCTION

Cavite National Science High School (CNSHS), competes in various local and international robotics competitions. However, there is no tool being used to measure the performance of students who join on the said competitions. This action research aimed to develop an assessment tool to monitor the performance of students during robotics competitions and determine if there is a significant increase in the achievement level of selected students in Cavite National Science High School after joining the Robotics team.

METHODS

Descriptive survey research design and cluster sampling technique were both used. Ten Grade 10 students who were robotics club members were selected. Consents from respondents and their parent/guardian were secured. Student codes were assigned to each respondent for confidentiality purposes. A researcher-made checklist validated by head teacher and two master teachers was used in gathering data. The Reaper Assessment Tool made using Microsoft Office Excel was showed and explained to the respondents before the checklist was answered. Measures of frequency and t-test were used to interpret the data.

RESULTS

Ninety percent of the participants believed that all of the components in the assessment tool could aid in assessing students who would receive awards for outstanding performance in Science. One hundred percent of the respondents agreed that the Reaper assessment tool is easy to use, update, and understand after exploring the tool by themselves. This leads to reject null hypothesis: the average rating of students in the Reaper Assessment Tool based on relevance, assessment, accessibility and layout was 1 (lowest). It was determined that there was a significant increase on the achievement level of selected students of CNSHS before and after joining the robotics team, as evidenced by the t stat of 4.12948 which was higher than the t critical value (one-tail) and p- value of 0.00128.

DISCUSSIONS

Students were therefore engaged in learning, a competence that is analytically important for effective functioning in the future. This study would be a great help for Robotics coaches who would like to monitor the progress of their players both in terms of winning capacity during contests and achievement level in school. Moreover, it can be used by coaches in other fields such as sports, journalism and other fields that would like to assess the performance of their students both in curricular and non-curricular activities.

KEYWORDS: Reaper Assessment Tool, Effective Instrument in Monitoring the Performance, Junior High School Students, Cavite National Science High School

SUBMISSION ID: R04A-CAVITP-1404

Reason Master, an Application on how to Solve Triangle Congruence

Daniel Miguel & John Felix Ilagan, Student

Abstract

INTRODUCTION

Proving Congruence of Triangles is a lesson in geometry involved with proving that two triangles and their corresponding parts are congruent. It is being taught in the Philippines to Grade 8 students. However, they aren't familiar yet to proving, let alone formal proving using two-column proofs, resulting to failure to achieve passing score. In this study, a mobile application, Reason Master, was introduced to students as a tool for aiding the students to understand the lesson.

METHODS

Reason Master was made by the researchers using MIT App Inventor 2. Forty (40) Grade 8 students from Cavite National Science High School were the participants of this study. They were divided into two groups: the control group and the test group. They were all given a pre-test before introducing Reason Master to the test group. After a month, they were all given a post-test and the effectivity of Reason Master was assessed by comparing the post-test mean score of the test group to their pre-test mean score using dependent t-test, and the post-test mean score of the control group using independent t-test.

RESULTS

All participants got zero on the pre-test due to not being familiar with Proving Congruence of Triangles. After a month, the test group got a mean score of 8.4 against the control group's mean score of zero in the post-test. However, even if it seems that Reason Master has a positive impact on students' scores, it failed to make students pass the test. In their school, it is essential to achieve scores around 80-85 percent. Whether to understand Proving Congruence of Triangles or not has a huge impact on their grade in Mathematics of Quarter 3. Reason Master is still yet far from being an effective tool of teaching Proving Congruence of Triangles.

DISCUSSIONS

The results indicate that Reason Master is not yet an effective tool on teaching Proving Congruence of Triangles. It does not portray any step-by-step lesson so that the student can have the required knowledge to understand the lesson. It is better if Reason Master was based on van Hiele's levels of geometrical thinking to teach the students.

KEYWORDS: Reason Master, proving congruence of triangles, test group, control group

SUBMISSION ID: R04A-CAVITP-1158

Reasoning Skills in Araling Panlipunan (Social Studies) of High School Students and Teachers

Heidy Aranas, Department of Education

Abstract

INTRODUCTION

The primary purpose of this study is to access the teachers and students collaboration for the development of reasoning skills in Social Studies. The researcher wanted to determine if she developed the critical thinking of her students in Social Studies. She was teaching Social Studies in Grade 10 for six years and she should have contributed to the critical thinking skills of the students in the higher grade levels.

METHODS

The researcher employed the descriptive method of research. Descriptive design focuses at the present condition. The researcher prepared similar questionnaire for the teacher and students. The questionnaire consisted of two parts. The first part asked information about the profile of the teacher and student respondents. The second part of the questionnaire is the Critical Assessment Test. To determine the critical assessment of both teachers and students the Critical Thinking Test in Sociology was used. It was developed by Keesler (2006). It consists of 25 item.

RESULTS

1.) There is significant relationship between the comprehension skills of teachers and comprehension, evaluation, and explanation skills of students. 2.) There is significant relationship between the interpretation skills of teachers and evaluation skills of students. 3) There is significant relationship between the analytical skills of teachers and students' comprehension, interpretation, evaluation, and explanation skills. 4) There is significant relationship between the evaluation skills of teachers and students' comprehension, evaluation, inference and explanation skills. 5) There is significant relationship between the inference skills of teachers and students' interpretation, evaluation, and inference skills. 6) There is significant relationship between the explanation skills of teachers and students' interpretation, analysis, evaluation and inference skills.

DISCUSSIONS

According to Pearson (2011) critical thinking means to have criteria, analyze, infer, explain arguments, and develop them. The complex process of thinking is divided into higher order thinking and lower order thinking. The reasoning skills of teachers influence the reasoning skills of students. Teachers with different age, gender, educational attainment, number of years in service as AP teacher have varying reasoning skills. Students with different grade level and gender do not vary in reasoning skills.

KEYWORDS: Critical Thinking, Reasoning skills, Comprehension,

SUBMISSION ID: R04A-BATANP-1528

Reasons for Being an Out-of-School Youth

Joshua Mahinay, Department of Education - Masbate Province

Abstract

INTRODUCTION

The youth form an important part of machinery that shape the country's destiny. It is them who help to bring about the desirable change in society. History has many examples that justify the greatness of the contribution of the youth towards the progress and uplift of the country. Here in the Philippines, half of the population constitutes the youth and there vast energies and enthusiasm must not go untapped. In this study, we determined the reasons behind dropping out that leads to being out-of-school youth.

METHODS

Using a quasi-experimental design, respondents were given structured survey questionnaires to provide the data needed. Interviews were also conducted to validate reasons of being out-of-school youth. Using a stratified random sample method, we randomly selected out of school youth as the respondents from the different school year where they dropped from school- 2013-2014, 2014-2015, 2016-2017 and 2018-2018.

RESULTS

The study revealed that the first reason of being out-of-school is lack of interest with 43.18%. Second, laziness which is 33.18% due to no regular transportation from their house to the school that they need to walk kilometers every day, due to over lapping of school projects and requirements and lack of parents support. Third, lack of financial support or poverty with 30.45%, work to have their own money with percentage of 22.27%, and because they have failed subjects which is 22.27%.

DISCUSSIONS

Parents must support their children in school financially, emotionally, and physically. Parents must be very sensitive towards their children's performance and behavior in school so that problem will be addressed right then. Parents should always guide and encourage their sons or daughter to do their best in school in order to pass all the subjects. Importance of education must be instilled to the young minds and this must be instilled by their parents.

KEYWORDS: Reasons, Out-of-school, Youth

SUBMISSION ID: R005-MASBAP-0011

R005-CAMSUR-0150

Rebuilding Parents and Teachers Respectful Relationship in Pinagtungulan Elementary School

Jeny Ng, Nanette Aguila, & Nida Mendoza, Department of Education - San Jose

Abstract

INTRODUCTION

The strong bond between members in a society can lead to a successful and peaceful place to live in. Parents and teachers, being a part of a community have specific responsibilities in regard with the children in their care. They should be the bridge in realization of the different programs and projects of the government for the benefit of their children. However, there are instances that affects the expected harmonious relationship between parents and teachers that hinders the attainment of quality education. In this study, we evaluated the level of Parent-Teacher Respectful Relationship in school and design a proposed plan of actions to meet the existing needs.

METHODS

A reflective research method was used. We conducted a survey using reflective survey questionnaires to 50 parent respondents which were randomly selected. Results were tallied and interpreted to identify the status or level of respectful relationship of teachers and parents which lead in determining the difficulties encountered by the subjects that hinder to a good relationship within them. Lists of difficulties encountered were ranked based from the feedback, comments, and suggestions made by the parents during fora and conferences with the teachers.

RESULTS

Most of the respondents fairly recognized their roles and responsibilities in the school as parents. Poor communication of parents on their child's issues and concerns was highly evident. Different intervening factors that hinders in attaining the sound relationship of parents and teachers were also found out and listed. It was evident that these factors must be defined, recognized, and re-assessed by the school to improve relationship between parents and teachers. Careful planning should be made to come up with the best activities that could lessen, if not totally eradicate, the implications of the results.

A proposed plan and activities has been made to cope with the difficulties encountered by parents and teachers that could affect pupils' performance.

DISCUSSIONS

The result substantiate the need to rebuild the harmonious relationship of parents and teachers by taking their parts. The factors the hinder the said harmonious relationship shall be lessened through the conduct of open fora and conferences. The school shall also provide team building and other bonding activities for teachers and parents to develop the sense of harmony among them.

KEYWORDS: respectful relationship, rebuild, harmony

SUBMISSION ID: R04A-BATANP-2137

Rebuilding Pupils' Character through Parents' Participation towards Academic Performance of Grade Four Pupils in San Roque Elementary School.

Jean M. Hingpit, Liseo V. Vergara, Myrene Duqueza, & Romel M. Carandang,
Department of Education

Abstract

INTRODUCTION

Schools are encouraged to develop their own policies to assess and verify the suitability of volunteers and may decide to require a parent to hold a Working with Children Check Card, depending on the activities volunteer work to be involved. Schools may hold at the start of the year programs with parents. There are also parent-teacher interviews to talk about issues or concerns, and to ask how children are performing and progressing in school. The way a family interacts can have more of an impact on a child's predicted school success than reading, writing or arithmetic.

METHODS

A. Participants/ other source of data

This research study assessed the parents' participation toward academic performance of Grade Four Pupils of San Roque Elementary School SY 2018- 2019. A total of 42 Grade Four Pupils and 42 Parents/Guardians were used as the respondents.

B. Data Gathering Method

This research used qualitative data based in consolidated report which were composed to determine the level of performance of their parents in academic excellence of their child. Specifically, the frequency distribution table was used to determine the number of respondents who fall into a certain category. On the other hand, the percentage (%) was used to interpret the overall average of the perceptions of the respondents. Likert 5 Scale and weighted mean were used to determine the response on the terms provided in the questionnaire and to describe how the respondents evaluate themselves in terms of how they participate in the academic performance of their child in grade four. This was computed by giving the different weights to choices in order to have a clear and better interpretation of data (Tan, 2006).

RESULTS

The school faculty have conducted a seminar to the parents of grade four pupils about the proper raising of their children and invited speakers for a classroom recollection. Classroom advisers imposed & implemented classroom policies relative to pupils' behavior inside the classroom as it ensured better performance among pupils. Teachers practiced values education inside the classroom and gave due and proper recognition to pupils with good & proper behavior.

DISCUSSIONS

The respondents of the study are 42 grade four pupil and 42 parents of San Roque Elementary School, SY 2018-2019. The researchers believe that the pupil respondents are at the stage wherein they developed their character. The grade level was also ideal for the purpose of research.

KEYWORDS: SRES

SUBMISSION ID: R04A-BATANP-1921

Recognized Learner's Zone of Proximal Development (ZPD): A Learning theory Adapted for SSP/SBM Project 555 of Bagbag National High School

Mary Jane Luna, Bagbag National High School

Abstract

INTRODUCTION

The study focused on the issue of classroom assessment specifically, whether the teacher-made-test is appropriately developed based on standard protocol. The Department of Education order No. 8 s. 2015 Policy Guidelines on classroom assessment for the K to 12 Basic Education and the theoretical basis of Levs Vygotsky on Learners Zone of Proximal Development ZPD are hereby introduced to ensure appropriate assessment is established among learners in the classroom.

METHODS

The research design is descriptive focusing on the practical background, theoretical basis, and conceptual ideas, including its success and failures considering that this project was launched two (2) year ago. Now it is being shared as best practice to the partner school in the district during SSP program last school year. Fortunately, the said best practice on classroom assessment was also introduced in Grade 10 students in the five learning areas for the purpose of improving the LOA and by adaptation of SBM project 555.

RESULTS

The researcher explicitly reveals the two findings: first in SSP program that the adapted project, also known as Mathsulit, significantly affected and improved the academic performance of the student participants from 2nd quarter up to 4th quarter and assures that it must be practiced or employed to other discipline and grade levels; and second, for SBM project 555, the designed work plan are introduced to guide each participating teachers in 5 learning areas. The findings revealed success in the classroom thus the performance in the quarterly assessment proven significantly improved

DISCUSSIONS

The study shows how helpful the Learning Theory of Levs Vygotsky significantly brought success in the classroom in terms of assessment process and results. Modification to meet the academic needs based on the stipulated guidelines on classroom assessment insofar the assessment intervention is structured, then the teachers can make necessary and appropriate based on the stipulated guidelines on classroom assessment.

KEYWORDS: Learners Zone of Proximal Development, classroom assessment, higher order thinking skills

SUBMISSION ID: R04A-CAVITP-1647

Red Dragon Fruit (Hylocereus Polyrhizus) Peel As A Natural Alternative Food Coloring Agent For Processed Meat

Rei Krista Reyes

Abstract

INTRODUCTION

Color, in one form or another, has been added to our foods for centuries (Parthasarathy et al., 2007). Today's food, pharmaceutical, and cosmetic manufacturer can draw from an array of dyes and pigments, synthetically or naturally derived, to color their products. Although synthetic colors have been favored over the past 100 years, processors have recently turned to naturally derived colors as a variable alternative. Moreover, safety concerns against synthetic color has been increased, leading to a high demand for natural color.

Considering the immense potentiality of dragon fruit, a project was undertaken to produce an alternative food coloring agent from red dragon fruit.

METHODS

Red dragon fruit (*Hylocereus polyrhizus*) was collected. The fruit was washed with potable tap water and wiped to dry. The fresh peel was then separated from the ripe fruit before cutting it into small pieces (2mm). The sample was further dried at 50°C in an oven and ground until pulverized. The product red dragon fruit powder was used instead of synthetic food coloring in making processed meat products (tocino, skinless, longganisa).

RESULTS

The utilization of red dragon fruit (*Hylocereus polyrhizus*) peel, which is often wasted as an alternative natural food coloring for processed meat products, was feasible. This is due to the organic compound, betalains, which can be found on red dragon fruit peel. According to the studies made by Kim et al., (2011) and Wybraniec et al (2012), the coloring application of the dragon fruit comes from the betalain pigments, betacyanin, and betaxanthins. Betacyanins include betanin, phyllocactins, and betanidins (Kim et al., 2011 Wybraniec et al., 2012). Betalains in the dragon fruit pulp and peel were reported to be similar (Wybraniec et al., 2001). Moreover, according to the study conducted by Harivaindaran (2008), when the pigments from the red dragon fruit peel were dried, it resulted in a comparable pigment retention which is promising in developing a natural dye in powdered form. Therefore color preparation from the peel in powdered form was possible for application

DISCUSSIONS

Red dragon fruit peel is a potential source of red color for food coloring. Its natural origin is meeting the consumers' preference for healthier food products. Furthermore, red dragon fruit peel is applicable as an alternative source of natural food coloring agent that doesn't have any adverse effect to the health.

KEYWORDS: *Hylocereus polyrhizus*, pigment, pharmaceutical, cosmetic, synthetic, organic, origin, alternative, dye

SUBMISSION ID: R04A-CAVTP-0553

Reduce Absenteeism in Grade V Pupils

Esperanza Rebulado, Department of Education

Abstract

INTRODUCTION

This study is about "REDUCING ABSENTEEISM IN GRADE V PUPILS" of Victoria Elementary School. Cambridge Dictionary defines absenteeism as a situation in which people are not at school or work when they should be.

Department of Education Order No. 44, s. 2005 guidelines in attendance and punctuality are mentioned in section 5, paragraph 1.2, section 1, Chapter III, Part IV of 2000 DECS Service Manual stated that a student who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credits for the course or subject, and shall be observed.

In the Grade V Classes with one hundred thirty two pupils, in which seventy (70) are males and sixty two (62) are females with a total of one hundred thirty two (132), eleven pupils (11) were found to have incurred many absences in the first quarter of the S. Y. 2016-2017.

METHODS

This action research used descriptive normative survey in order to solve absenteeism of pupils at Victoria Elementary School. Absenteeism among 11 pupils of grade five was a critical issue and was found out that their attendance must be improved.

The issue has been analyzed and activities such as regular meetings with the involved parents, guidance and counseling of both parents and pupils, home visitations, attendance monitoring, and rewarding the pupils must be implemented to reduce chronic absenteeism in grade five pupils.

Communication with parents and pupils such as home visitation, regular meeting, and counseling plays a vital role to reduce or eradicate absenteeism in school. Giving awards and other surprises motivate pupils to attend in their regular classes. Regular checking of attendance and recording of each pupil's family background and performance is a big help for teachers to monitor and control the problem by giving alternative solutions as what was conducted in the study.

RESULTS

After taking the activities such as meeting with the student and parents on a regular basis, guidance and counseling, monitoring of daily attendance, especially home visitation, and the giving of certificate or award monthly, improvement on attendance was obvious.

DISCUSSIONS

As a teacher, it is a great responsibility to be sensitive in all aspects of the pupils' well-being. This was a realization of what has been one of the issues being experienced by most in school. Conducting a research such as this helps in solving a certain problem or may even serve as prevention in the future.

KEYWORDS: REDUCE ABSENTEEISM

SUBMISSION ID: R04A-LAGUNA-0149

Reducing Cases of Absenteeism in Grade-IV of Tambis Central Elementary School through "Ann's Giving Award with Pupils having Perfect attendance Every Month (AGAPPE)

Annabelle A. Esquibel, Tambis Central Elementary School

Abstract

INTRODUCTION

Absenteeism is "chronic absence" according to Merriam Webster Dictionary. In the context of school, it is the habitual or intentional failure to attend school. While every pupil/s may miss some school activities now and then, absence becomes a problem when the student is away from school for many days. It is important for the pupils to go to school regularly. "School absenteeism is an alarming problem for administrators, teachers, parents, society in general, and pupils in particular". The daily attendance (SF2) of the pupils monitored by teacher in Grade IV class shows that there were many pupils who were absent. It shows that there's really a problem in attendance of the Grade IV pupils.

METHODS

The instrument used in this study is a researcher-made questionnaire on the causes of absenteeism in school to determine the source of problems as to what are the reasons or problems they were encountering for being absent in class. The researcher conducted a survey which defines the various factors causing absenteeism of pupils in the class. After some sort of consolidation and evaluation of survey, the researcher found out the highest or main causes for the pupils' absenteeism. Thus, the researcher introduced an intervention AGAPPE by giving award to pupils with no absences.

RESULTS

Among all the causes presented, health and personal attitude were the primary reason why students were absent from their classes. Did not wake up early and having flu/fever are the leading culprit in this category. Pre-occupied with household chores is just second among the reasons cited by the responding students. Classroom atmosphere and physical factor are also reasons following that order. The least reason they gave was teacher factor. After the intervention was applied, the result showed that the attendance of Grade IV Pupils of Tambis Central Elementary School increased every month and the number of absences decreased. It showed an improvement of the pupils' attendance after the intervention given. AGAPPE gave excitement and interest to pupils' daily attendance.

DISCUSSIONS

Based on the result of this research, the researcher concluded that AGAPPE is an effective intervention in reducing pupils' absenteeism in class and hereby recommend to utilize AGAPPE to the pupils with having most number of absences in the class. The study is also applicable to any grade level.

KEYWORDS: AGAPPE, Absenteeism

SUBMISSION ID: R013-SURSUR-0118

Reducing Cases under Frustration Level in Reading Comprehension of Grade III Pupils in Sudlon Elementary School through Home - Based Reading

Josefa M. Sincero, Sudlon Elementary School

Abstract

INTRODUCTION

A good reader does not only entail recognition of words, but more importantly, comprehension of the written texts. Home plays an important role in the learning and progress of the child. It helps in the development of an attitude to explore and learn as well as improve their academic performance. In line with this reality, Sudlon Elementary School experiences poor reading skills of pupils. Some pupils recognize the words but they lack skills in understanding. The evidence of the failure of reading skills of the pupils is the PHIL-IRI result conducted by the teachers last July 2017. Furthermore, most of the parents are lack of follow up support in the reading which is common to all the pupils in frustration level.

METHODS

The researcher implemented home-based reading intervention to help the pupils under frustration level. Pupils were given one short story with comprehension every week. At the end of the week the researcher conducted OPLAN-PABASA (same way of PHIL-IRI) to monitor the reading progress and the score of the pupils and be subjected to data analysis.

RESULTS

After the intervention was implemented, the two pupils who belonged to frustration level in the pre-test advanced to instructional level. The pupils who were in instructional level advanced to independent. These are clear manifestations that the home-based reading intervention is effective in improving the reading comprehension of the pupils.

DISCUSSIONS

To statistically test the effectiveness of the intervention, t-test was performed at 0.05 level of significance. Results reveal that there is significant difference in the mean score of the pupils in the pre-test and post-test ($p < 0.05$). Further, it shows that post-test score is significantly higher than the pre-test score. This means, therefore, that the home-based reading intervention among the Grade 3 pupils of Sudlon Elementary School was effective and was able to improve the reading comprehension skills of the recipients.

KEYWORDS: Reading Comprehension, Home-Based Reading

SUBMISSION ID: R013-SURSUR-0125

Reducing Reversals of Bacolod Primary School Grade one Pupils through " My Parent, My Playmate " Program

Ruth Christianne Jele Rubenial, Department of Education - Carrascal

Abstract

INTRODUCTION

The skill in letter sounding is prerequisite to the ability to read. It is very important that beginning readers are well-versed in letter sounds before they can fully connect them when reading.

In this context, Bacolod Primary School encountered issues on pupils who are considered very slow readers. During the District ORPT in Filipino, it was found out that most of the miscues committed by these pupils are reversals of words or letters particularly letters with similar formation like b and d, m and w, t and l, and others. Recognition of reversals made by learners is important as it has been shown that learners who make reversal errors exhibit poor visual-motor skills and show a tendency towards poor visual perception, which hinders their progression in reading and academic performance. In relation to this, an intervention program consisting of multisensory activities was designed to eliminate the confusion in recognizing reverse letters through games that incorporate the five senses.

METHODS

Purposive sampling was used in this research since the pupils that need immediate attention were picked. The respondents were the two (2) grade one pupils who were given a question mark on the result of the District Oral Reading Post Test conducted last January 2017. This action research used the descriptive method. Data collection was based on pupils' common miscues incurred in the Oral Reading Test in Filipino. The data used were the results of the District ORPT to identify the respondents, the common miscues incurred were also taken into account, and the letter sound reversals produced with the highest frequency were recorded.

RESULTS

There is a decrease in the miscues on reversal during the oral reading post-test conducted after the intervention. Lesser miscues means improvement in the reading skill of children. Supported by the study of Shanker and Cockrum (2009), children who make numerous reversals will also make just as high a percentage of other types of errors. With the gradual elimination of miscues, children can develop their reading skill in a more even manner from word recognition to comprehension.

DISCUSSIONS

Based on the findings, there is a decrease in the miscues in letter sound reversal through multisensory activities which, with constant practice and guidance, will eventually lead to improvement in the reading level of pupils. Thus, being able to recognize and sound out letters well will help children move forward to other things that challenge their reading ability.

KEYWORDS: reversals, parent, playmate

SUBMISSION ID: R013-SURSUR-0241

Reducing Tardiness through "Isu Ku, Tulubagon Ku" Program

Esperita L. Espinola, Department of Education

Abstract

INTRODUCTION

Tardiness is one of the perennial problems among the pupils in Pagtilaan Elementary School particularly in Grade II Magalang. The data revealed that 5 out of 30 pupils came late in attending classes for the following reasons; they dropped by to computer shops, watched TV, played with friends, and even caught spider before going to school. With this, the researcher opted to come up with an intervention program named "Isu Ku, Tulubagon Ku" to address pupils' problem on tardiness. The said program aimed to equip the parents the knowledge and awareness on how to improve proper and appropriate discipline and guidance to their respective children to value school and attend classes on time.

METHODS

The research was basically descriptive in nature. The researcher made sure the questionnaire was used to gather data among the respondents and it was validated by three dialect experts. The respondents of the study were the five identified pupils of Grade II section Magalang who were always coming to school late.

RESULTS

Through "Isu Ku, Tulubagon Ku" Program, the active supervision of the teacher decreased pupils' tardiness.

DISCUSSIONS

It is noteworthy that tardy pupils experience negative feelings, social isolation, academic frustration and lack of confidence. Thus, the intervention given to them was found to be effective as to their attendance and active participation in school.

KEYWORDS: tardiness

SUBMISSION ID: R013-SURSUR-0018

**Reducing the Dropout Rate of Bukal Sur National High School: Using
"Edukasyon Mo, Pananagutan Ko": An intervention Program.**

Glorilyn Marciano

Abstract

INTRODUCTION

This study aim to focus on the effectiveness of "Edukasyon Mo, Pananagutan Ko". A project to lessen or eradicate absences and reduce dropout rate of students in Bukal Sur National High School, SY 2016-2017.

METHODS

The researchers will personally administer the attendance monitoring every week, data analysis of the records, and documentations pertinent to the study based on case study/home visitation reports and parent-teacher agreements. It will use the triangulation methods as it will gather information thru data analysis, survey, and interview.

RESULTS

The dropout rate of BSNHS decreased into 4.15% through the intervention program "Edukasyon Mo, Pananagutan Ko".

DISCUSSIONS

The "Edukasyon Mo, Pananagutan Ko": An Intervention Program to Reduce Dropout Rate of Bukal Sur National High School that utilizes an intervention program to reduce dropout rate.

KEYWORDS: Edukasyon Mo", Pananagutan Ko, intervention program, dropout rate, learners/students at risk.

SUBMISSION ID: R04A-QUEZON-0138

Reducing the Grade 7 Level of Math Anxiety through Math Checker

Buenaventura D. Luces, Gemma Oliva, & Imelda M. Plata, Bukal Sur National High School

Abstract

INTRODUCTION

Students considered Math as the toughest subject in the secondary level. They hate Math due to its difficult nature of computation and for them, Math is a scary four letter word. People who feel tension, apprehension, and fear of situations involving math are said to have math anxiety. Research has shown that math anxiety can negatively impact performance of basic numerical operations, which serve as the building blocks for more complex mathematical concepts (Maloney et al., 2010). Because math anxiety is widespread and often tied to poor math skills, it is imperative to understand when anxiety about math starts to emerge, where it comes from, and what we can do to alleviate it. This study focused on the use of Math Checker game as strategy to reduce the level of math anxiety.

METHODS

A descriptive method of research was used. Using purposive sampling, the respondents were all Grade 7 students which composed of 198 students out of 973 students of Bukal Sur National High School. Self-made questionnaires were used for data gathering. The results of the pre-test and post- test were compared if the Math Checker Game was of great help in reducing the level of math anxiety.

RESULTS

The study showed that the level of math anxiety before the utilization of the math checker game was very high which showed that most of them were anxious in studying and performing mathematical activities because they were not confident with their answers and might become the laughing stock in class. On the other hand, the level of math anxiety after the utilization of the math checker game was reduced which clearly stated that it can be used as tool to reduce the level of math anxiety.

DISCUSSIONS

The result of this study have proven the use of intervention materials, specifically the math checker game, is of great help in reducing the anxiety level of the students. Educators are advised to develop different interventions like math checker game that will enhanced students' performance.

KEYWORDS: math anxiety, math checker

SUBMISSION ID: R04A-QUEZON-0219

**Reducing the Percentage of Least Learned Competencies in Accounting I
Subject of Grade 11 Accountancy, Business and Management Students of
Talipan NHS through the Practice Pa More Project**

Leovino Merle, TRAQ

Abstract

INTRODUCTION

The Philippine Senior High School Curriculum was designed to address the gap between the academic learning outcomes and the knowledge and skills required by the industry. But given the current state of the public schools amidst the implementation of the new curriculum, this noble intention cannot be attained on the account of inadequacy of instructional materials and equipment which rendered a dismal students' academic performance. Thus, the Practice Pa More Project was conceptualized and implemented to address the gap in the bookkeeping competencies of Grade 11 students under the Accountancy, Business, and Management Strand.

METHODS

Descriptive-comparative research design was employed. Anchored on the principles of the law of exercise and learning by doing, the intervention program which was designed to assist the Grade 11 students was implemented. The third quarter examination results and the summative examination results after the implementation of the project served as the input data which were quantitatively analyzed using percentile, simple percentage, and dependent t-test.

RESULTS

There was a substantial percentage of bookkeeping competencies that were not met during the regular academic contacts especially those that require analytical thinking skills. This resulted to low mean scores in the third quarter examination. The considerable percentage of bookkeeping competencies was remarkably reduced after the conduct of the Practice Pa More Project. Consequently, the mean percentage scores of the students had increased after the implementation. Thus, it was claimed that the intervention program was effective and significantly instrumental in decreasing the learning gap of the students. Likewise, it was deduced from the findings that the knowledge and skills of the students who underwent the program were enhanced.

DISCUSSIONS

The results suggest that a proactive action can address the learning gap of the students. Instead of focusing on what is lacking, teachers should find feasible ways to troubleshoot the instructional issue. Creativity, innovation, and positive mindset can drive the teacher to give his contribution in achieving the overarching goal of the reinvented Senior High School Curriculum.

KEYWORDS: Accountancy, Business and Management, learning outcomes, learning competencies, law of exercise, learning by doing

SUBMISSION ID: R04A-QUEZON-0161

**Reduction intervention to Zesty Accomplishment for Late comers (RIZAL)
Tardiness Reduction Program with the Partnerships of Barangay Kay-Anlog
and Tricycle Operators/ Drivers Association (Kay-Anlog-TO/DA)**

Arlene Garcia, Department of Education

Abstract

INTRODUCTION

The intent of this qualitative study was to examine what relevant stakeholders believe serve as significant causes of tardiness and what can be done to reduce or eliminate it. This study focuses on students of Punta National High School for the school year 2017-2018 particularly those who are residing at Southville VI, Kay-Anlog, Calamba City.

Insufficiency of transportation vehicles are often blamed by these learners every time they commit tardiness in school. This habitual tardiness greatly affects the academic performance of the students in the said school. The outcome of this undertaking would serve as a ground for crafting a project that would deal with the current predicament.

METHODS

This study made use of descriptive survey method to obtain the responses of students regarding the causes of their tardiness in school and to find out the reliability on their statement revealing that the main cause of their habitual tardiness was due to insufficient number of transportation vehicles and the unsystematic scheduling of this transportation group that impede their punctuality in school. Focus Group Discussions (FGD) were done among Members of the Tricycle Drivers Association of the Southville 6 where students are residing.

RESULTS

Findings revealed that it is not KTODA or the transportations services are the cause of students' tardiness in school but the students themselves and their parents for lacking the initiative to wake up early in the morning to prepare themselves and their children for school. Furthermore, being selective of the students in riding a vehicle (they don't want to sit in charity) hinders them to come to school on time.

DISCUSSIONS

From the significant findings drawn from the study, the following are the important recommendations: meetings with the parents should be encouraged to relay the issues and concern about the students tardiness, and strengthening the reward system of the school (perhaps of the classroom advisers) to encourage late comers to come to school early or on time.

KEYWORDS: RIZAL (Reduction Intervention to Zesty Accomplishments for Late Comers), Tardiness

SUBMISSION ID: R04A-CALAMB-0343

Reduction of Absenteeism among Grade Iv Pupils Using Strategic Reward System

Mildred Flores, Masapang Elementary School

Abstract

INTRODUCTION

This research study examined the effectiveness of using reward system to reduce absenteeism. The respondents of the study were five selected Grade four pupils.

Specifically, it sought to answer the following questions: 1. What are the causes of pupils' absenteeism in class? 2. What strategic reward system will decrease absenteeism among Grade four pupils? 3. What is the effect of using the strategic reward system in pupils' absenteeism? 4. Is there an improvement in using SRS to reduce pupils' absenteeism?

METHODS

The researchers used a descriptive method to identify the effect of reward system on pupils' attendance. The research instruments used were survey questionnaire to determine the factors affecting pupils' absenteeism, and records of attendance. The data gathered in each respondent were treated using frequency counts and percentage values.

RESULTS

It was found out that in a span of two months, the pupils who were recorded with the highest number of absences have reduced which means that the method or the strategy that has been utilized by the researcher is proven to be effective.

DISCUSSIONS

It proved that reward system such as weekly awarding of perfect attendance certificate, posting names in the attendance wall, and free token are positive motivators for the pupils to attend school every day and increase attendance rates. Awarding of perfect attendance together with their parents created a positive impact and motivation for the students to come to school regularly.

KEYWORDS: reduce absenteeism through strategic reward system

SUBMISSION ID: R04A-LAGUNA-0216

Re-Engineering the Development of Communicative Language Teaching (CLT) Approach Program in the Schools Division of Quezon

Angelina Castillo, SDO Quezon Division

Abstract

INTRODUCTION

The current paper investigated the use of communicative language teaching (CLT) in teaching English in the Division of Quezon as a basis for a comprehensive CLT-based language teaching program. The study focused on the communicative competence of the Grades 7 to 10 junior high school students. The researcher also believed that as ESL learners, Filipinos experience many difficulties in communication using the English language. It is necessary to address the problems so that the communicative features of language learning may be developed and enhanced to become effective user of the English language. The researcher targeted to identify the common communication problems of the students so that she would be able to address them properly in order to achieve and master the target learning competencies in terms of oral communication relative to the four important components of communicative language teaching (CLT) approach.

METHODS

Descriptive research design was employed considering no experiments were conducted in the course of the study. This study tried to describe the percentage distribution of the competencies focusing on their mastery level. The level of competence for each strand or feature of CLT was assessed through oral communication activities rated by the researcher using the improvised checklist on performance

RESULTS

The respondents discourse competence is fairly satisfactory; learners' discourse competence needs to be improved; the respondents' socio-cultural competence attained a qualitative description of fairly satisfactory; and there are numbers of problems and challenges experienced by both the teachers and the students inside the English classroom. Teachers may have provided solutions to problems but are still found to be incomplete and insufficient to address the merging problems concerning verbal repertoire.

DISCUSSIONS

Language learners of Department of Education Quezon are diverse in nature especially in terms of age and sex. The learners of Department of Education Quezon were fairly satisfactory in terms of their performance in the target verbal repertoire, entailing that they still have to enhance their skills in terms of the communicative language perspectives. A number of problems had been identified and had to be addressed to satisfy the demands of the national curriculum and competency. The proposed language situation, planning and policy program was developed which may be adopted by Department of Education Quezon to enhance the lingually and verbal repertoire of the learners.

KEYWORDS: development, communicative language teaching, approach descriptive research

SUBMISSION ID: R04A-QUEZON-0148

Re-Engineering the Pupils' Awareness Level on Anti-Bullying Policy through School-Based interventions

Rhea Tierra, Department of Education - Malvar

Abstract

INTRODUCTION

Every person has the right to be protected against violence and abuse, and pupils in schools are no exception. As teachers, you do all that you can to keep your pupils safe from harm. But you will not be able to keep a watchful eye on them all day. Such is the case when they begin to be bullied in school. And it happens due to limited awareness of the learners about the implementing rules. The study proposed school-based interventions to re-engineer pupils' awareness level on Anti-Bullying Policy.

METHODS

The researcher used descriptive qualitative research which identified the bullying tendencies of the learners in Grade Four. The researcher used the data gathering procedures namely: checklist, interview and focus group discussion; weighted mean to determine the level of bullying tendency; percentage rank was used to determine the ratio of the frequency falling in every category of the total number of respondents; anecdotal records of the learners were used to identify the common violations in the classrooms made by pupils related to bullying practices which were used in formulating the research problem, drafting the review of related literature and studies, determining the research design and methodology, preparing research tools, conducting data gathering procedure, presenting and interpreting results, drawing conclusions, writing recommendation, and preparing the research output.

RESULTS

The study revealed that an attempt to stay out of trouble tops the rank on learners' level of bullying tendency. Other data such as refuses to accept responsibility for his negative behaviors, gets excited when conflicts arise between others, is good at hiding negative behaviors or doing them where adults can't notice and loves to win at everything are also interpreted as always. Data show that in terms of physical bullying, hitting/ kicking/ punching are the top violations done by the pupils in the classroom. Leaving someone out on purpose is the last thing on their minds.

DISCUSSIONS

The study revealed that pupils have a high level of tendency to bully others. Thus, bullying should not be taken lightly as it can cause serious problems to all the pupils concerned. Implementation of interventions which include creation of checklist for learners, establish intervention strategies to be used by the school for dealing with cases of bullying behavior, and create a support group to address bullying behavior should be properly utilized.

KEYWORDS: bullying, behavior, bullying tendency

SUBMISSION ID: R04A-BATANP-0433

Refining Reading Level of Grade IV-VI Pupils in San Jose Elementary School through the Use of Higher Order Thinking Skills

Mary Jane Bacay, Department of Education

Abstract

INTRODUCTION

Reading is very significant in achieving knowledge and growth. Through perceptions and understanding, pupils' achieved the best performance he ought to. In this study, the researcher saw the refined reading level of 31 Grade IV-VI pupils in San Jose Elementary School through the use of higher order thinking skills in activities carried out.

METHODS

This research is a descriptive qualitative design which aims to improve the reading level of 31 pupils from Grade IV -VI in San Jose Elementary School through the use of higher order thinking skills (HOTS) questions. The researcher conducted interviews and comprehensive analysis of pupils' records and Phil-IRI results. The pupils' low reading level pushed through the use of higher order thinking skills (HOTS) questions as one of the practices implemented in the school. Qualitative analysis steered for the effective implementation of this activity.

RESULTS

The populace participated in the study perceived a difference. Pupils' academic records attained a satisfactory result. 11/31 or 35. 48% increase was achieved. The significance of implementing reading through the use of order thinking skills (HOTS) questions on activities given, open the way for the value of learning. In some instances, it draw into conclusion that less able pupils sheer hard work to uplift in their reading as well as in other academic performance.

DISCUSSIONS

The outcome showed that rigid implementation and monitoring of the activities in reading must be given emphasis. Reading a passage with HOTS questions was an effective practice in uplifting pupils' reading level as well as school academic performance in San Jose Elementary School. The time allotted in the morning, noon time, and regular monitoring contributed to the effectiveness of the study.

KEYWORDS: reading, level, higher order thinking skills, refining

SUBMISSION ID: R04A-BATANP-0872

Refining School System through Continuous Improvement Program: Stakeholders' Participation

Analee Rodelas, Department of Education - Tanauan

Abstract

INTRODUCTION

Improving persistently the school performance is a core goal of RA. No.9155 identified as Governance of Basic Education Act of 2001 that strengthen the SBM, D. O. No.44, s. 2015 known as E-SIP Process, CIP & SRC, and the "No Child Left Behind Act of 2001 (NCLB)-the most recent reauthorization of the Elementary and Secondary Education Act of 1965 and inclusive in D.O. No. 72, s.2009. To fully implement this cited orders, the school system must transform the existing low-rated basic services. If you want to improve students' learning, you must improve the school leadership and parents' involvement in all school programs. To continue the school transformation, proponents decided to have refinement of the school system through the continuous improvement on the participation of stakeholders which address the needs to improve basic education services of this institution.

METHODS

The study will employ the descriptive-survey method in gathering the data needed. Relatively, in order to find answers to the problems framed, survey questionnaire and purposive sampling will be used and tracking forms will be utilized.

RESULTS

Improved basic education services and increased participation and performance of staffers and other stakeholders were met success and quality outputs.

DISCUSSIONS: The results show that personnel should continue the action in buoying up the inactive teachers to participate regularly to all the school monthly activities and should continue monitoring the participation of the guardians of every learner. The faculty should find ways to encourage the inactive parents of the absentee learners to cooperate, monitor the school activities of their children, and give time in most of the school activities of their children for improvement of performance. All school and community leaders should continue the use of monitoring tools to update the teachers' performance and participation but should encourage them also to work and collaborate with a heart, not only because they are under monitoring and evaluation. The change to their attitude to work better is one innovation that must pursue and must appreciate by all means.

KEYWORDS: Keywords: Refinement, tracking. stakeholders

SUBMISSION ID: R04A-TANAUA-0039

Reflect it-on (Rio) Device: innovative instructional Materials in Optics

Francesca Annies L. Untivero, Pedro Guevara Memorial National High School

Abstract

INTRODUCTION

Teaching strategies used by teachers are key determinants in the performance of students. Teacher must use appropriate instructional materials to stimulate and experience the reality in the classroom. Instruction must be designed in such a way that it address the needs of the learners and achieve high level of performance. Utilization of innovative materials such as Reflect it-on device specifically in teaching image formation in concave mirror will support the students' procedural skills and knowledge by using authentic materials that are locally available. It also provides teachers' ability to transform traditional strategies into a current trend in teaching the lessons.

METHODS

The study utilized the experimental method research design in gathering the essential information that answered the problems presented. The respondents of the study were 75 Grade 10 students of Pedro Guevara Memorial National High School. The questionnaires served as the main tool which help solicit responses from the student. Same set of pre-test and post-test was served to the students to compare part groups and measure the degree of change occurring as a result of treatments or interventions. Mean, standard deviation and T-test statistics were used to measure the significant effects of utilizing Reflect It-On (RIO) device as innovative instructional materials in optics.

RESULTS

The findings revealed that the three groups showed fair level of performance based on their pre-test mean scores thus both groups of respondents are almost of the same level of understanding and performance. Based on the post-test mean scores, experimental group C got the highest mean. Outstanding performance was obtained by experimental group C; while Satisfactory performance was obtained by experimental group A; Very satisfactory performance was shown by experimental group B. Significant difference was noted on the students' level of performance based on the pretest and post test scores.

DISCUSSIONS

The result implied that the use of Reflect It-On device as an Innovative Instructional Material is effective in teaching the lessons in optics. Furthermore, the result of the study also supports the students' procedural skills and knowledge by using authentic materials that are locally available. Moreover, the study implied that utilization of Reflect it-On device has an important role in the teachers' ability to transform traditional strategies into current trends in teaching the lessons in optics.

KEYWORDS: Reflect It-on (RIO) device, innovative instructional materials, optics.

SUBMISSION ID: R04A-LAGUNA-0082

**Reflections on a Short-Term Action Research Program Entitled
EnCOURAGE (EmboldeN CO-Teachers to Undertake Research and
Acquire Genuine Engagement) among Elementary School Teachers in
Gumaca West C**

April R. Sabuelbaü ALS Teacher/IM & Shiela S. Marquez, Teacher II

Abstract

INTRODUCTION

Across the world, there is an increasing pressure in most school teachers to become research active, not only for professional growth, but also for effective teaching-learning in classroom setting. For the past several years, surveys revealed that only few research studies, conducted by teachers, was being carried out all over the country. As part of our multifaceted plan to solve this problem, we developed a program entitled EmboldeN CO-Teachers to Undertake Research and Acquired Genuine Engagement (EnCOURAGE).

METHODS

This design for this research study is qualitative in nature and uses content analysis and descriptive statistics. Using a four-stage method in action research as proposed by Mertler and Charles (2005): planning, acting, developing, and reflecting, we conducted six (6) lac sessions with 15 teachers participants, from different grade levels who responded to 14-question self-made survey administered during the orientation on August 2018. Using the program EnCOURAGE, data were collected and analyzed using qualitative analysis.

RESULTS

Teachers, participated in EnCOURAGE, perceived substantial knowledge which stem from effective mentoring and guidance from the local mentor and facilitator. Highest mean scores (3.5) were seen on factors like lack of knowledge to conduct research studies and hesitation because teacher participants felt that they do not have someone to consult with regards their undertakings. Likewise, teachers totally disagree that they don't have topics to choose from as their subject in conducting research because they are all exposed in an actual classroom settings where main issues and problems arise. However, lowest mean score was depicted on insufficient time to conduct research. Teachers expressed that they have sufficient time, but do not have sufficient knowledge to start with their research. Insufficient time and lack of topic to work on falls on the lowest mean score. In terms of their perception on EnCOURAGE, as expressed by the computed mean score (2.9), majority of the participants expressed that the program opens avenue for opportunity of becoming teacher-researcher.

DISCUSSIONS

The results demonstrate the need for continuous conduct of the program EnCOURAGE to be able to sustain the rate of increase in the numbers of teacher-researcher. From the results obtained in this study, factors such as mentoring, tutoring, and continuous conduct of lac sessions were seen significant to the effectiveness and sustainability of the EnCOURAGE Program.

KEYWORDS: Encourage, Reflections, Mentoring,

SUBMISSION ID: R04A-QUEZON-0162

**Reflective Journal Writing and Academic Performances of Fourth Year -
Newton Student of Florita Herrera Irizari National High School**

Nilda E. Arreza, Teacher

Abstract

INTRODUCTION

Reflective journal is an effective learning technique which enables students to learn while writing concepts understood. It helps students develop confidence in learning, competence in writing skills and boost their perception and concentration towards learning. According to a public forum on Jan., 2012 entitled Challenges on Education Reform cited by Emphasis 2012, the quality of Philippine Education has declined continuously for roughly 25 years. The researcher found out that students have less retention on the lesson. Some cannot express ideas verbally and less participative in the discussion. Thus, science journal can be an important tool to determine the level of academic performance. Specifically 4th year Newton students of FHINHS. This aims to answer the following questions: (1) What is the frequency of writing reflective journals of 4th Year Newton of FHINHS? (2) What was the level of the Academic performance? and (3) Was there a significant relationship between the frequency of writing reflective journals and the academic performance?

METHODS

The study used the descriptive correlation method of research in analyzing data. It is used to gather data that describes events, organizes, tabulates, depicts, and describes the data collection. Pearson r was the statistical design of the study to determine the relationship of reflective journal relative to the academic performance of the 4th Year Newton students of FHINHS.

RESULTS

35 of 60 students complied science journals which is equal to 58% meaning excellent. 13% only of them has satisfactory and the least whose equivalent to 7% distributed evenly to satisfactory, moderately satisfactory, and needs improvement. The academic performance in the 2nd Quarter showed that 35% achieved grades of 85 to 89%, which means very good in the academic performance and only 1% achieved poor. Further, it showed the significant relationship between frequency on the submission of reflective journal and academic performance. The computed r-value is .01 which implies a very weak correlation. However, the computed p-value was 0 which indicates that there is a significant relationship between writing reflective journal and the academic performance of the students.

DISCUSSIONS

Majority of the students in terms of writing reflective journals was in excellent level. Most of the students had a very good academic performances in the second grading period compared to the previous grading period. Thus, the relationship between reflective journals and the academic performance was significant.

KEYWORDS: Reflective journal, academic performance

SUBMISSION ID: R013-SURSUR-0076

Reflective Pedagogical Approach in Teaching Literature in Area Ii Junior High Schools, Division of Batangas Province

Glenda Panopio, Anselmo A. Sandoval, & Mabini Gabriel Roco, MNHS

Abstract

INTRODUCTION

Learning literature among junior high school students calls for effective pedagogical approaches to make them appreciate the synergies between the national and global literature. The Department of Education suggested the implementation of the 2C-2I-IR pedagogical approaches and their underlying principles mandated by R.A. 10533 through Regional Memorandum No. 11, s. 2015 to better implement the Enhanced Basic Education Curriculum in all grade levels. Among the 2C-2I-IR pedagogical approaches, reflective approach has been proven to be the most effective in teaching literature although there is a single activity under this pedagogy known as TTRA or the Think-Talk-Read-Act. The lead proponent, a Grade 10 English teacher for fifteen years, aimed to identify the significance of employing this reflective pedagogical approach (RPA) in helping students appreciate and understand literature. Consequently, she and her co-author worked hard to develop other activities to maximize the use of RPA in literature class.

METHODS

The study utilized the descriptive quantitative method. Statistical methods used were percentage, frequency distributions, and mean to determine the positional distribution and extent of utilization of RPA, levels of effectiveness of RPA and classroom performance of students, and constraints met by the teachers in using this approach. The frequency also presented the actual response of the respondents to a specific question in the questionnaire. Pearson - r Moment of Correlation was used to determine the degree of relationship between the level of students' classroom performance and the assessment on the extent and level of effectiveness of RPA.

RESULTS

The extent of utilization of RPA is moderate while the level of effectiveness is moderately effective. Meanwhile, the students' level of classroom performance in the utilization of reflective pedagogical approach is satisfactory. The students' level of classroom performance is significantly related to both the extent of utilization and the level of effectiveness of RPA. On the other hand, the inadequacy of reflective activities, language barriers and large number of students in a class are the major constraints met by the teachers in the utilization of RPA.

DISCUSSIONS

The proposed reflective activities such as QTRW (Question-Think-Reflect-Write), VARD (View-Ask-Reflect-Draw), MORE (Model-Observe-Reflect-Explain), and DRTE (Describe-Reflect-Theorize-Experiment) may strengthen the use of reflective pedagogical approach in teaching literature.

KEYWORDS: reflective pedagogical approach, teaching literature

SUBMISSION ID: R04A-BATANP-1144

Reflective Pedagogy: Making Meaning in Experiential-Based Learning in Mathematics 9

Peejay Gecolea, Calamba Bayside Integrated School

Abstract

INTRODUCTION

"We do not learn from experience... we learn from reflecting on experience."

- John Dewey

Education serves as an integral part of life as it provides framework in the holistic development of every man. Students must be holistically developed through quality instructions and variety of strategies given by teachers. One of the ways is through writing reflections and insights in the students' journals. Learners can express their understanding as well as their needs through writing. It can also be the basis of the teachers on planning their lessons. In this process, both students and teachers can evaluate the entire teaching-learning process. Because of this, the researcher wanted to provide pieces of evidence through qualitative approach in reflective pedagogy in making meaning to the experiential-based learning in Mathematics on the selected Grade 9 students of Calamba Bayside Integrated School for the School Year 2018-2019 which will be the basis in crafting an action plan to address the developmental needs of the students.

METHODS

The primary source of data was the testimonies of the 50 grade 9 students who were chosen through random sampling. Their responses were treated through qualitative analyses. The researcher prepared the guide questions, recording gadgets, writing materials before facilitating the interview. The recorded interviews were transcribed and reconciled with the written account. Afterwards, the researcher encoded the verbatim transcription, tabulated, and analyzed the data to arrive with the emerging themes.

RESULTS

Based on the testimonies of the students which were encoded, the emerging themes are reflective pedagogy as it provides connection and as it exhibits learning by doing.

DISCUSSIONS

In reflective pedagogy as it provides connection, students can give feedback to their teacher through journal writing. They can write the things they learned in a specific lesson and even the concepts they found difficulty. It makes a connection between the teacher and the students that can really make a harmonious relationship which will be resulted to a positive outcome. On the other hand, reflective pedagogy exhibits learning by doing, teachers relate the concepts of their lessons to everyday routine wherein some of these routines are already experienced by the students. They can share their own life experiences that will help others to really understand the concepts of the lessons. Students also learned more if they are engage in class discussion through different learning activities.

KEYWORDS: reflective pedagogy, experiential learning, students' perception

SUBMISSION ID: R04A-CALAMB-0353

Reflective Practices of Teachers of A Public Elementary School

Dulce Emelo

Abstract

INTRODUCTION

Reflective practice is an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It is the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding.

METHODS

This study utilized the descriptive-correlation design because of its appropriateness to the study. It was used to determine the relationship between the personological profile of the respondents and their evaluation of their reflective practices. It was an attempt to determine whether a degree of relationship exists between two or more variables. Likewise, the interview and observation methods were used also to support the data gathered by the researcher. In this study, it will establish whether or not there is relationship between the personological of the respondents and their reflective practices. The statistical treatments used are frequency and percentage, weighted mean, one-way ANOVA and Pearson product correlation. A total of fifty teachers across 3 different schools responded to a set of given questionnaire.

RESULTS

The respondents rendered different length of service and grade level assignment. Respondents' perception on their reflective practices in terms of discipline with a verbal interpretation of ready. Respondents' perception on their reflective practices in terms of pedagogical with a verbal interpretation of often. The weighted mean result of respondents' perception on their reflective practices in terms of relational with a verbal interpretation of often. The respondents rendered a service shows that there is no sufficient evidence that there is a significant difference between perceptions on their reflective practices to the length of service. There is no sufficient evidence that there is a significant difference between the perceptions on their reflective practices to the grade level handled.

DISCUSSIONS

The results show that there were more respondents in the primary than in the intermediate. This implies that the respondents were able to behave well in any particular circumstance by maintaining firmly their decisions and professionalism. That the respondents believe that they perform their duties and responsibilities in terms of instructional pedagogy more often. This is true because there were more teachers who have allied tasks aside from teaching alone. The teachers believe that they have often good relations with their pupils, colleagues, parents, the school administrators, and the community, often maintains good relationships with colleagues conducive to creating a collaborative culture focused on learning and get the support and involvement of the parents and other stakeholders to ensure the welfare of the pupils. The length of service cannot be enough as a basis to determine how a teacher performs in teaching in terms of how they improve relation with their pupils, colleagues, administrators and community, maintains discipline and good relation to other. There is no significant relationship between the reflective practices of the teachers and the subjects they are handling.

KEYWORDS: education, reflective practice

SUBMISSION ID: R04A-CAVITP-1249

**Reinforcement Activities in Improving Numeracy Skills of Grade Ii
Learners in San Pedro Elementary School**

Jovita Aclan, District VI - San Pedro Elementary School

Abstract

INTRODUCTION

The most important target of education would be to prepare learners for future life, for work, and for real-life problems. The quality of teaching and learning mathematics has been one of the major tests and concerns of educators. Instructional design is an effective way to lessen problems related to the quality of teaching and learning the basic concepts of mathematics. The Numeracy Test is meant to gauge the achievement levels of learner as an input to improving the teaching - learning process and for planning purposes. The result must determine the reflective of learners learning.

METHODS

This study utilized the descriptive research. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect.

RESULTS

It can be noted that majority of the learners performed satisfactorily in numeracy test. In particular, the findings showed that learners learning behavior are affected when lessons and activities presented require learners to be active.

DISCUSSIONS

Majority of the learners are numerates after utilizing reinforcement activities in teaching Mathematics. There is a significant relationship between numeracy and reinforcement activities in teaching Mathematics. Researcher found that effectively performing an activity can positively impact subsequent engagement.

KEYWORDS: ACTIVITY, NUMERACY, REINFORCEMENT, STRENGTHENING, FUTURE, PERFORMANCE, DESIGN, ENHANCE, UTILIZE, MATHEMATICS

SUBMISSION ID: R04A-BATANP-1740

Reinforcing the Parents' Participation and attendance in the School Based Feeding Program at Marcos Espejo Elementary School

Chiradee Rico & Charisse Fatima A. Harina, Marcos Espejo ES, San Jose District

Abstract

INTRODUCTION

School Based Feeding Program is one of the well-managed program of the Department of Education that should be implemented in each school as stipulated in Department of Education Order No. 51, s. 2016. Involvement of parents in the program is one of the most important and contributing factors for the success of the SBFP. In this study, we discovered the level of parents' participation in SBFP and the problems encountered in terms of parents' participation and attendance.

METHODS

Different methods design was used. We used two data gathering procedures namely, focus group discussion and retrospective interview. Also, the following data gathering tools namely; attendance of parents and questionnaire were used to attain the objectives of this study through qualitative analysis.

RESULTS

Many parents who participated on the conducted focus group discussion and interview revealed the common reasons for non-participation and attendance in School-Based Feeding Program. Most of the parent's problem fell on babysitting. Second in rank is their work. Conflict schedule between their pre-scheduled activities rank 3. Rank 4 is their knowledge in cooking and those who were not concerned rank 5.

DISCUSSIONS

The outcomes show the need for strong participation and involvement of parents in the SBFP implementation. Different programs must be implemented to entice and reinforce participation among parents to make SBFP a successful one.

KEYWORDS: Parents' Participation and Attendance in SBFP is very important.

SUBMISSION ID: R04A-BATANP-2037

RELACS and the Factors that influence the instructional Competence of Teachers of Sangbay integrated School, Nagtipunan District: An Analysis

Jenny C. Glomo, Sangbay Integrated School

Abstract

INTRODUCTION

Supporting the continuous professional development of teachers is one of the most vital functions of school heads. However, there are instances wherein teachers' growth and development are being overlooked due to limited resources in attending relevant seminars and trainings or in pursuing post-graduate studies. In this study, the researcher generally aimed to analyze the profile of the teachers and to determine the factors that affect the instructional competence of 26 teachers of Sangbay Integrated School. Further, it sought to determine the effect of the program "Revitalized and Enhanced Learning Action Cell Sessions (RELACS) in the instructional competence of the respondents.

METHODS

This study utilized quantitative-descriptive design wherein statistical tools used in the analysis of data are Mean, Count, and Frequency. Multiple Linear Regression (MLR) was also applied to determine what variables significantly affect the instructional competence of the respondents. Mean and standard deviation were used in describing the initial and final ratings of the teachers while Paired Samples t-Test was utilized to determine significant difference in the ratings of respondents before and after the implementation of RELACS. Also, Eta-squared was computed to measure the effect of RELACS to the instructional competence of the respondents.

RESULTS

Result of this study on the multiple comparison of variables revealed that educational attainment and length of service had no significant impact on teachers' instructional competence. Only trainings and seminars attended significantly influence teachers' instructional competence. Further, initial performance ratings of the respondents prior to the conduct of the program RELACS posted a satisfactory descriptive interpretation while a very satisfactory performance ratings were obtained after the implementation of the program RELACS. The result clearly showed that there was a significant difference between the initial and final ratings of the respondents.

DISCUSSIONS

The results demonstrate the need to give opportunities for teachers to attend seminars or trainings for them to enhance their instructional competence and to be empowered to attain high learning outcome. Likewise, RELACS or a similar program should be institutionalized such as organizing Professional Learning Community (PLC) to help teachers improve their competencies.

KEYWORDS: RELACS, Instructional Competence, Revitalized

SUBMISSION ID: R002-QUIRIN-0030

**Related Factors Affecting the Academic Performance of senior ASCT
Students of STI-Calamba Campus S.Y. 2017-2018**

John Loren Espela, Teacher

Abstract

INTRODUCTION

The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. Moreover, academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates yet many students are having failing grades. In this study, I researched the various related factors affecting the academic performance of the students that might help all institutions in empowering their learners.

METHODS

This study used the descriptive-correlational method of research. Descriptive research was used to describe the characteristics of a population or phenomenon being studied. The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. The researchers used the descriptive method to measure the mean perception factors affecting the academic performance of student in terms of: Student-related factor; Home-related factor; School-related factor; and Teacher-related factor. It is also a correlational research as it tries to probe the relationship between the said variables.

RESULTS

All the given factors that affects the students' academic performance received an interpreted mean of high; the mean perception of the students towards the given related factors affecting their academic performance was high; and there was significant relationship in the extent of effect of the identified factors have on the academic performance when their profile was considered. As the final analysis, all the given related factors have direct effects on the academic performance of the students causing them to have low grades and even failing grades.

DISCUSSIONS

The results revealed the need for more differentiated activities such as empowering the students through family engagement activities; school can provide more training and seminars for the professional growth of their teacher; and further in-depth study can strengthen the results of this research.

KEYWORDS: Related factors affecting Academic performance

SUBMISSION ID: R04A-CALAMB-0254

Related Variables Affecting the Reading Comprehension of San Pablo City National High School Freshmen Students

Angela Velasco, Jedidiah Eddiexer Baldovino, & Shane Cameron Agarao, San Pablo City National High School
(Adviser: Luningning Adarna)

Abstract

INTRODUCTION

In San Pablo City National High School, there were various programs that were implemented, yet the consistency of their development lasts for a short period of time, causing a big number of students leading to frustration regarding their reading comprehension. In our exploration, we investigated the possible indicators that can affect the respondent's reading performance that was substantiated through evidences and theory.

METHODS

Our team conducted a Secondary Reading Inventory (SRI) for both pre and post-tests wherein we identified their skills on reading. These one hundred freshmen students also responded to a set of questionnaires that can distinguish their home-related information and perception concerning school-related variables.

RESULTS

The data on this study manifested that, the respondents who read books more often are the ones who rated higher on indicator nos. 2, 4 and 5 in Teacher's Competence with a p-value of 0.014, 0.028 and 0.020 respectively. Moreover, the respondents with an older age are those who rated higher for School's Reading Materials and Facilities Indicator no. 10 with a p-value of 0.016. Lastly, with a p-value of 0.034, the result implies that the higher the educational attainment of father, the longer the student spent time on reading. All of the statements above resulted as a significant negligible positive correlation which means that the stated indicators truly affect the individual's reading comprehension.

DISCUSSIONS

The findings showed a partially negative perception with respect to the teachers' competence and school reading materials that rejected the findings of other related studies. This shows the need for improvements on the implementation of the programs and it is highly recommend on focusing to its effectiveness for students to achieve fluency on reading comprehension.

KEYWORDS: reading comprehension, secondary reading inventory, related variables

SUBMISSION ID: R04A-SANPAB-0040

**Related Variables and the Writing Proficiency Level among the Grade 9
Students of San Pablo City National High School (S.Y. 2018- 2019)**

Marjorie Jalos, Christian Trinidad, & Jerson Villena, San Pablo City National High
School

(Adviser: Luningning Adarna)

Abstract

INTRODUCTION

The study aimed to determine the variables related to the Writing Proficiency Level among Grade 9 students of San Pablo City National High School for the school year 2018-2019. There are variables affecting the students' writing proficiency level including the respondents' profile and other factors. Those factors resulted to a low academic performance pertaining to the grades in each particular subject that requires writing especially in English subject. At present time, writing is one of the neglected skill that is why writing deficiency arose.

METHODS

Descriptive-correlational method of research was used. Eighty five (85) Grade 9 students were selected through simple random sampling from eight hundred seventy three (873) Grade 9 students enrolled in San Pablo City National High School. The researchers used a questionnaire that deals with respondent's profile, home, and school related factors and their writing proficiency level.

RESULTS

Person-related variables like age and gender were found to be not significant when correlated with writing proficiency level. None of the home related factors and school related factors were found to be significant. Only the language preference reveals the significant relationship with the respondents' writing proficiency level in terms of comprehension with p-value of 0.03. Based on the findings, the first null hypothesis was rejected and the second and third null hypothesis was partially accepted.

DISCUSSIONS

Personal profile of the respondents such as language preference was significantly related to the students' writing proficiency level in terms of comprehension. Home and school related variables were not significantly related to the students' writing proficiency level. In the light of the findings, it was recommended that the school authorities were encouraged to inspect the teachers' strategies and principles in teaching writing, the teachers should provide more writing activities and encourage proper correction on students' written output, the students should enhance their own language preference in expressing their ideas through writing, and further study may be conducted to include other variables affecting the writing proficiency level of the students.

KEYWORDS: variables, writing proficiency

SUBMISSION ID: R04A-SANPAB-0038

**Relationship between attitudes and Academic Performance in Mathematics
of Grade IV Pupils in Bacoar II District**

Joan Corpuz, Pacheco Elementary School

Abstract

INTRODUCTION

The main purpose of the study was to determine the relationship between attitudes and academic performance of Grade IV pupils in Mathematics in Bacoar II District, Division of Bacoar, Cavite. Specifically, it sought to identify the Grade IV pupils' attitudes in Mathematics in terms of perceptions on their Mathematics teacher's attitudes in a math class, value of Mathematics, enjoyment of Mathematics, self-concept of pupils in relation to Mathematics and anxiety towards Mathematics. Moreover, the study tried to identify the academic performance of the Grade IV pupils in Mathematics. Lastly, it tested if there was significant relationship between the Grade IV pupils' academic performance in Mathematics and their attitudes.

METHODS

This was a descriptive type of study. A total of 345 respondents from a total population of 2,495 were selected using simple random sampling. A standardized questionnaire from Macalia (2010) was utilized to gather the data needed.

RESULTS

The study revealed that Grade IV pupils had positive or favorable attitude in terms of their perception towards their math teacher's attitude in a math class, value of mathematics, enjoyment of mathematics and self-concept of pupils in relation to Mathematics. However, they had anxiety towards Mathematics.

DISCUSSIONS

Results of the study also revealed that Grade IV pupils had low academic performance in Mathematics. Furthermore, the result proved that there was a moderate positive relationship between the Grade IV Pupils' academic performance in mathematics and their attitudes. Pupils' attitudes in terms of their perception on their mathematics teacher's attitudes in a math class, value of mathematics, enjoyment of mathematics, self-concept of pupils in relation to mathematics, and anxiety towards mathematics had moderate positive relationship to academic performance. On the other hand, anxiety had an inverse relationship to academic performance. Enjoyment of math had the most significant relationship in academic performance.

Based on the results of this study, the researcher formulated a set of recommendations. It is hoped that the said recommendations be considered by the administration.

KEYWORDS: ATTITUDES, PERCEPTION, ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-CAVTP-1646

Relationship between Adversity Quotient® and Leadership Styles of School Heads to their Administrative Functions

Mary Joy Padilla, Teacher/SDO Calamba City

Abstract

INTRODUCTION

The researcher aimed to find out the relationship between the adversity quotient and leadership styles of school heads to their administrative functions. This was done in the Division of Calamba City mainly the West District as the locale of this study. In particular, she conducted a survey to teachers and principals on how they perceive the relationship between the school heads' adversity quotient and leadership style with their administrative functions.

METHODS

This study used a descriptive design through survey questionnaires to gather data and information on the relationship between Adversity Quotient and Leadership styles of Principals in West District of Calamba City Division to their Administrative functions.

RESULTS

Results revealed that: (1) the school heads are within the above average range while the teacher are within average of the AQA descriptive interpretation;(2)The respondents often perceived leadership style. (3) 'The school heads' perception of their administrative functions as highly observed while the teachers' perceptions showed that it is moderately observed.(4) 'The school heads' Adversity Quotient is not significantly related to administrative functions of the school heads.(5) 'The administrative functions are significantly related with the leadership style of the school heads. The test yielded no significant difference between two groups' assessments of school heads administrative functions.

DISCUSSIONS

It is recommended that seminar and workshop may be conducted to stress the importance of the democratic style of leadership to school heads of public elementary schools.

KEYWORDS: Adversity Quotient, Leadership Styles, Administrative Functions

SUBMISSION ID: R04A-CALAMB-0194

Relationship between Duration of Cell Phone Use and Academic Performance of Grade 8 Students

Jayvee D. Dalagan, Marianita E. Lim, & Rosario P. Polea, Department of Education

Abstract

INTRODUCTION

The use of mobile phones in school settings or environment is a topic of debate. Supportive parents believe that cell phones address their safety concerns by enabling them to communicate with their children. However, teachers and administrators oppose to mobile phone usage in schools. They believe that cell phones cause disruption, and may be used for malicious purposes such as cheating on tests or taking inappropriate photographs. Students become addicted to playing games and messaging others on their mobile devices, causing them to pay less attention in class and miss important lessons.

METHODS

Descriptive research design was used to process the whole conduct of the study. After one month of the class sessions, 30 students were identified doing habitual uses of cell phones even during class hours. These 30 identified students were exposed to the study.

RESULTS

Based on the presented data results, the extent of the Relationship between Duration of Cell Phone Use and Academic Performance of Grade 8 Students shows that the recipients' academic performance in Science 8 subject has a remarkable decrease. It is also shown that there is a strong negative relationship between duration of cell phone use and academic performance of Grade 8 students.

DISCUSSIONS

With the results and findings, the researcher would like to recommend that there should be a follow-up intervention to be conducted to sustain and increase the academic performance of students in Science 8. Strict banning on habitual uses of cell phones in all subject areas during class hours is also recommended for the success of the study.

KEYWORDS: Cell phone, academic performance

SUBMISSION ID: R013-SURSUR-0013

Relationship between instructional Strategies in Teaching TLE and the Academic Performance of Grade 7 and 8 Students of Sta. Rita National High school: Basis for Plan of Action

Melody Ramos, Department of Education

Abstract

INTRODUCTION

TLE offers cookery/commercial cooking, beauty care, dressmaking, computer hardware and servicing, agriculture, crop production, carpentry, drafting, welding, electrical installation and nail care services are the most commonly offered by secondary schools. Laboratory rooms for each area are not enough for the student, lack of adequate tools and equipment are some of the common problems of the secondary school. There is not much to accomplish for the students but in the K-12 curriculum, it allows the students to give their insights to fellow schoolmates and the understanding that they have gained from the lesson so along these process both the educator and student learn new things.

METHODS

This study utilized the descriptive method of research in order to find out the relationship of the instructional strategies in teaching TLE in the academic performance of Grade 7 and 8 students. The significant relationship between the academic performance of the student respondents and the perceived extent of use of instructional strategies of teachers.

RESULTS

This study has important significance for nurturing behavioral maturity among students that would basically benefit the students in terms of academic achievement. Regardless of perspective, a clear understanding of the relationship between instructional strategies in academic performance would help appropriate performance of the student.

DISCUSSIONS

The respondents believed that the use of brainstorming activities and performance tasks need to be enhanced and strengthened in each class activity. There was a significant relationship between the academic performance of the students and the instructional strategies used in teaching TLE. The researcher proposed an action plan to improve the competence of the teacher in using the instructional strategies well. Therefore, findings are recommended for the teachers to be aware and be inspired to use the different strategies. The Curriculum Developers may want to focus on the revealed effect of use in instructional strategy on students' academic performance. The school head/principal may share the findings of this study to their teachers for them to be aware on what area they should support their staff. Future researchers may conduct further study and evaluation of the findings of this study in the future to further assess the continuous enhancement in the delivery of knowledge.

KEYWORDS: TLE, instructional strategies, academic performance

SUBMISSION ID: R04A-BATANC-0205

Relationship between Students' Academic Performance and Some Selected Variables in inclusive Education of the Public Secondary Schools in Cavite S.Y.2017-2018

Lourdvie Suansing, Tagaytay City Science National High School

Abstract

INTRODUCTION

All children, including those with disabilities, have a right to education that was stated in the Philippine Law in the Magna Carta for Persons with Disabilities (1992). The main objective of this study was to investigate the relationship between students' academic performance and some selected variables in Inclusive Education of the public secondary schools in Cavite. Moreover, this study also aimed to identify the profile of the teachers in terms of age, gender, qualifications, and teaching experience, teachers' attitude towards Inclusive Education in terms of advantages and disadvantages, professional issues, philosophical issues, and logistical concerns, students' profile when classified according to their disability in terms of academic performance, attitude, and behavior.

METHODS

This study used a descriptive-correlational research method with quantitative and qualitative elements. It deployed purposeful sampling. There are three public Secondary Schools offering IE in Cavite where samples will be taken. Participants were forty (40) students with disability and teachers in inclusion setting. Students were enrolled in Inclusive Education program during the School Year 2017-2018. The raw data from the questionnaires was imported into a computer spreadsheet, such as Microsoft Excel for analysis and SPSS. The study used statistical tools such as frequency count, percentage rate, mean, standard deviation, Pearson Product Moment Correlation Coefficient with 95% (0.05 significance level) confidence level and Chi-square.

RESULTS

Data analysis revealed that there was a significant relationship between students' academic performance and the following: students' attitude and teachers' qualification. However, students' behavior, teachers' age, and gender does not have significant relationships with students' academic performance.

DISCUSSIONS

In conclusion, the findings show that students' attitude, teachers' qualification and teaching experience are contributing factors to the performance of the students under Inclusive Education.

KEYWORDS: inclusive education, performance, attitude, behavior

SUBMISSION ID: R04A-CAVITP-0899

**Relationship between Study Habits and Mathematics Academic
Performance among Grade Six Pupils in Lual Elementary School, infantia,
Quezon, School Year 2018-2019**

Karen Joy Villamora, Department of Education

Abstract

INTRODUCTION

The main purpose of this research was to identify the significant relationship between the study habits and mathematics academic performance among the Grade 6 pupils in Lual Elementary School.

METHODS

Quantitative- Qualitative / Mixed Method of Research

RESULTS

The level of the pupils' academic performance in Mathematics was "Fairly Satisfactory". The extent of study habits as assessed by the pupil-respondents themselves was "Rarely". Learners' Attitude towards the Subject, Teacher Factor, Classmate Factor, and School Factor were the problems encountered by the pupils in studying Mathematics. The result showed that there is a correlation between study habits and mathematics academic performance of the pupil- respondents, and a proposed intervention program was designed.

DISCUSSIONS

The majority of the respondents has not gained and mastered yet the required skills in Mathematics. They have poor study habits as they responded to the item rarely. Learners' attitude towards the subject plays very much of a problem; Teacher Factor is much of a problem; Classmate Factor is moderately a problem; and School Factor is slightly a problem. There is a significant relationship that exists between learners' study habits and their Mathematics academic performance; and a course of action must be designed and implemented immediately to enhance the level of Mathematics academic performance and develop study habits among Grade 6 learners in Lual Elementary School. Based on the findings and conclusions, recommendations were drawn that served as bases to design intervention program to enhance the level of Mathematics academic performance and develop study habits among pupils/learners.

KEYWORDS: RELATIONSHIP BETWEEN STUDY HABITS AND MATHEMATICS ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-QUEZON-0160

Relationship between Teachers' Morale and the Academic Performance of the Pupils in Tanauan City South and North District, Division of Tanauan City: Basis for Proposed Action Plan

Angelica Terrones, Department of Education - Tanauan

Abstract

INTRODUCTION

Teachers' morale is an important factor to be considered in order to develop their job satisfaction. If morale is high, a teacher would do his/her best to promote effective learning, but if it is low, teachers would not live up to their potential ability. It is said that when morale is lost everything is lost.

One of the important factors that greatly affect the academic performance of the learners is the learning environment and how the teachers manage them during the teaching-learning process. The teachers being the most essential of the school's operational system has a vital role in the growth and development of a nation. They should be work oriented, motivated and committed to attain the school's objective of increasing the academic excellence of the learners.

METHODS

This investigation was a descriptive research designed to look into the nature of a situation as it existed at the time of the study through exploring the particular phenomena such as teachers, morale and academic performance of the pupils. In this study, necessary data were collected in order to test the hypothesis or to answer questions about the level of teachers' morale. It determined and reported the strength and weaknesses of the teachers as measured in terms of their morale.

RESULTS

As perceived by the teachers themselves all of the indicators in profile has a significant relationship with the level of morale of elementary teachers. The present study revealed that there was significant relationship between the teachers' morale and the performance of the pupils. That was perceived by the elementary teachers, "often" of morale observed among themselves in terms of job demands, working condition, compensation and benefits, interpersonal relationship with colleagues, communication and opportunities for growth, while "always" observed among them in terms of interpersonal relationship with administrator

DISCUSSIONS

Continuing educational training and study in the graduate study programs among elementary school teachers is encouraged to strengthen their professional growth since it would result not only to the improvement of their performance as teachers but also to the academic performance of their respective pupils. Designing and planning trainings, seminars, and team building activities that would strengthen and raise the level of teachers' morale to its optimum level as well as increasing their performance incentives is advised.

KEYWORDS: teachers' morale

SUBMISSION ID: R04A-TANAUA-0155

Relationship between the Levels of Composition Errors and Writing Anxiety among Grade 5 Pupils: Basis for a Proposed Writing intervention Program

Analyn Andaya

Abstract

INTRODUCTION

This study was conducted to determine relationship between the Levels of Composition Errors and Writing Anxiety among Grade 5 pupils: Basis for a proposed writing intervention program. It utilized the descriptive method of research. The respondents were the pupils of Grade 5 in the District of Talisay in Talisay, Batangas during the Academic Year 2017-2018.

METHODS

Pearson-r was used to determine the significant relationship between the Levels of Composition Errors and Writing Anxiety by which it took range from +1 to -1 in a value that there is no association between two variables, and a value greater than 0 indicates a positive association.

RESULTS

The level of composition errors of the respondents in terms of punctuation was low; while word misspelled, wrong tense and subject-verb agreement were extremely low. The level of writing anxiety in terms of mechanics, organization and content of Grade 5 pupils was at below average level.

There was a significant relationship between wrong spelled with mechanics and content, thus, the study found no significant relationship in other variables. A writing intervention program in every school shall be set which can help pupils on their anxiety towards the second language and how it should be treated in making a composition.

Pupils may be further provided with the opportunity to experience varied assessment in order for them to be familiar in using the second language in terms of making compositions as well. Promotion of awareness with different rules in English is encouraged. Teachers are also encouraged to provide pupils with basic writing drills and information to support complicated writing tasks. They may want to discern which rules of sentence structure are significant to teach to the pupils to avoid overworking with too much information. The lesson to be taught should be related to the real world context. This would exterminate false ideas of pupils towards improper use of sentence structure.

DISCUSSIONS

The principal may further encouraged teachers to allow the occurrence of communication among pupils so that learning and skills towards sentence structure may be strengthened. Through the significant findings of the research, this may be utilized as a reliable basis for future studies on sentence structures, basic rules in English and how the composition are made properly.

KEYWORDS: interventions, anxiety, assessment

SUBMISSION ID: R04A-BATANP-0905

Relationship between the Professional Qualities of Teachers and the Academic Performance of Pupils in Selected Elementary Schools in the Division of Rizal: Basis For Staff Development

Evelyn Guinto, Niogan Elementary School

Abstract

INTRODUCTION

A teacher's personality has a great impact to her pupils. It is within the teacher's power to inspire pupils, to encourage and challenge them to implant a sense of responsibility and perseverance, and to develop their creativity. To become a good, effective successful, exciting and ideal teacher is the aspiration of each teacher. This is a fact which means that teachers should perform his/her job to teach, can deliver the goods, and can facilitate the attainment of specified instructional objectives.

METHODS

The study aims to investigate the relationship between professional qualities of teachers and the academic performance of pupils as perceived by themselves and the pupils in terms of knowledge of the subject matter, class preparation, teaching methods and techniques, ability to diagnose, initiative and resourcefulness, classroom/ field management, pupil-faculty relation, and learning assessment and related skills. Descriptive-survey method of research was utilized in the study. Participants were randomly selected. On the part of the faculty respondents, purposive sampling was used taking into account only those teachers who have 5 or more years of teaching experience.

RESULTS

Pupils have rated the teachers to be very high in the manifestation of their personal qualities, specifically in the areas of creativity, dynamism, organized, and warmth. The professional qualities of the teacher have been rated very high for both the teachers and the pupils. Math performance is impressive since most of the students are within the average to above average level. The level of creativity and dynamism of the teachers are related to their knowledge of the subject matter. In addition, the warmth of the teachers is significantly linked with the level of pupil-faculty relationship.

DISCUSSIONS

Teachers have really shown to their pupils their flexibility in dealing with every situation, their being cheerful and optimistic, and their ability to motivate the learners to do their best. Teachers have manifested their knowledge of the subject matter in their learning-teaching situation. The teacher-pupil relationship also manifested a very professional level as both noted by the teachers and the pupils. Teachers were able to impart the necessary content in the most suitable way so that the students will benefit from it. The more knowledgeable the teacher is about the subject matter, the more creative and dynamic he/she is in the classroom.

KEYWORDS: Professional Qualities, Academic Performance, Relationship

SUBMISSION ID: R04A-RIZALP-0294

Relationship between the Teachers' Efficiency in the Utilization of Multimedia and the Students' Performance and Classroom Participation

Melody May Tenorio, Bolbok Integrated National High School

Abstract

INTRODUCTION

The implementation of K to 12 program brings forth new challenges, along with difficulties arising from the transition period from the old to the new curriculum. Among the subjects in the secondary school where multimedia instruction could possibly be integrated, Science is deemed most feasible as it is also in this area where many students encounter difficulties when classroom discussion rely more often on the traditional method of teaching. However, guidelines in the design and utilization of multimedia instructions are often based on intuition and practical experience rather than on the results of experimental research. This situation demands a study on the establishment of a linkage between multimedia instruction and students' participation and classroom performance to further determine the modality effect between the cited variables.

METHODS

The data that sufficed were gathered through a survey questionnaire; hence the descriptive method was used. Forty one teachers from the Division of Lipa responded to a set of questionnaires.

RESULTS

The findings of the study strengthened the widely accepted and repetitively proven beneficial effects of the utilization of multimedia in the teaching learning process, specifically in terms of enhancing the students' development of competencies through meaningful and enjoyable transfer of learning from teacher to student. Teachers often utilize multimedia in teaching Science to strengthen the students' motivation, and enhance their conduct of teaching-learning activities in terms of evaluating the Science lessons. They are also efficient in utilizing multimedia tools and materials. Students manifest improved performance in Science when multimedia is utilized in teaching. There is a strong association between multimedia utilization, teachers' efficiency in utilizing it, and the students' development of competencies.

DISCUSSIONS

Utilization of multimedia must be a permanent part of the instructional process. School heads should find ways to increase the quantity of their already existing multimedia tools and materials for their teachers' improvement in performing instructional function. Teachers must adhere to the common objective of contributing to the attainment of educational goals through impressive performance of designated functions and pursuit of further professional growth and development. They must also seek the assistance of IT specialists to further enhance their competency in the utilization of multimedia in teaching.

KEYWORDS: EFFICIENCY, MULTIMEDIA UTILIZATION, STUDENTS PERFORMANCE

SUBMISSION ID: R04A-LIPAC1-0137

Relationship of Anxiety and Achievement in Mathematics among 4th Grade Pupils at Senator Maria Kalaw Katigbak Memorial School

Geneva Salud

Abstract

INTRODUCTION

Mathematics plays a significant role in man's life. It equips the individuals with a uniquely powerful set of tools to comprehend and change the world. In spite of all the technological advancement and all the innovations in the classroom, colorful visual aids, and recreation as method of learning to improve mathematics education, students still have poor performance in the subject. Some educators attribute this to negative attitude toward Mathematics, lack of interest, teaching approach used, teacher factor, and classroom environment, to name a few. The relationship of how anxiety and achievement in Mathematics are related is far from resolved. Therefore, it should be examined closely. Deeper insights into the emotional factors that affect the teaching-learning situation are needed so that Mathematics achievement will improve. Research has shown that mathematics achievement in students is influenced by psychological factors such as mathematics anxiety.

METHODS

The researcher used the descriptive method to assess the level of anxiety and achievement in Mathematics and determine if significant relationship will exist between the variables. The purpose of this study was to determine mathematics anxiety and mathematics achievement among 4th grade pupils. The study involved 25 pupils and used the MARS-E instrument. This study investigated the relationship between anxiety and achievement in Mathematics of those pupils. It mainly covered the anxiety level using the Mathematics Anxiety Rating Scale and the grades obtained by the respondents in Mathematics. The data was analyzed using Statistical Package for the Social Sciences (SPSS) to determine the mean, frequency and t-test.

RESULTS

The findings of the study indicated that the Mathematics anxiety among 4th grade pupils is low. The t-test showed that the mean difference between mathematics anxiety and achievement is not significant. Thus, Math anxiety is one factor that affects student achievement. The research is holistic for it focused not only in intellectual aspect of a child but also in emotional aspect with regards to Mathematics.

DISCUSSIONS

The study helped the students to make them aware of their behavior that can affect their achievement in Mathematics course. The information gathered can help them to deal with Mathematics anxiety. An action plan was proposed to increase pupils' achievement in Mathematics and decrease their anxiety level.

KEYWORDS: Anxiety, Achievement, Mathematics

SUBMISSION ID: R04A-LIPAC1-0054

Relationship of English Proficiency towards Readiness for Academic Work of incoming Grade VI Pupils in Banaba Cerca Elementary School, S.Y.

2017-2018

Marinette Mojica, Banaba Cerca Integrated School

Abstract

INTRODUCTION

The K-12 Curriculum offers spiral progression on the different competencies that are required per subject area. Drastic changes in the curriculum were experienced with regards to the shift from the Basic Education Curriculum (BEC). English subject was introduced during the third quarter in Grade I. Mathematics and Science subjects used Filipino as means of communication. Major adjustments were experienced during academic lessons in the higher grades. Competencies in the higher ladder of thinking is a big leap in their academic performance. With this regard, this study aimed to assess the English proficiency of incoming Grade VI and to gauge their readiness for academic work in English subjects, in as much as English is the medium of instruction and of communication in all subjects, except Filipino, in all grade level.

METHODS

The researcher administered an English proficiency test to the respondents with the help of the teachers. The researcher obtained a one hundred percent (100%) return rate of all the questionnaires distributed. The diagnostic test consists of 50 items to determine the level of English proficiency of incoming Grade VI pupils. Survey was done through a questionnaire approach to determine other factors that may affect their performance. Using the quarterly performance of pupils, statistical methods were used to determine the level of academic work of the pupils.

RESULTS

Based on the findings, it is enough to conclude that proficiency in English of incoming Grade VI is on average level. Further, the study concludes that poor scores and good scores were of the same percentage. It is therefore very important to always ensure that students who are admitted into these courses have good English language proficiency.

DISCUSSIONS

The result demonstrated the need for prioritizing English language program in school. Encourage students to read by citing articles for further readings. Teachers as role models should use English language in handling English subjects so that students will also be perceptive and responsive. Adapt and utilize new strategies in teaching English language to incoming freshmen that will ensure their proficiency.

KEYWORDS: Relationship of English Proficiency towards Readiness in Academic Work

SUBMISSION ID: R04A-CAVITP-1096

Relationship of Gamification as a Motivational Approach in Learning to the Students of Balayan Senior High School

Oliver Bautista

Abstract

INTRODUCTION

Teachers are obliged to apply various teaching strategies and approaches in order to facilitate well knowledge transmission. In spite of the overwhelming importance of education in a person's life, many students find learning a boring activity and less interactive, leading to low interaction during class hours that lead to have seemingly low participation rates during their classes. One of the most recent learning innovations being implemented internationally is the use of a gamification inside the classroom.

METHODS

Descriptive research design was implemented to evaluate the effectiveness of gamification as a motivational approach towards learning. Twenty-one (21) students from Humanities and Social Sciences strand of Balayan Senior High School acted as the respondents to the constructed questionnaires. Data were collected through the use of quantitative analysis of the relationship of gamification to the learning of the students.

RESULTS

The respondents evaluated the effectiveness of gamification based on 1) rewards system, 2) rules and mechanics, 3) student's competitiveness and 4) student's motivation. The implementing rewards system is seen as one of the factors that greatly affects student's learning. Indicators are highly perceived by the respondents that gamification is beneficial in the teaching and learning process but seen significantly not related to how the students perform in the academic context.

DISCUSSIONS

The results indicate that gamification is an effective way to motivate learners but seen insignificant to the way the learners are acquiring knowledge through the teaching process. It is seen as a great innovation towards motivating students but not an important factor in helping them learn.

KEYWORDS: gamification, rewards, mechanics, competitiveness, motivation

SUBMISSION ID: R04A-BATANP-0781

Relationship of Gender and Literary Preferences among Selected Senior High School Students in Lumampopng National High School-indang Annex, indang, Cavite

Angel Grace Sarmiento, Flemhar R. Enriquez, Mae Ranella Rint, Manilyn A. Alibin, & Mariel Rupido, Lumampong National High School-Senior High School
(Adviser: Flemhar Enriquez)

Abstract

INTRODUCTION

The study determined the significant relationship between gender and preferred literary genres and themes among the selected senior high school students of Lumampong National High School-Indang Annex, Indang, Cavite. This also identified the difference between male and female students' literary preferences in terms of types, themes, purposes and factors considered on their choices.

METHODS

There were 100 male and 100 female selected participants from grades 11 and 12 with Literature subjects. The researchers used quantitative research through the survey method and applied the stratified random sampling technique. The data collected were analyzed using frequency count and the chi-square test of independence.

RESULTS

The study revealed that there is a strong association between gender and literary genre. Results showed that male and female students have commonalities and differences in preferences. Both of them dominantly prefer poetry for literary type and comedy as a theme. Similarly, short story, novel, drama and pop culture, respectively, are also preferred. Contrary, comics is the second to the most preferred by males; while the least choice for the females.

However, there is no relationship between gender and literary themes. Preferences on themes vary such that adventure, horror/historical, mystery/paranormal and drama for males. However, drama, adventure, historical, horror/paranormal and mystery for females.

Also, a difference in purposes for their literary preferences is evident. Female students intend to understand themes; while the males consider this as the least reason. Males seek for entertainment, widen creativity and imagination, relaxation, widen perspective in life, and vocabulary enrichment. Conversely, females desire for entertainment, vocabulary enrichment, widen creativity and imagination, relaxation, and gain a wider perspective in life.

Likewise, factors such as interest, friend's influence, availability of literary reading materials, teachers and parents' influence were also gleaned. Males consider literary texts' popularity, economic status, and exposure; while exposure, popularity and economic status are vital for females.

DISCUSSIONS

The study proposes that Literature students must be involved in the selection of literary materials in lesson planning; value students' preferences for engaging and rewarding experiences in Literature class; and parents must also expose themselves to literary reading to impact their children on its significance.

KEYWORDS: literary preferences, gender, lesson planning, Lumampong National High School

SUBMISSION ID: R04A-CAVITP-1415

Relationship of Group Play Activities on the Reduction of Separation Anxiety among Kindergarten Learners in Buhangin Elementary School

Loida Anonical

Abstract

INTRODUCTION

It is normal to be anxious in certain circumstances but the anxiety disorders are when children are anxious when there is no reason to be fearful. The occurrence of childhood separation anxiety disorder puts the individual at increased risk of developing some other kind of psychological problem in adulthood. Separation anxiety can give way to school phobia, whereby the children refuse to go to school because they fear of separation from their parents. When separated, they became preoccupied with morbid fears of harm that will come to them such as their parents will leave them behind. In this study, we explore the relationship of Group Play Activities on the reduction of separation anxiety among the Kindergarten learners.

METHODS

The descriptive method of research was used in this study. This described the nature of the situation as it existed at the time of the study and explored the causes of prevailing conditions with practices and description of the activities. This method helped the researcher to categorize and summarize the collected data in order to test the hypothesis and to obtain the needed answer concerning the relationships of GPA on the reduction of separation anxiety through quantitative analysis.

RESULTS

This study practiced Group Play Activity with Kindergarten learners experiencing separation anxiety. This action research had proven the relationship and effects of GPA activities in reducing separation anxiety tendencies on kindergarten learners and that it is a good way to engage children in the therapeutic process on separation anxiety. It provides a multiple intelligences perspective and may meet the specific needs of children more effectively than the traditional "talking therapy".

The data revealed that the kindergarten learners will be able to cope with any situations they are into and are able to learn and improve their self-esteem through the different strategies and techniques to be used by the teachers and group play activities is one of the effective solutions on the reduction of separation anxiety among them.

DISCUSSIONS

The results show that the extent of separation anxiety among the kindergarten learners are very alarming thus it needs to give attention on how it will be dealt and solved. The used of different strategies and techniques such as Group Play Activities should be applied in reducing separation anxiety among the learners. The kind of strategy is necessary in building trust and rapport on learners especially the kindergarten.

KEYWORDS: Group Play Activities, Separation Anxiety. Kindergarten

SUBMISSION ID: R04A-RIZALP-0316

Relationship of Multiple intelligences and Academic Performance of the Grade 11 Senior High School (SHS) STEM Students

Crezia Caballas & Loryvi Leogo, Lopez National Comprehensive High School
(Adviser: Sharon Villaverde)

Abstract

INTRODUCTION

Multiple Intelligences have helped us advance the world through the language, logical-mathematical analysis, spatial representation, musical thinking, the use of our mind to solve problems and to build things, and understanding of other individuals and ourselves. Comparative analysis of Grade 11 Senior High School STEM track student multiple intelligences and academic performance using National Career Assessment Examination (NCAE), report card, and EDUTOPIA Multiple Intelligences Self-Assessment Quiz to identify if there is significant relation. In this study, we knew that it is important to identify your own Multiple Intelligences and if its suits to your preferred academic performance that will encourage students to study harder choose appropriate course in higher education.

METHODS

This study used an experimental method of research employing qualitative and quantitative approach; Conducted focus on identification of Grade 11 STEM students multiple intelligences and its relation to their academic performance by analyzing the respondents' demographic profile. Adopted and used the National Career Assessment Examination (NCAE), report card of the students, and EDUTOPIA Multiple Intelligences Self-Assessment Quiz as the main instrument.

RESULTS

Multiple Intelligences has a significant relation in STEM students' academic performances. Out of ninety respondents, seventy-one students have the general average of 90-95. Eleven are the high performing students with the general average of 94-95. The common multiple intelligences that high performing students possess and have a significant role to achieve good academic performance in STEM track are Scientific Ability, Mathematical Ability, and Non-verbal ability. Eight of high performing students possess the three multiple intelligences mentioned. While the other two, possess verbal ability and logical reasoning ability.

DISCUSSIONS

The result shows the multiple intelligences STEM students must possess to achieve good academic performance. This will be useful what multiple intelligences are necessary for STEM track to utilize and develop. Thus, a guide for the future batch of Senior High School Learners to choose appropriate strand and track and to strength further their multiple intelligences.

KEYWORDS: Multiple Intelligences, Academic Performance, Senior High School, Science Technology Engineering and Mathematics (STEM) Track

SUBMISSION ID: R04A-QUEZON-0084

Relationship of Nutritional Status to Academic Performance of Grade-V Pupils in Pansin Elementary School

Michael Delima, Alfonso Municipal Association of Research Educators

Abstract

INTRODUCTION

Education is basically the powerful tool of every pupil to pace the life changing world, but because of malnutrition that arises every now and then, the chances of the learners are quietly affected. This research attempted to assess the relationship of nutritional status of the respondents to their academic performances which was assessed using the downloaded Nutritional Status Report Spreadsheet, and also survey questionnaires to deepen the study.

METHODS

Each respondent who fell under severely wasted was given of survey questionnaires and Modified Teacher's Made Test. The Nutritional Status Report (Baseline) and their grades were collected, analyzed and interpreted.

For the intensive study, respondents undergone feeding program for three (3) months to determine the effectiveness of the intervention "School Feeding Program". After that, they underwent the same procedures. Data were collected, analyzed, and interpreted.

Arithmetic Mean, standard deviation, Frequency, and Percentage was used to find the relationship of Nutritional Status to the academic performance

RESULTS

This paper assessed the relationship of nutritional status to the academic performances of Grade five pupils. Respondents were 15 pupils of Pansin Elementary school who fell under severely wasted status from the three sections in Grade 5. In this study, in turns out, 86.67% of the pupils prepared to eat ready to cook foods as compared to 13.33% prepared to eat home-made food based on the results of assessment from the survey given. After the intervention, which was School Feeding Program, 100% of the pupils did increase in weight and were able to participate and pass the Teacher's Made Test as compared to their previous performances.

DISCUSSIONS

Based on the results, it is highly evident that academic performances were affected by nutritional status supported by the study of Amy Ross, "Nutrition and Its Effects on Academic Performances". This suggests empowerment of Gulayan sa Paaralan with the help of the stakeholders or the community to promote healthy environment.

KEYWORDS: RELATIONSHIP OF NUTRITIONAL STATUS TO ACADEMIC PERFORMANCE

SUBMISSION ID: R04A-CAVTP-1039

Relationship of Profile Variables to the Oral Reading Performance of Pupils

Kristine Mae Valentin, Rosario Elementary School

Abstract

INTRODUCTION

Reading, being a potent tool for understanding and mastery of other subjects and school activities must be the immediate and major concern of the teachers. However, despite teachers' effectiveness, concerns, and dedication, it cannot be denied that there are really pupils who are retorted in reading. It is within this context that the researcher, who is suffering from the same problem every year, was prompted to investigate if there exists a relationship between the oral reading performance of pupils and the profile variables.

METHODS

The study employed descriptive-correlational method. Information was derived using a survey questionnaire developed by the researcher. This includes the profile of the respondents. Their reading level was also determined using the percentage scores they obtained as they read the passages adapted from the Phil-IRI.

RESULTS

Results revealed that age has a significant relationship in the oral reading performance of pupils, with younger children having better scores than the older ones in reading fluency, reading comprehension, and the total reading performance. All other variables were not found to play important role in their reading performance. However, the effect of age on the total reading performance was relatively small, as well as the effect on reading fluency and reading comprehension. Nevertheless, it could still be suggested that teachers should be aware that the older or over-aged pupils in class might require additional support in their reading compared to the younger ones and take appropriate action to effectively meet their needs, no matter how small these might be.

DISCUSSIONS

The findings highlight the necessity of comprehensive intervention during kindergarten and first grade to ensure that all pupils are on the right track for learning through the school years. Teachers should give special importance to reading instruction during the first school years. Their efforts should aim to counterbalance possible performance differences due to age factor as well as to prevent reading problems on the subsequent academic years. Additionally, teachers should make learning meaningful, taking into account the age, interests, and needs of children, to provide a rich and varied literacy environment, to integrate reading into other activities, to continually adapt their teaching strategies to match a child's growth, to pay attention to the needs of children who are at risk of reading failure, and to seek timely intervention and support.

KEYWORDS: Oral Reading Performance, Reading Comprehension, Oral Fluency, Profile Variables

SUBMISSION ID: R04A-CAVTP-0345

**Relationship of Reading Skills and Solving Mathematical Word of Grade
Five Pupils: Basis for an intervention Program.**

Grace Villanueva

Abstract

INTRODUCTION

As Math Teachers, we encounter many pupils who are poor both in comprehension and analyzing Math word problems. Most of the pupils need to be guided in understanding the given problem for them to solve it. The slow learners often ask the meaning of a certain word in the problem. When they have understood it, it is only the time that they could answer it. However, there are lots of pupils who can solve basic computation independently using the four fundamental operations but if we give these in a form of word problems, they find it so hard to solve it.

METHODS

This research study was conducted to formulate an intervention program on how to improve pupils' analytic skills in solving word problems and identify the relationship of reading comprehension in solving word problems in Mathematics. The study covered school year 2018- 2019 and used random sampling, 20 pupils enrolled in Grade Five of Rosa G. Acuna Memorial Elementary School, District of Alfonso, 10 male and 10 female.

RESULTS

Formative test were used to find out how pupils find difficulty in solving word problems. After getting the result of Pre-test, the researcher conducted a five-week cycle of Reading Intervention across Math Problems. In the first day, the pupils were asked to familiarize themselves in mathematical terminologies through different techniques, then followed by problem analysis on the second day, computing numbers on the third day, problem solving on the fourth day, and evaluation for the last day. Based on the test result, the intervention program helped pupils in solving word problems easily and improved their poor vocabulary in mathematical terms in analyzing problems. Statistical tools such as frequency, mean and percentage and Mean Percentage Score (MPS) were used to ascertain the percent of increased/ decreased. From 17.5 MPS on pre-test, it increased to 78 percent were the pupils solved the formative test with properly.

DISCUSSIONS

Reading cannot be taken for granted if mathematics performance needs to be enhanced. Learning to follow math instructions requires good foundation in reading. Through this, the researcher promoted pupils' good performance in solving Math problems, helped pupils in solving Math word problems, and improved teachers' teaching skills using different strategies in reading comprehension in relation to solving word problem in Math. It also established good camaraderie among teachers and administrator.

KEYWORDS: reading, word problems, intervention, strategies, skills

SUBMISSION ID: R04A-CAVTP-1523

Relationship of Teachers' Job Satisfaction and Organizational Commitment

Marissa Austria

Abstract

INTRODUCTION

Teachers' job satisfaction and organizational commitment play a very significant role in the achievement of educational goals. Job satisfaction in itself have been a subject considered by both teachers and administrators as an important element that contributes to the well-being of its members and the organization. The need for satisfaction in one's job therefore is everyone's concern.

METHODS

The descriptive research method was used in this study. It describes with emphasis what actually exists such current conditions, practices, situations or any phenomena. A total of eight (8) teacher-respondents were requested to answer the questionnaire.

RESULTS

The results revealed that despite the difficulties and problems be setting the education all of them were very much satisfied as teaching job is concerned. This condition encouraged them to work effectively and efficiently.

Some of the most dominant factors affecting teachers job satisfaction and organizational commitment were the meager salary, intensity of work; extra jobs given by other government entities, administrator-teacher relationship, the pupils' discipline, and the working environment.

DISCUSSIONS

The results demonstrate the need to develop a willing attitude to get along with co-workers and participate in different activities for the general welfare of the organization. Teachers should have developed higher level of sound and wholesome relationship with superior. They should install in their mind that respecting and obeying authorities is an essential component of job satisfaction. Teachers should always have the genuine love for the teaching profession and also a genuine love for the organization. Teachers are expected to contribute something for the welfare of the entire organization.

KEYWORDS: Job satisfaction, commitment, organizational commitment

SUBMISSION ID: R04A-BATANP-2193

**Relationship of Teachers' Monthly Net Home Pay and their Performance
Rating: Basis for Teachers Financial Literacy Plan**

Paul Pacheco, Teacher I

Abstract

INTRODUCTION

The IPCRF or Individual Performance Commitment and Review Form shows the teachers' achievement for the school year. The department was expecting outstanding teachers to empower the Philippine educational system but financial problem was one of the frequent issues observed with public school teachers. If we want to produce quality and globally competitive learners, we must have powerful and high standard teachers. Generally, this research aims to determine the relationship between the Malungon National High School teachers' monthly net home pay to their IPCRF Rating.

METHODS

The researcher used quantitative method for this study. The respondents of this study were 31 teachers of Malungon National High School. The researcher used a checklist questionnaire to gather information to support and complete the study and some of the data were taken from the schools' Administrative Assistant. The results were analyzed and interpreted using frequency, percentage, and Pearson r.

RESULTS

The respondents were 31 teachers from Malungon National High School. Wherein, 13 (42%) were males and 18 (58%) were females. In terms of civil status, 13 (42%) were single and 18 (58%) were married. Most of the respondents were teacher I with 39% and master teacher II as the least with only 3 percent of total respondents.

Knowing the status of the monthly salary, the result was very alarming because 61% of their monthly salary goes to their government loans (Landbank, ONB etc.) and 13% to their private loans (Loan Express, Salangga, Dela Cruz and etc.), it only implies that almost 75 % or $\frac{3}{4}$ of their monthly salary goes to their loans and only 26 % or closely $\frac{1}{4}$ of their monthly salary serves as their monthly net home pay. The computed correlation ($r = - 0.30681$), there is a negative low or slight relationship between the respondents' monthly net home pay and performance rating.

DISCUSSIONS

The most remarkable results of this study is that only a small portion of the teachers' salary can be used to buy their necessities. It was supported by Pamfila B. Zarate in her article about Lifestyle and Financial Management in Public School Teachers that "the financial problem was one of the frequent issues observed with public school teachers. They often engaged with different loans".

KEYWORDS: IPCRF Rating

SUBMISSION ID: R012-SARANG-0041

**Relationship Study on Dropout rate and Peer influence of Grade Seven
Students in Gen. Mariano Alvarez Technical High School**

Nardo Bernardo Mola, GMATHS

Abstract

INTRODUCTION

Drop out is a general problem in all area across the Philippines. The schools struggle in sustaining the students to stay in school and finish their studies. Secondary school level is the most crucial level in a student's life as they enter to adolescent period. This period brings changes to the students longing for social acceptance that can be found on their peers. In many ways, this friendship is an essential for them. This social relationship also plays a role in their decision making that could make or break them.

METHODS

The study employed the descriptive survey method. Since the focus was the breadth of the findings, the descriptive survey methodology was found suitable for the study. The study was analytic (qualitative) in that the researchers focused on the relationships between variables and further interpreted the relationships. The survey design was preferred because it is the most appropriate design where self-reported beliefs and opinions of respondent are sought.

RESULTS

The study states that the leading causes of dropping out of students are family problems and influence of their peers and the community they live in. Eighty five percent of the students decide to drop out of school because of their family situation and influence of friends. Students who answers family also chooses community as the factors that lead them to their decision. Based on the pattern frequencies from the data there is a significant relationship between dropout rate and the peer influence of dropout students

DISCUSSIONS

The individual perspective of the students related to its family situation and community. The study recognized the leading causes behind the drop out are coming from their family and community expressed by their peer/ group influence. That these patterns can be addressed with the help of all the sectors that can extend their hand to preserve students and not to choose to be dropped out of school.

KEYWORDS: Drop-out rate, Peer Influence

SUBMISSION ID: R04A-CAVITP-0867

**Relationships of Collaborative School Culture and School Achievement in
the Selected Schools of Tabaco South District, Division of Tabaco City**

Elsa Burac, Department of Education

Abstract

INTRODUCTION

Schools are places of learning and also miniature societies. The climate of a school has a direct impact on both how well students learn and how well they interact with their peers. Teachers and administrators work hard to make their classrooms welcoming places where each student feels included.

Scientifically sound, school and comprehensive evaluations of school climate provide accurate information about the schools strengths and areas of need. The term "cultural system", however, not only indicates that it covers a number of cultural elements; it also implies that the three levels are interrelated practices and rituals that exist.

The researcher studied the input-process-output, the input of the study are essential elements of culture that contributes to a system ability to become more culturally competent learners like value diversity, culture sensitivity, cultural consciousness and awareness, and institutionalization of cultural knowledge. As to the output of the study, the proposed activities of the school that can promote school climate and culture.

METHODS

This study employed the descriptive method. The researcher used documentary analysis as a technique in the gathering of data. The main sources of data were the responses to the survey questionnaires used in the study are the responses of teachers and school heads towards the implementation of the culture-based education.

RESULTS

On strategies to promote collaboration, it is strongly agreed by the respondents that schools hold conversations among parents, educators, and community members regarding fundamental beliefs to which all can agree about what constitutes a safe, caring, and responsive environment. Many of the respondents have reached consensus, members can then act as key communicators within the large community. These then signifies that schools have ensured a strong collaboration among parents, educators and the community as a whole in promoting a safe, caring, and responsive environment.

DISCUSSIONS

Schools have developed a community mentoring program to engage students in meaningful activities with adult members of the community: encouraged children to talk about their feelings at every opportunity.

On its culture responsive to child protection in the school, teachers were regularly informed of the procedures to follow when potential child protection issues are suspected and established relationships with relevant agencies that are responsible for child protection issues. Furthermore, the school helped children feel safe from being abused or neglected.

KEYWORDS: School Culture and School Achievements

SUBMISSION ID: R005-TABACO-0061

Relative Effectiveness of Phonics Approach in Remedial Reading of Grade IV-Jade Beginning Readers

Cristy Sagun, Department of Education

Abstract

INTRODUCTION

Reading is the key to skillful learning and better living. It is expected then that fourth graders are able to read with fluency, comprehension, and expression. But sad to note that majority of the Grade Four-Jade pupils of Don Amadeo Perez, Sr. Memorial Central School Main, have been observed to have difficulties in reading and are still learning to read, rather than reading to learn. In this study, I proved the use of phonics approach in remedial reading is very effective in improving the reading abilities of beginning readers.

METHODS

The twenty eight (28) pupils of grade IV-Jade were tested using the Pre-Oral Reading Test of Philippine Informal Reading Inventory (Phil-IRI) and grouped them as slow readers, syllable readers, and non-readers based on their reading abilities. After grouping them, they underwent reading remediation using phonics approach and learned the vowels, consonant and blends. They were taught to combine the sounds and blended them into words until they mastered doing it. The descriptive-comparative method of research was used in finding out the reading performance of the pupils. The different Oral Reading Tests on word recognition level were the main instrument used in gathering the needed data.

RESULTS

The final Phil-IRI Oral Reading Test conducted was by the researcher and validated by the school reading coordinator, the master teacher, the school principal, and the schools district supervisor in-charge. The results showed the final decrease of pupils under frustration level of word recognition from 28 or 100% to 4 or 14.29%, 11 or 39.29% slow readers became 2 or 7.14%, while 9 or 32.14% slow readers went to the next higher level of recognition which are instructional and or independent. Likewise, 14 or 50% syllable readers on Pre-Test decreased to 2 or 7.14 on Post-Test. Further, 12 or 42.86% syllable readers became slow readers while 3 or 10.71% non-readers became syllable readers on the Post-Test.

DISCUSSIONS

The results proved that the slow readers, syllable readers, and the non-readers through the use of phonics approach improved significantly in their reading abilities in word recognition after using the intervention program in reading. Therefore, the use of phonics approach in improving the reading abilities of beginning readers.

KEYWORDS: phonics approach, remedial, effective, improving, beginning readers

SUBMISSION ID: R001-URDANE-0002

Relevance of Immersion Site to the Preferred Degree Course of Stem Students

Cherry Mae B. Añonuevo, Alangilan Senior High School
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Abstract

INTRODUCTION

Work Immersion is the prescribed eighty-hour exposure SHS students have to complete as a requirement for graduation. It primarily aims to develop work values and expose the students in different work immersion site for business and industrial work environment to deepen their interest in their preferred college degree. This study is conducted to determine the relevance of immersion site to the preferred degree course of STEM students during the Academic Year 2017-2018

METHODS

The self-structured interview questionnaire prepared and administered for all Grade 12 STEM students (SY 2017-2018) as the primary tool in gathering data. The students' preferred college courses were obtained and the work immersion sites activities were identified to determine their relevance. Interviews were also conducted to validate the data gathered.

RESULTS

The respondents preferred courses are BS Chemical Engineering, BS Civil Engineering, BS BIT-Mechanical, BS Criminology and BS Education and the assigned immersion sites for them are City Engineers' Office (CEO), Office of the City Veterinary and Agricultural Services (OCVAS), Liga ng mga Barangay or ABC Office, PNP-Warrant Subpoena Section, and Kumintang Central Elementary School. Majority of the activities the students were engaged are perceived to be relevant while there are few that are not.

DISCUSSIONS

Work Immersion enlightens every learner on the reality of the workplace. It helps them enhance their communication skills, provide them the real work situations to adjust, makes them familiar with equipment and materials, and gives them a better view of their preferred degree courses. Though there are those who claims that their work immersion site is not aligned to his preferred college course, they considers other office works which are not related to their chosen field could still provide experiences for life-long learning skills. ASHS is advised to look for more work immersion partners to provide more relevant work immersion engagement to the STEM students.

KEYWORDS: Work Immersion, ASHS, Industry Partners, Work Immersion Sites

SUBMISSION ID: R04A-BATANC-0029

Relevance of the Implementation of the Multigrade Programs to the K to 12 Curriculum: Basis For A Proposed Plan

Mary Chris L. Agnas, San Agustin E/S, Iriga City

Abstract

INTRODUCTION

Teachers as implementers of Department of Education Programs greatly affect its implementation depending upon the resources provided and given to them. The researcher as one of them, felt the need to determine the relevance of the Implementation of the Multigrade Program to the K to 12 Curriculum in the multigrade schools and the constraints that hinders them to fully implement what is necessary in the said program.

METHODS

The study employed descriptive-correlational method of research with documentary analysis with the interview questionnaire/rating scale. Data were treated statistically using frequency count, percentage, rank order, mean, standard deviation, Kendall Coefficient of Concordance W, and Chi-square test.

RESULTS

Highly relevant multigrade programs along Learning and Innovation Skills with a weighted mean of 4.89 was Direct Training of Teachers, School Administrators and Supervisors. Along Information, Media, and Technology Skills, the very relevant multigrade programs with a weighted mean of 4.53 was Direct Technology and Livelihood Programs. Along Life and Career Skills the highly relevant was livelihood programs with a weighted mean of 4.82.

The constraint that was considered very serious in the implementation was Monograde Curriculum with a weighted mean of 4.95 and lack of flexible and special types of curriculum organization for multigrade classes with a weighted mean of 4.88.

DISCUSSIONS

The data revealed that the relevance of the implementation of multigrade programs to the K to 12 Curriculum depends on the provision of resources and supports extended and given to the multigrade schools, thus meeting the demands of the curriculum along various aspects. The Department of Education should give more priority to the needs of multigrade class/es in terms of supply modules, lesson guide, programmed instruction, itinerant teacher, movable type of furniture and equipment, ready-made lesson plans, portable chalkboards and serviceable technologies for much better and easier preparation of instructional materials and more effective teaching-learning process to meet the desired goals of multigrade education through innovations. The administration must be aware of the hindrances that greatly affect the teachers. Specialized Curricula, modified lesson plans, learning kits, teachers' benefits and funding of resources must be provided to fully implement the multigrade programs. The plan was very much necessary to improve the level of implementation of the multigrade programs.

KEYWORDS: RELEVANCE IMPLEMENTATION MULTIGRADE PROGRAMS K TO 12 CURRICULUM

SUBMISSION ID: R005-IRIGAC-0005

Remedial instruction in Pinagkawitan integrated National High School

Christian Felismina, Pinagkawitan NHS

Abstract

INTRODUCTION

Strengthening the remedial instruction through the use of synchronized practices is the main goal and vision of this research. The researcher opted to conduct this study with the desire to determine the difference on the teachers' assessment of their own practices when grouped according to their profile and at the same time identify the problems met in the implementation of their remedial instruction to help learners improve their performance and achieve mastery of the competencies required for their specific grade level.

METHODS

The researcher used the descriptive method utilizing questionnaires. This is used to depict the respondents' best practices in conducting their remedial classes and the possible strategies that may help in utilizing their remedial classes effectively. Interview was also employed in this research wherein respondents were asked about their remediation program. The respondents of this study were seven science teachers of Pinagkawitan National High School. Each of them was asked about their age, gender, length of service, educational attainment, and the best practices that they have utilized in their remedial classes.

RESULTS

Teacher respondents utilized these significant practices in their remedial instruction. Before the remedial classes, teachers were giving a formative assessment after the lesson, getting the index of mastery and determining students who need intensive remediation ranked first which gained a weighted mean of 4.29. For the practices conducted during remedial class, checking their outputs ranked first with a weighted mean of 4.29. Providing simple activity and worksheets with a weighted mean of 4.14 ranked first in the practices conducted after the remedial class.

DISCUSSIONS

Based from the interview on the respondents, they have defined Remedial teaching as program which assists students in order to achieve expected competencies in core academic skills. Also, it is another way of helping low achieving students get back on track and build essential skills.

On the other hand, all of the respondents were practiced to give an assessment and sort of activities before and after their remedial classes. Through such practices, they were able to uplift the level of the implementation of their remedial teaching and helped slow learners meet the academic requirements.

KEYWORDS: Remedial Instruction, Quality Learning, Best Practices

SUBMISSION ID: R04A-LIPAC1-0001

Remedial Reading instructions in Grade I Learners: Basis For Supplementary Literacy Activities

Marilou Pili, Department of Education

Abstract

INTRODUCTION

Learning to read is arguably the most important work of learners in the early elementary grades. Learning to read lays the foundation for future learning and understanding across all areas of the curriculum. Further, reading occupies a high place of significance in the child's development. The main reason why the researcher chooses this problem is because she encountered learners who cannot even identified the letters of alphabet and each sound. The needs of the struggling learners in Grade I is to have more activities wherein they can easily catch up on how to be a good reader.

METHODS

The respondents of the study consist of forty two (42) Grade 1 teachers. The researcher employed the descriptive-evaluative survey method with documentary analysis. The tabulated data were analyzed and interpreted with the application of the following statistical tools: Frequency Count, Percentage Technique, Weighted Mean, and Five-Point Rating Scale.

RESULTS

1.The level of reading proficiency of Grade 1 learners based from the year-end district reading assessment revealed that 304 or 25.42 percent are Sentence Readers; 241 or 21.03 are Syllable Readers; 239 or 20.86 are Word Readers; 182 or 15.88 percent are Alphabet Readers; and 180 or 15.71 percent are Non-Readers; 2. The top three remedial reading instructions very much employed by the teachers to improve the reading skills of the pupils are: Utilize "MARUNGKO" to enhance reading skills (4.50); Use Guided Reading (4.45); Give plenty of exercises in phonetic analysis (4.40);. And the three bottom instructions are: Use "WORD WEB" by attaching as many words learners can find in the selection to associate it to the idea featured in a box (3.71); Administer strategic intervention materials (SIM) in reading (3.71), and; Compare and contrast by using "VENN DIAGRAM" (3.52); 3.The Supplementary Literacy Activities was developed based from the results of the study.

DISCUSSIONS

The results of the research were drawn. There were more number of Grade 1 pupils who are already good readers, yet there are still a high number of pupils who cannot even read. There were wide varieties of remedial reading instructions employed by the Grade 1 teachers, some of them very much employed, while many are much employed; The Supplementary Literacy Activities addresses the individual needs of each child and help struggling readers to raise their reading proficiency. The Supplementary Literacy Activities should be adopted by Grade I advisers.

KEYWORDS: Reading Remedial Instruction, Grade I Learners, Supplementary Literacy Activities

SUBMISSION ID: R005-CAMSUR-0150

Remedial Reading Module and Student's Reading Performance

May Barrios, Department of Education

Abstract

INTRODUCTION

Reading is the most important process in recognizing written symbols and getting meaning from it. Through this, we begin to uncover some answers to questions and are stimulated to raise more questions and to continue our pursuit of deeper understanding. Thus, this study was geared towards the development and validation of the Remedial Reading Module for Grade 8 to help improve the reading performance of students, particularly in word recognition and reading comprehension.

METHODS

The descriptive-evaluative and experimental research designs were used to determine the quality of the Remedial Reading Module. The results were based from the evaluation made by the teacher-evaluators in terms of content, relevance, acceptability, and its instructional aspects. These designs revealed the effectiveness of the Remedial Reading Module in improving the reading level of the respondents.

The study also utilized pre-test and post-test experimental research design intentionally to give discrete comparison and differences mainly from the pre-test to post-test, non-equivalent and randomized groups design was used to find out the desired level of performance in the reading level of the Grade 8 students.

RESULTS

The result of the study shows that the Remedial Reading Module developed by the researcher herself as to its content, relevance, acceptability and instructional quality is excellent as evaluated by the panel of experts.

The experimental group who used Remedial Reading Module for Grade 8 obtained a higher mean score compared to the control group in reading comprehension but both belonged to Instructional Level in word recognition. On the other hand, the Remedial Reading Module was proven to be effective in developing reading comprehension since the experimental groups obtained a higher mean score than the control group.

Therefore, it can be claimed that the Remedial Reading Module has a significant effect on their word recognition and reading comprehension performances.

DISCUSSIONS

It implies that in reading comprehension, the mean gain score of experimental group is relatively higher compared to control group. Therefore, there is enough evidence that the experimental group has achieved a higher mean gain score compared to control group after the Remedial Reading Module was used as a method in reading. It also shows that the reading comprehension strategies included in the module which are intended for developing reading comprehension were highly effective and contributed greatly in the improvement of the reading comprehension. The effectiveness of the Remedial Reading Module in developing reading comprehension of the experimental group further proves the evaluation of the expert validators that the module is reliable and valid.

KEYWORDS: reading, module, Phil-Iri, word recognition, comprehension, frustration, instructional, independent

SUBMISSION ID: R012-SOUCOT-0037

Remedial Reading Program For Grade Four Non-Readers, Very Slow Readers and Slow Readers at Lemery Pilot Elementary School: A Gateway toward Improves Reading Performance

Myra Vanessa Almanzor, Department of Education/Teacher
(Adviser: Myra Vanessa Almanzor)

Abstract

INTRODUCTION

Fourth graders are expected to read with fluency, comprehension, and expression. As there are variety of books, they expand their vocabularies and interpret the ideas in the texts. But sad to note, Grade Four pupils in Lemery Pilot Elementary School have been observed to have difficulties in reading and still learning to read rather than reading.

METHODS

This action research chiefly relied on the results of the oral reading tests (word recognition) conducted during the period program. The descriptive method of research was used in the study to find out the reading performance of Grade IV pupils of LPEs, school year 2016- 2017. The result of pre-test and post-test of oral reading of these pupils were gathered, analyzed and interpreted using the percentage to identify the reading level of the pupils.

RESULTS

This part of the study presented, analyzed, and interpreted the data which determined the impact of remedial reading program through phonics approach to non-readers, very slow readers and slow readers of Grade IV pupils. Table 1 presents the level of performance of Grade IV during the oral reading. Among the 10 sections, SSES being the first section and Rizal being the homogeneous section in K to 12 performed because they belonged to fast learners. Those pupils who were recognized as non-readers, very slow readers and slow readers come from the eight remaining sections. It can be seen that the reading level of Grade IV pupils were unsatisfactory when the phonics was not yet applied to the clientele.

DISCUSSIONS

The phonics approach as a remedial program is of great help to improve the reading level of the pupils based on the result in Table 2. Coming up with the idea of using the program to every learner who needs assistance like this to ensure the best result in reading comprehension and their reading ability. That is why it is highly recommended that continuation of crafted reading program be used for the next pupils at risks. All teachers must engage in the development of the new reading modules that will be of great help to the pupils. Involvement of parents is also given importance since the child is continuously learning at home. Lastly, strengthen the bonds between learners and stakeholders.

KEYWORDS: remedial, reading program, reading skills

SUBMISSION ID: R04A-BATANP-2042

Remedial Teaching Strategies in Grade Seven students

Alfred William Son Sapad, PNU, TMCNHS

Abstract

INTRODUCTION

It is important to determine the factors that contribute to students' poor performance. One of the studies identified these factors into seven categories: academic preparedness, attitudes, external factors, instruction and instructional materials, motivation, relevance, and study habits (Abour, Movahedzadeh, Adams & Dunning, 2013). Educators are thinking of the possible solutions to address the needs of students. Remediation class aims to assist students to catch up missed lessons or improve their performance inside the class. Nowadays, even if students are sent to remedial class, they still get failing grades. Through this study, strategies will be identified in teaching remedial classes and identify the best one.

METHODS

Descriptive and developmental design were used in the study. The teacher participants were selected from Grade seven in Trece Martires City National High School. Purposive sampling was employed. Five Science teachers from grade seven were interviewed. Questionnaires and interviews were the instruments used in gathering information. Interviews were transcribed based on informing concepts developed for the study.

RESULTS

The collected data was analyzed to examine the commonality among the different strategies that were utilized by the respondents. The paper presented a summary of respondents' characteristics in terms of age, gender, profession/ position, subject taught, and years in service. The research study identified the causes why students failed in their subject and the possible strategies that educators can adapt to help the learners.

DISCUSSIONS

This paper has shown the different strategies utilized in conducting remediation class and it also tackled the causes of poor performance of the learners inside the class. The reasons are the behavior of students towards the subject like absenteeism. Parents have no capacity to support their child financially in schooling and most of them are influenced by peers. Most students have difficulty in understanding the concepts which need computation skills such as solution concentration in Chemistry. The students are not really equipped with the basic skills in Mathematics which is supposedly learned from elementary grade. Most of the respondents used modular approach in teaching remedial classes. They agreed that having remedial class will enhance students' performance but it also depends on how they respond to a certain strategy. One student might improve with such specific strategy while one student might not.

KEYWORDS: Remedial teaching strategies, grade 7 students, TMCNHS

SUBMISSION ID: R04A-CAVITP-1341

Research Anxiety among Grade 12 Students

Grace C. Lamano, Southville 1 Integrated National High School

Abstract

INTRODUCTION

Senior High School students are being prepared for college education, employment and/or entrepreneurship through different subjects included in the K to 12 Curriculum. Applied subjects including Practical Research 1 and 2 and Inquiries, Immersion and Investigations aim to train students in conducting research using different methods and enhance the research culture but mostly, they are less interested in these subjects and regard them as very challenging but with minimal application to their lives. This study determined the level of anxiety that students manifest due to research-related activities and its relation to their performance.

METHODS

The descriptive-correlation research design was used to determine the relationship between the student's research anxiety and their performance in Practical Research 2 with 130 Grade 12 students selected as respondents using stratified random sampling. The level of research anxiety is determined using a researcher-made questionnaire that explored the level of anxiety that they experience relative to the research processes, namely: initiation, execution and public presentation as well as their performance. Weighted mean, Pearson r and Analysis of Variance (ANOVA) were used for data analysis and interpretation.

RESULTS

Grade 12 students of Southville 1 Integrated National High School manifest a high level of anxiety due to conceptualizing, conducting, and presenting their research. The possibility of failing the subject is the leading cause of anxiety among students as well as the demands of conducting a research on time, effort, and financial resources and their fear of public speaking. Moreover, the Grade 12 students have a satisfactory level of performance in Practical Research 2 but students from the TVL strand only gained fairly satisfactory performance. The level of research anxiety experienced by the students do not differ significantly when they are grouped in terms of strand and specialization and do not have a significant relationship to their performance in Practical Research 2.

DISCUSSIONS

Results imply that students experience similar levels of research anxiety but it does not extremely affect their performance in research. The students' level of anxiety in conceptualization, conduct, and presentation of their research should be managed and controlled to prevent further problems and implication to their performance. Their performance in research should be improved through capacity building and peer/group research assistance program.

KEYWORDS: Research Anxiety, Student Performance, Practical Research, Senior High School

SUBMISSION ID: R04A-CABUYA-0020

**Research Awareness and attitudes of Senior High School Teachers of
Public Schools in Calamba City: Basis for a Research Mentoring Program**

Mary Anne Valdez

Abstract

INTRODUCTION

Research elucidates, discovers, and evaluates new knowledge, ideas, and the technologies essential in transforming and changing the way students learn. In school, it is a tool for building knowledge and for facilitating learning. Thus, it is quintessential to determine the level of awareness, attitudes, and research outputs of the school teachers since they are the ones that should be endowed with positive behavior and competency toward researches.

The main purpose of this study is to determine the level of research awareness of senior high school teachers in Calamba City as assessed by themselves in terms of orientation, types of research, support, ethics, competence, and dissemination and utilization; the level of attitude of senior high school teachers toward research in terms of research usefulness, for profession, research anxiety, positive attitude towards research, relevance to life, and research difficulty.

METHODS

This study made use of descriptive design gauging the level of research awareness and attitudes of 59 senior high school teachers of public schools in Calamba City using a standardized questionnaire.

RESULTS

On the level of research awareness of public senior high school teachers, it was found out that the teachers have awareness on research orientation, types of research activities, support, ethics, competence, and dissemination and utilization. Regarding the level of attitudes of teachers towards research, the study revealed that the respondents have positive notion on research usefulness, anxiety, positive attitude, relevance to life, and research difficulty.

Based on the pertinent findings, the researcher concluded that the respondents have awareness and manifest knowledge on research proceedings. Furthermore, their attitude towards research is positive. Although they may be aware of the importance of research and have positive attitude towards it. It can be gleaned from the study that the respondents prioritize teaching and extra tasks assigned to them rather than conducting researches in school.

DISCUSSIONS

The results revealed that the senior high school teachers have awareness and positive attitude towards research. However, they find it difficult to do research because of many factors including the support from the concerned office in terms of seminars, workshops, mentoring and other alike activities that will enhance their competencies.

KEYWORDS: research, research awareness, research attitude, research output

SUBMISSION ID: R04A-CALAMB-0316

**Research Capabilities of Senior High School Students: towards An
Enhanced Shs Research Curriculum**

Carmela Ana Reforma, Rona Ann Cea, & Sarah Catrina D. Portes, Talipan
National High School

Abstract

INTRODUCTION

This study attempted to investigate the Research Capabilities of Senior High School Students in Talipan National High School that is geared towards an Enhanced Senior High School Research Curriculum.

METHODS

It employed the quantitative-qualitative design in examining the Research capabilities of Senior High School students. The quantitative approach was used to determine the difficulties in research writing encountered by the Senior High School students, while the qualitative approach was done to examine the common errors committed by the student-researchers.

RESULTS

The findings revealed that student-researchers find it hard to collect and choose related studies and theories as bases that will support their study. External factors such as financial management and stress management were also factors that hinder in the accomplishment of their research. Furthermore, a relative number of researchers committed errors concerning mechanics and word choice.

DISCUSSIONS

These lead to the development of a proposed Remediation Program to enhance the Senior High School Research Curriculum, to address the identified difficulties and errors. This will also serve as a preparation for student-researchers for more complex tasks regarding Research Writing. This research showed the research capabilities of Senior High School student-researchers, through the identified problems and difficulties in research writing that will be helpful in enhancing the Senior High School Research Curriculum.

KEYWORDS: student-researchers, research capabilities, research writing problems

SUBMISSION ID: R04A-QUEZON-0141

Research Capability Assessment of English Teachers in Quezon National High School

Aiza Parentela, Quezon National High School

Abstract

INTRODUCTION

The study centered on determining the research capability of English teachers of Quezon National High School and the factors that influence their research capability. This study involved forty-six (46) English teachers of the said school as the respondents.

METHODS

The researcher utilized a quantitative approach using descriptive-evaluative method and descriptive-survey method. The study used the weighted arithmetic mean to determine the factors that influence the research capability of the respondents. The researcher also utilized the percentage scale to measure the research skills needed by the respondents in conducting research. To gather pertinent data, the researcher constructed a self-devised questionnaire divided into three parts. This questionnaire was validated by the experts in research field and was also checked by the members of the oral examination committee for approval.

RESULTS

The study revealed that the factors that influence the research capability of the respondents are Non-collaborative school culture; Limited Resources; Demotivator; Economic Matter; Leadership Attributes; and Political Issues. In terms of the research skills needed by the respondents in conducting research, the following got the lowest weighted arithmetic mean: Interpreting Data; Collecting and coding the data; Choosing Appropriate Research Design; Choosing/Using Appropriate Statistical Tool; Selecting/Determining a sample; Writing the research report; Formulating Research Questions/Objectives; and Determining the variables to be measured.

DISCUSSIONS

The researcher suggested for the language teachers to utilize the designed Research Capability Program in order to enhance and develop their skills in conducting a research. Teachers should be involved in various research activities and projects. The school administrators should involve the continuous review of the research skills of the teachers to be incorporated in the in-service training programs for teachers as reflected in the Annual Improvement Plan (AIP) and the School Improvement Plan (SIP) and the Schools Division Office should continue in cultivating the culture of research among the schools and district levels. Continuous improvement program on research should be implemented to continuously address the teachers and other school personnel who are still in need of enhancement in terms of their research skills.

KEYWORDS: Factors Affecting Research Capability, Research Skills, Research Capability Program

SUBMISSION ID: R04A-QUEZON-0098

Research Competence and Performance among Secondary Schools

Liza M. Guingguing, SEPS

Abstract

INTRODUCTION

The goal of this paper is to determine the research competence and performance of 52 secondary schools in Surigao del Sur using mixed method research design. In addition, challenges and best practices were drawn.

METHODS

This study used mixed methods in research utilizing both quantitative and qualitative designs. Qualitative research design was employed through the conduct of key-informant interview with the identified school heads and district research coordinators. Quantitative research design was employed using descriptive-evaluative and descriptive correlational design. Descriptive evaluative was used in assessing the respondents' level of competence in research while descriptive correlational was used when data was tested to determine the significant relationships between the profile and research competence, research competence, and research performance among secondary schools.

RESULTS

Results reveal that the schools are intermediate into five action research competencies, namely: conceptualization, implementation, finalization, presentation, and utilization. In terms of the school's performance which is measured by the number of researches conducted, completed, presented, and utilized, data reveals that it is low given the small quantities in contrast with the number of teachers in the division. Interviews also reveal that time and lack of funds are major challenges affecting the development and conduct of research. Despite these, the division has remained steadfast in conducting regular School Learning Action Cell (SLAC) session pertaining to action research and researchers are receiving administrative and stakeholders' support contrary to some claims.

DISCUSSIONS

There is a need to revisit institutional policies pertaining to loading of subjects and distribution of funds given that these themes prevail as hindering variables affecting the conduct of action research. Also, SLACs should be reinforced further specially to seasoned teachers because their attitude towards action research has become negative relative to their age.

KEYWORDS: Competence, Performance, Research

SUBMISSION ID: R013-SURSUR-0240

Research Environment and Practices in Public Elementary School in San Juan West District

Arnold Salagubang, Department of Education

Abstract

INTRODUCTION

This study assessed the research practices, culture, and capability as basis for the development of research program of public schools in San Juan District. Specifically, the researcher sought to identify the profile of the respondents in terms of age, gender educational attainment, position, number of researches done, method of research used, how the research environment in each public school in San Juan District is best described.

METHODS

In this study, quantitative descriptive method was used to determine the research practices in the public schools in San Juan towards developing research culture and capability. Descriptive research involves the collection of data in order to answer questions concerning the current status of the study. It determines and reports the things as they were. This method of research has the advantage of studying individuals in their environment without the influence of the artificial aspects of an experiment. It could also be used to document rare events or conditions that could not be reproduced in a laboratory. The most common type of descriptive research is the case study, which provides an in- depth analysis of a specific person, group, or phenomenon.

RESULTS

The respondents have moderate disagreement on the description of the research culture among the public schools which means that better research culture must be established in order to ensure quality not only in research. A moderate relationship in describing research capability has been noted. Building research capability is necessary in sustaining the ability of research departments to produced more and better research output.

There is no significant relationship between age, number of researches produced and research published in research journals to the research practices performed. Gender has found significant relation with motivation and incentives while the number of research findings utilized has significant relations with motivations.

DISCUSSIONS

Faculty members should be encouraged to conduct more researches with administrations providing fringe benefits such as wage increases and other incentives, regardless of their age, gender, academic status and position in school. Researchers on the other fields related to education may be the focus of the researchers. Schools may continue the efforts of developing the research environment culture by maintaining the ethical standards in research through the development of competent members of academic community into research competent faculty staff.

KEYWORDS: competent, fringe benefits, ethical standards

SUBMISSION ID: R04A-BATANP-1775

Research Teaching Practices in Special Science Class

Rosalyn Sapad, PNU, TNCHS

Abstract

INTRODUCTION

The Philippine government has designed a new curriculum that is anchored to the needs of the 21st century, which includes teaching research. There is a strong need for teachers to develop the necessary skills to be able to teach the subject research. In the Philippines, there have been teachers who are assigned to teach the subject research in schools offering SSC. However, the problem is that there is no established curriculum on how to teach research to junior high school students. The study seeks to identify the common teaching practices in research among SSC students. This study would be beneficial to those schools, students, and teachers who are offering SSC.

METHODS

The study utilized a qualitative descriptive research design. The sampling technique used was non-probability sampling, specifically the purposive sampling technique. The participants needed in the study were selected according to the needs of the study, which were five research teachers teaching SSC students. The participants came from different schools which offer SSC in the Division of Cavite. Questionnaires and interviews were used as instruments in gathering information. Data were analyzed by organizing it into categories on the basis of themes, patterns, concepts or similar features.

RESULTS

The study presented the opinions of the five respondents interviewed about their views on teaching research in the special science class. It focused on the teaching practices employed in a science curriculum class, which involves the instructions, pedagogies, and assessments used by the research teacher in teaching the subject. It also focused on the teachers' attitudes and perceptions in teaching the subject. The teaching practices in research were dependent on the teaching experience and the length of their teaching experience in teaching the said subject.

DISCUSSIONS

The teaching practices in research were identified into three categories which include the instructions, pedagogies, and assessments. The common instructional materials used by the respondents in teaching research were PowerPoint presentations, activity sheets, and research papers done by their previous students. In terms of the pedagogies or strategies they used in teaching the subject, lecture method, collaborative strategies, activity-based strategies, and reading and going to the library (researching) were employed. The most common method of assessment used were rubrics, summative and formative assessments, outputs, and presentations.

KEYWORDS: Research, Special Science Class, Teaching Practices

SUBMISSION ID: R04A-CAVTP-1356

Research Writing Performance of Grade 11 Automotive Students of Lemery Senior High School: Basis For intervention Activities

Jennybel D. Cabrera, Lemery Senior High School

Abstract

INTRODUCTION

Research writing is an essential activity that can help enrich one's knowledge, skills, and competence towards broad understanding of new discoveries and learning that would lead a great benefit to the society. In addition, it is a potent weapon to give solution to existing problems in a very systematic way. In this connection, the skills in research writing utilizing Filipino language can enhance the capability of students of Lemery Senior High School in the fields of communication, innovation, and discovery. For the students to have proper guidance, the researcher has utilized various strategies in teaching research writing in her classes. Despite the researcher's rigorous effort, still, students experience difficulties to come up with a good research paper using Filipino language. Needless to say, it is imperative to determine the problems that students are encountering in research writing using our national language to conceptualize and implement appropriate intervention activities to address students' needs.

METHODS

The descriptive qualitative method of research was employed in this study. Structured interview, observation, and experience of teacher were used as research instruments. Fourteen Grade 11-Automotive 2 students were randomly selected and served as informants or participants of the study. The interview guide questions were prepared by the researcher and got validated by a Master Teacher before it was utilized to gather information.

RESULTS

The study revealed that some of the students got low performance in research writing using Filipino language. This is attributed to the problems they met in the research writing process. These include unfamiliarity with the different parts of research, limited time in the conduct of research, lack of technical knowledge, lack of Filipino language-based researches as references, poor skills in sentence construction and organization of thoughts, lack of financial resources, and lack of motivation. Furthermore, it was disclosed that intervention activities should be done to address the needs of the students. Among these activities are remedial classes, online instruction, peer tutoring, and establishment of library with Filipino research references

DISCUSSIONS

Despite the efforts of teachers in their instruction of research writing using Filipino language, students still experience difficulties that hinder them in accomplishing different competencies in research. With this, proper diagnosis of the different problems encountered by the students in research writing should be done to address their needs so that appropriate intervention may be conceptualized and implemented.

KEYWORDS: Research writing, Performance in Research, Filipino Language, Intervention Activities

SUBMISSION ID: R04A-BATANP-1484

Resilience in the Face of Disasters: Preparedness of Highland School in the City of Tagaytay

Laila Gapaz

Abstract

INTRODUCTION

The study endeavored to determine the disaster preparedness of highland schools in the City of Tagaytay. It describes variables such as level of understanding on occurrence of disaster, perceptions on disaster preparedness, and extent of preparedness on the exigency of disaster. It intended to evaluate the preparedness of schools for disaster prevention.

METHODS

The study utilized quantitative descriptive correlation research design using researcher questionnaire. The main source of the data came primarily from 4 selected schools located in upland area, which is composed of 115 Grade 6 students and 29 public elementary school teachers. The data was tallied, tabulated, and computed using statistical treatments such as frequency distribution, percentage, weighted mean, and t-test.

RESULTS

Teachers have high level of understanding on the occurrence of disaster while students have moderate level. Both teachers and students perceived high level of disaster preparedness. On the exigency of disaster, teachers are highly prepared while students are moderately prepared. The highland schools in Tagaytay City are moderately compliant to disaster preparedness. Understanding on the occurrence of disaster, attitude towards preparation, disaster preparedness among teachers and students strongly influence the schools' level of compliance on disaster preparedness. Teachers and students differ in their assessment on the extent of disaster preparedness among highland schools in Tagaytay City.

DISCUSSIONS

Results show the contrast between teachers and students in their extent of disaster preparedness. The comparison of the extent of preparedness between the two groups of respondents is not the same. To this effect, it is recommended designing and contextualized info graphic material as an output.

KEYWORDS: KALABUSO ELEMENTARY SCHOOL TAGAYTAY CITY Department of Education CAVITE LAILA PEREA GAPAZ

SUBMISSION ID: R04A-CAVITP-0523

**Resistance of Parents to Parent-Teacher Conference of Gaudencio B.
Lontok Memorial School**

Lorena De Luna

Abstract

INTRODUCTION

Parents play an important role in the education of their children. Their involvement and encouragement can help a child excel. Parent-teacher conferences are an opportunity to establish better communication between parents and teachers. Academic achievement improves when parents are involved in school for a number of reasons. Parents who stay on top of their children's schoolwork generally set standards and expectations for achievement, and provide the environment and support for students to meet those expectations. Parents are also more aware of what is happening in the school, such as major assignments and upcoming tests, and help their children stay on track and meet deadlines. Potential problems are spotted and corrected sooner, and parents can work with teachers to develop a plan to help struggling children. In addition, when parents are involved in education, they create more opportunities for learning outside of school, such as encouraging reading, taking field trips, and providing educational opportunities and experiences.

METHODS

The descriptive research was used in this study. The survey questionnaire was the main source of data in generating the needed information to answer the four specific questions in the statement of the problem. Statistical treatments were administered to determine the importance of parent- teacher conference as perceived by parents and their reasons for not attending the said conference. Strategies proposed to encourage parents to attend parent- teacher conference were based on the results of the survey questionnaire.

RESULTS

"Keeps abreast with the academic performance of the pupils" got the highest mean of 3.50. This means that the academic performance was the primary concern of parents in attending Parent- Teacher Conference. On the other hand, "knowledge on new trends of education" got the lowest mean of 3.03.

DISCUSSIONS

There are features of Parent- Teacher Conference which must be observed when conducting such event. Parents attend Parent- Teacher Conference primarily because of the academic performance of their children. Occupation is the primary cause of parents' failure in not attending Parent- Teacher Conference. The proposed strategies will encourage parents to attend Parent-Teacher Conference

KEYWORDS: Parent-Teacher Conference, resistance, academic performance

SUBMISSION ID: R04A-LIPAC1-0189

**Resource Management Practices of School Heads of Public Secondary
Schools in the 5th District, Province of Camarines Sur.**

Maricel Agad, Department of Education

Abstract

INTRODUCTION

The study aimed to determine the resource management practices of school heads of public secondary schools in the 5th District, Province of Camarines Sur.

METHODS

The researcher utilized the descriptive-evaluative method to determine the data needed under the present investigation. The statistical tools used were the following: frequency distribution, percentage technique, weighted mean, Five-Point Rating Scale, and Chi-Square Test.

RESULTS

In the light of the findings, the following conclusions were drawn: 1. Majority of the school heads belonged to middle age, females, married, with master's degree; had teaching experiences with relevance to resource management; and with adequate number of supervised staff; 2. Human resource management was very much implemented, while physical, information technology, and financial resource management was much implemented; 3. Human resource management was appraised as very much effective and it was much effective along physical, information technology, and financial resource management; 4. There is no significant relationship between the resource management practices of the schools heads in terms of age, gender, and civil status; while significant relationships existed in terms of educational attainment, trainings attended, and number of supervised staff; 5. The Intervention Material for School Heads was developed for intelligent management of the available resources for successful accomplishment of the institutional goals and objectives.

DISCUSSIONS

The Department of Education (Department of Education) Executives should appoint school heads based on qualification, hard work, experience, capability, and moral rectitude.

KEYWORDS: Management, resources, practices, school heads

SUBMISSION ID: R005-IRIGAC-0023

**Responding to the Call of innovation: Development and Evaluation of
Puzzle Case For Grade Six Mathematics in Gomez Elementary School,
Lopez, Quezon**

Cleofe Mancilla, Gomez ES

Abstract

INTRODUCTION

This study was aimed at developing a Math Puzzle CASE (Comprehension Activities and Skills Enhancement) and evaluating its acceptability in terms of contents and assessment, clarity and usability, and appeal to target users. The material features, designs, and inclusions were also determined for the full conceptualization and presentation of the learning material.

METHODS

Qualitative method was employed using design and development approach. 40 validator respondents were purposively chosen for the study in Gomez Elementary School, Lopez, Quezon. Triangulation of instruments using validation questionnaires, interview, and observation notes were also considered for comprehensive and reliable significant data. Average weighted mean was used to give light on the analysis of data.

RESULTS

The study showed that Math Puzzle CASE followed an aesthetic design with convertible structure. Kakuro, Number-finds, Sudoku, Kenken, Sangaku, Damath, Math Checker, Krypto, Rubik's cube, Wordoku, UNO, Wiss toy, Snakes and Ladders, and puzzle games were the inclusions of the developed material which was accepted in terms of contents and assessments (3.77), clarity and usability (3.81), and appeal to target users (3.88) with overall rating of 3.82 described as strongly acceptable.

DISCUSSIONS

The results of the study imply that teachers respond to the difficulties and challenges in teaching Mathematics in this new generation of learners with the creative and innovative actions of teachers.

KEYWORDS: Puzzle CASE, development and evaluation, features, design, inclusions

SUBMISSION ID: R04A-QUEZON-0334

Results interpretation of Multi-Factored Assessment tool (MFAT) of Grade one Pupils in Pinagbayanan Elementary School: Basis for interventions

Bernadeth An & Emelyn Batarao

Abstract

INTRODUCTION

Assessment is a critical step in the learning process. It affects many facets of education, including student's grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

On the other hand, just as assessment helps students, it also helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.

The Multi-Factored Assessment Tool (MFAT) is a screening tool intended to gather information on learners' strengths, needs, learning styles, and other educational concerns. It is an activity-based assessment covering the five domains of learning.

The MFAT aims to identify the strengths and weaknesses of learners in Grade 1 which would require appropriate intervention/s and proper placement. It will also assist teachers for instructional planning and educational placement of learners.

METHODS

The study used the descriptive method of research. The test was the main instrument for gathering the data. The standardized test was based upon the data on grade performance of the respondents to be assessed using the five domains of learning. For the statistical treatment of data, the researchers used the weighted mean and ranking. Seventy-four (74) Grade One pupils of Pinagbayanan Elementary School, thirty-seven (37) male and thirty-seven (37) female in total participated in the study.

RESULTS

Results revealed that there were certain domains where learners showed their strengths as well as their weaknesses. It shows that Cognitive Domain got the lowest performance rating and needs an immediate action for improvement. These results serve as the basis for immediate interventions suited to the needs of the pupils for them to enhance their learning performance.

DISCUSSIONS

The researchers found out that Cognitive Domain got the lowest ranking among the 5 learning domains and inferred that there are factors affecting pupils' performance. The said factors affecting their performance in the cognitive domain can be their study habit and guidance of their parents at home. Knowing the learners' strength and weaknesses, appropriate learning interventions should be given to improve their learning performance. It focuses on subjects like reading or math and is designed to track child's progress.

KEYWORDS: Assessment, Cognitive, Multi-factored, Interpretation, Intervention

SUBMISSION ID: R04A-BATANP-1246

Retention of Elementary Learners of Balanga Elementary School: Basis for Action Plan

Leonides Punzalan, Master Teacher

Abstract

INTRODUCTION

The current situation of Philippine public schools reflects the reality that there are concrete measures or indicators of performing schools and effective school management. These indicators are most of the time viewed in terms of pupils' retention rate, academic performance, and zero dropout rate. Retention rate reflects the total population of learners who passed the academic standards and requirements, thus are retained or promoted to proceed in the succeeding grade level. On the other hand, academic performance is highly linked and associated with retention rate considering that only those pupils who are able to attain the expected and targeted satisfactory level of academic performance could be retained or promoted.

METHODS

This part of the study reviews and discusses the research design employed in this study. It also discusses the population and sampling, research instruments, data gathering procedures and statistical treatment of data.

RESULTS

This part of the study presents the results and outcomes of this research regarding pupils' retention. It also reviews and analyzes the findings of the study about the teachers' profile, the cause of pupils' failures in academic examinations and the significant relationship between these causes and the teachers' profile.

DISCUSSIONS

It was found that majority of the respondents were Teacher 3 in position, 1-5 and 16-20 years in service and attained master's degree (non-thesis)

These imply that teachers' age level or profile is a significant determinant of their teaching priorities and efforts. Young and novice teachers would have different priorities in teaching compared to old and expert teachers like for instance priorities in line with strategies to attain good learners' retention. Teachers, regardless of their differences in educational attainment, are unanimously aware of the great need to maintain and sustain pupils' good and high retention rate in school.

It was found that majority of the respondents agreed that the most prevalent causes of pupils' failures in written tests are poor writing skills and limited knowledge and inputs integrated in writing.

It only implies that pupils need a great level of demonstration and application skills when working with performance test. Knowledge of the rules, instructions, mechanics, and procedures are also necessary to be possessed by the learners to succeed in performance-based examinations.

KEYWORDS: Intervention, correlation, absenteeism, retention, strategies

SUBMISSION ID: R04A-BATANP-2095

Rethinking Collaboration: Improving Language Proficiency through integrative Exercise in Earth and Life Science

Leila M. Seco & Razel Ferrer, Banaba West National High School

Abstract

INTRODUCTION

In the K-12 Senior High School Curriculum, English is the primary medium of instruction. Out of fifteen core subjects offered, around thirteen use English as medium. It is therefore expected that the students are proficient in the use of the language to maximize their learning experience. Educators agree that proficiency in the English language is an important factor for academic success. Hence, English language proficiency is essential for the students to maximize their learning experience. With the aim of benefiting the enhancement of students' language proficiency, this research proposes integrative exercises in Earth and Life Science.

METHODS

Qualitative research is deemed to be the most appropriate methodology for this study. Content analysis was used to unlock the "manifest content" of the Earth and Life Science curriculum guide. In addition to the content analysis, focus group discussions and participant observations were also used. The teacher took notes, pictures, and videos of the students. The observations focused on participants' language proficiency during tasks to elicit information.

RESULTS

Integrative exercises are commonly used as language proficiency tests because they require real language use. It is an effective holistic strategy as it can draw at once the overall grammatical, semantic and rhetorical knowledge of a language. SHS Grade 11 students in the Earth and Life Science class in Banaba West National High School reflect problems with the students' language proficiency. Some of the observed difficulties were: Oral and Written Expression, Vocabulary Development, Grammar Proficiency, and Mechanics of Writing and Comprehension.

DISCUSSIONS

With all these points well taken, the researchers propose an intervention. Integrative Exercises will be used to provide students with opportunities to practice and improve their English skills. Cloze testing, dictation, open-ended questions, and essay will be integrated in the Earth and Life Science subject. The intervention has not been carried out and therefore it cannot yet be verified if the aim proposed with this intervention proposal could be met. However, it is expected that through integration and the use of integrative exercises, students could improve their language proficiency. More confirmatory studies may be done, preferably an assessment of the effectiveness of the exercises.

KEYWORDS: English Proficiency, Integrative Approach, Integrative Tests, Earth and Life Science, Collaboration

SUBMISSION ID: R04A-BATANC-0117

Review Programs and Students' Achievement in Advanced Algebra among Fourth Year High Schools in the First Congressional District of Surigao Del Sur

Rhodora Diesto, Gamut NHS

Abstract

INTRODUCTION

To improve achievement of students in Mathematics, the Metrobank-MTAP-Department of Education Math Challenge which is a math competition in both private and public elementary and secondary schools nationwide is annually held. Here, participation and involvement of Mathematics students is greatly encouraged. The researcher took the interest in undertaking this study for Fourth Year Level, to evaluate the students' achievement in Advanced Algebra of both public and private secondary schools of the first district of Surigao del Sur.

METHODS

Descriptive-correlational method was used. A total of thirty-nine (39) teacher-trainer and seventy-eight (78) student-participant respondents of the study. The effectiveness of the implementation of review programs was drawn out through questionnaire. The result of the 2011 Metrobank-MTAP-Department of Education Math Challenge Elimination Round-Cluster Level was used to determine the level of students' achievement. Pearson product moment correlation was the statistical test used to measure its degree of relationship.

RESULTS

The findings were: review programs in Metrobank-MTAP-Department of Education Math Challenge were very effective; 82% of the participating schools got below the mastery level of achievement; review programs and level of students' achievement had significant relationship; problems met on the conduct of review programs by students, teachers, parents, and its implementation were serious; and training for teacher-trainers on MTAP interventions were meant to improve the students' achievement.

DISCUSSIONS

Conclusions are: Teacher-trainers conducted review programs; most of the schools are non-performing and do not excel; review programs have a great influence on the level of students' achievement; problems met greatly affected the conduct of review programs; and training for teachers- trainers on MTAP Interventions can uplift the level of students' achievement. Recommendations are: the designed training on MTAP Interventions must be implemented; schools must implement MTAP-Department of Education Saturday Math program; school heads must be positive on review programs. Compulsory implementation of review programs must be observed and monitored; teacher-trainers should be more committed and dedicated on the conduct of review programs; student-participants must give more time on review programs even during weekends; parents must be well-motivated to support the review programs; and future researchers should examine better review programs in a more heterogeneous teacher-trainers sample.

KEYWORDS: Review Programs and Students' Achievement

SUBMISSION ID: R013-SURSUR-0277/ R013-TANDAG-0004

**Reviewing MTAP-Department of Education Saturday Class Program
Implementation of Grade IV Pupils at Bulihan Elementary School**

Whilma Ganggangan, Department of Education - Malvar

Abstract

INTRODUCTION

Mathematics is one of the major subjects that requires skills, critical thinking, analysis and interest which makes it challenging. This study analyzed common difficulties that the participants encountered during MTAP Saturday classes and suggested actions to raise pupils' performance in Mathematics.

METHODS

This is a descriptive-qualitative research which used 15 Grade IV pupils who were the regular students during the six Saturdays of MTAP classes. We employed data gathering tool namely: test scores, checklist, and interview in conducting this study. We collected pupils' perception on the possible difficulties that they encountered during the sessions through the various tools

RESULTS

After getting the frequency of test scores, there were more very satisfactory results in the MTAP class, yet there were still some unsatisfied test score results. More so, it was found out in the checklist that poor comprehension, limited time, and numerous topics were the top reasons for having difficulties in answering math problems. However, in the interview conducted, it can be gleaned that proper motivation, strategies in teaching and encouragement helped the pupils to overcome such difficulties.

DISCUSSIONS

The results call for the need to strengthen the comprehension level of pupils through remedial sessions that focus on their weaknesses. Critical thinking skills will not be achieved if there is no comprehension. Overcoming difficulties helped pupils understand better the concept of Mathematics. Strategies and techniques in teaching Mathematics helped to better understand and apply the concept. Monitoring and counseling will contribute to strengthen pupils' active participation and interest in solving Math problems.

KEYWORDS: MTAP, sessions, critical thinking, comprehension

SUBMISSION ID: R04A-BATANP-0400

Revisiting K to 12 Process: Repositing Prospect and Reflecting Learning Outcomes among Selected Department of Education Elementary School

Michelle Balaoro, Department of Education - Tagaytay

Abstract

INTRODUCTION

This study endeavored to determine the extent of implementation of K to 12 program of selected elementary schools in Tagaytay City in terms of goals, content teaching and learning assessment community involvement, and faculty development reflecting learning outcomes among grade 6 elementary schools. More so, it is to identify the problems encountered along the implementation of the K to 12 program as perceived by the respondents.

METHODS

This utilized quantitative evaluative research design using researcher made survey questionnaire and checklist and was supplemented by documentary analysis among 4 groups of respondents as sources of data. The data was tallied, tabulated, and computed using statistical treatment such as frequency distribution, percentage, weighted mean, and one-way ANOVA.

RESULTS

The result showed that K to 12 program was fully implemented in all terms.

DISCUSSIONS

The data also stated that the extent of implementation of the K to 12 program in the grade 6 pupils is the same among the public school teachers and administrators. To this effect, it is recommended to design a continuing professional development for teachers and curriculum enhancement program that can be devised to ensure the implementation of k to 12 program and also to monitor the issue an concern of the stakeholder in implementing the K to 12 program.

KEYWORDS: Revisiting k to 12 process repositing outcomes grade 6

SUBMISSION ID: R04A-CAVTP-0482

Revisiting Pupils' Handwriting Skills: input to A Handwriting intervention Program

Beverly Ebreo, Department of Education - Batangas

Abstract

INTRODUCTION

The researcher has observed that when pupils reach fourth grade, their handwriting became worse. The strokes are wrong, the intensity of pencil hold, as well as the letters, have been found to be lacking in quality. The desire to improve handwriting of pupils motivated the researcher to undertake this research.

METHODS

This study used the descriptive method of research with seven respondents chosen using the purposive sampling technique. It utilized the researcher-made questionnaire as the main survey instrument.

RESULTS

Results of the study revealed that with regards to the level of handwriting in cursive, the respondents rated the pupils Poor with a mean score of 1.30. It was not the same with writing in manuscript with 2.48 mean score interpreted as Fair. Teachers had been teaching cursive to their pupils two times a week only and manuscript for thrice a week. With regards to strategies, the respondents suggested a 30-minute daily writing activity, dictation integrated to writing, and inductive approach to teaching handwriting practice.

DISCUSSIONS

These results only showed that the majority of the pupils cannot write legibly both in manuscript and in cursive. Writing in cursive got a Poor interpretation which could only mean that they were lacking in practice. Likewise, the number of times a week that handwriting is practiced was consistent with the results of the level of handwriting of pupils under study. It could also be said that the number of times a week that handwriting was practiced did not suffice to the needs of the pupils. The respondents suggested certain strategies in teaching handwriting such as inductive method, daily writing activity, and integration of dictation.

Daily writing practice from Kinder to Grade Six have to be strictly implemented. Moreover, an intervention program has to be formulated to help pupils in handwriting. Finally, strict implementation of the intervention program has to be followed by the teachers.

KEYWORDS: handwriting skills, cursive, manuscript

SUBMISSION ID: R04A-BATANP-0966

Revisiting Teachers' Utilization of Pedagogical Approaches: A Basis to Training Workshop

Ma. Rhoda Panganiban, Department of Education

Abstract

INTRODUCTION

This research study aimed to evaluate the pedagogical approaches used by the Senior High School teachers within Caloocan ES. Pedagogical approaches and teaching strategies are the main ingredients of becoming an effective teacher. It was also designed to identify if the approaches used by the Academic and TVLE track teachers have a significant relationship on the Developed Training Workshop.

METHODS

The respondents of the study were 36 Academics and TVLE Track teachers from SHS within Caloocan ES, Division of Batangas during the school year 2018-2019. Different approaches evaluated using the Likert Scale. The data through the use of the questionnaire were tabulated, evaluated, analyzed, and interpreted qualitatively and quantitatively using appropriate statistical tools which are the ranking and the weighted mean.

RESULTS

Constructivism, Collaborative, Integrative and Inquiry-Based Approaches utilized by the teachers were evaluated for the researcher to develop a training workshop in order to enhance the teaching and learning process and the frequently used pedagogical approaches by SHS teachers were the integrative and inquiry-based approaches

DISCUSSIONS

In the study, it was also found that developing a training workshop enhance the utilization on the use of pedagogical approaches inside the classroom or during the facilitation of classes.

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

SUBMISSION ID: R04A-BATANP-2090

Revisiting the External Factors Affecting the Holistic Performance of Academically Challenged Learners at Mayuro Elementary School

Riza Guste & Roselie Javier, Department of Education

Abstract

INTRODUCTION

For any educational institution, learners are most important asset. The pupils' academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country's social and economic development. Hence, poor academic performances among children have been noted to be on the rise in our environment despite efforts to improve the school curriculum and quality of teaching. This has been a source of concern of the teacher- researchers to revisit the external factors that may strongly influence the performance of the pupils. The findings could help in formulating projects and policies that will be used in educational programs for those academically challenged learners.

METHODS

The sample of the present study consisted of sixty-seven pupils from grades one to six of Mayuro Elementary School. For selecting the sample, the simple random sampling technique was used. Primary data has been collected through questionnaire on a five-point Likert scale. Anecdotal and Guidance records were utilized to determine the number and names of pupils with behavioral problems. Grading sheets were also utilized to determine the academic performance of the pupils. The retrieved grades underwent analysis and interpretation with the use of statistical procedures.

RESULTS

Based from the study, majority of the respondents with behavioral problems had poor grades in five academic subjects. As gleaned from the anecdotal and guidance records, most of the respondents committed an action of unable to do the homework. Among the family variables, parental involvement in doing homework and projects had a lowest frequency which expressed that parents' assistance regarding their children's school works is not visible. Moreover, among the environment factors, peers' involvement had a highest frequency which means that most of the children are fond or more engaged themselves in playing with peer groups.

DISCUSSIONS

The result reveals that external factors found in school and at home have the potential to negatively impact student competence, confidence, comprehension, motivation, and efficiency of learning. Environmental factors associated with one's location, activities, and people in the surrounding area greatly affect the behavior of learners towards learning. Thus, nurturing, acceptance, and encouragement as well as teacher and parents' responsiveness to the child's needs correlates with positive academic performance.

KEYWORDS: Holistic Performance, External Factors, Behavior, Involvement, Responsiveness

SUBMISSION ID: R04A-BATANP-1260

Revisiting the Implemented Child Protection Policy in Marilag Elementary School

Plinky Gem Marasigan, Department of Education

Abstract

INTRODUCTION

This study revisits the implemented child protection policy in Marilag Elementary School--if the school gives full attention in implementing the said policy. Positive and non-violent discipline of children is a way of thinking and a holistic, constructive, and pro-active approach to teaching that helps children develop appropriate thinking and behavior in short and long period and fosters self-discipline. It attempts to minimize any forms abuse that may rise within the school community.

METHODS

The descriptive method of research is employed with the use of survey questionnaire in gathering data. Thirteen teachers, thirteen parents, and thirteen pupils from Marilag Elementary School are involved as the respondents of this study. The frequency and weighted mean are the statistical measures used to analyze the data.

RESULTS

The study reveals the following results: (1) Department of Education has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation. (2) Parents are considered participants in the implemented child protection policy in the school. Their involvement can create impacts that can change the behavior of pupils. The variable, the parents become fully aware of their duties and limitations in child rearing and child disciplining got the weighted mean of 3.28 with the verbal interpretation of Great Extent (GE) (3) The parents support the school in implementing the Child Protection Policy got the weighted mean of 3.18 with the verbal interpretation of Great Extent (GE), proves that parents are willing to give their full support in the implementation of the child protection policy. (4) School program is intended to make the people in the community realize the importance of the child protection policy.

DISCUSSIONS

The results revealed that the school must revisit the implemented child protection policy for the benefit of all the learners in the said school. The organization may not be able to respond to different concerns of their clients if the said policy was not properly addressed or implemented in the school.

KEYWORDS: child protection policy, maltreatment, child abuse, violence

SUBMISSION ID: R04A-BATANP-0910

Revisiting the Professional and Personal Qualities of Grade Six Teachers of Wawa Elementary School

ofelia Reyes

Abstract

INTRODUCTION

The teachers are the embodiment of values and professional qualities that children whom they teach find worthy of emulating. As the process of teaching goes on, teachers may have forgotten or set aside the qualities that they should possess in relation to their teaching professions. This is due to the overworked quality of job that they are in. The researcher, as Master Teacher I, gives high priority to a composed, poised, happy, if not contented teachers. To be able to send across message to her mentees, she decided to undertake this study to be able to determine the professional and personal qualities of teachers as seen by their pupils. In this study, the researcher also asks about the factors that affect the professional and personal qualities of teachers so as to obtain a view of how to address these factors.

METHODS

The participants of this study were forty (40) Grade Six pupils selected through the use of a non-random sampling technique called stratified sampling from eight (8) sections, five from each section. They were asked about the professional and personal qualities of their teachers which they had observed for the last three months of the school year 2018-2019. Likewise, eight (8) Grade Six teachers were also asked about the factors that affect their professional and personal qualities. The pupil-respondents were assured of their anonymity and that their responses would be kept in utmost confidentiality due to the critical nature of their responses.

RESULTS

It was found that although the teachers still possess the professional and personal qualities expected of them, too much work, misbehavior of pupils, and cramming schedules affect the qualities. It was recommended that a Professional and Personal Quality Rebuilding Scheme be used to help the teachers.

DISCUSSIONS

It was found that although the teachers still possess the professional and personal qualities expected of them, too much work, misbehavior of pupils and cramming schedules affect the qualities. It was recommended that a Professional and Personal Quality Rebuilding Scheme be used to help the teachers.

KEYWORDS: professional qualities, personal qualities, rebuilding

SUBMISSION ID: R04A-BATANP-1935

Revisiting the Study Habits of Select Grade Two Pupils of Salaban Elementary School

Jenalyn Atienza, Department of Education San Jose District

Abstract

INTRODUCTION

Study habit of every pupil is one of the most important factors that affect his or her understanding regarding a certain subject. It contributes significantly in the development of knowledge. It tells a person how much he will learn in a certain lesson. It means, if a pupil possesses poor study habits, he has a greater chance of getting failing grades, if compared to a pupil who has a good study habit. Without good study habits, a pupil cannot succeed. At Salaban Elementary School, it is noticeable that some Grade II pupils got failing grades in certain subjects. Moreover, the researchers also observed that there were some pupils who just came to school for attendance. They did not participate in the daily activities given by their teacher. The researchers made this research to find out the reasons for pupils' poor study habit. Also, researchers want to come up with proposed activities for improving pupils' study habit.

METHODS

This study employed the pre-Experimental one case study in which a single group is only studied once following the use of different strategies in teaching that are suited to the learning ability of pupils. The teacher observation checklist was used by the researcher to gather data throughout the intervention. Through the constructed instrument, the researcher took into considerations the reactions of the pupils regarding the problem. To determine the point of view of the respondents, interview was also necessary to gain clear and better understanding on the factors that affect the study habits of pupils. The respondents of the study were the 36 pupils of Grade II in Salaban Elementary School.

RESULTS

There is a low percentage of pupils studying their lessons and doing their homework in Grade II of Salaban Elementary School. There are some factors affecting the study habits of select Grade II Pupils of Salaban Elementary School. The factors are gadgets, teachers, parent, peers, and classroom.

DISCUSSIONS

The results suggest that full implementation of the proposed activities in improving pupils' study habit needs to be done in order to increase the percentage of pupils' participation. This is to make sure that all pupils in the said level will get passing grades and they will proceed to the next level.

KEYWORDS: study habit, proposed activities, factors and pupils' performance

SUBMISSION ID: R04A-BATANP-2068

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-1578 / R04A-CAVITP-1208

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 they are 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, Teacher III

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, Student

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 millennials 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-CAVITP-1677

**The Effect Of Assessment Tools In The Comprehension Level Of Grade Iii
Pupils In Ulat Elementary School S.Y. 2016-2017**

Dionicia Tibayan - Teacher I

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-CAVTP-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 Susana Madrigal Elementary School

Sylvia Celozza, 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

Elizabeth B. Dizon & Ma. Corazon B. Dagutao, Gmaths

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 been 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-CAVTP-1620 / 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 determined 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 tests administered. It was found out that participants presented a 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 reflectiveness 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 help 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, Students
(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 Impact of "Dalawang Gulong Para Sa Tagumpay" (2gpt) on Drop-Out
Reduction of Selected Grade 7 Students at San Antonio National High
School**

Adoracion Descallar, Department of Education, San Antonio National High
School-Junior High

Abstract

INTRODUCTION

Most of the students at San Antonio National High School are living in remote areas and are suffering due to lack of transportation allowances. This is the common reason why some of them tend to stop from schooling. Thus, this study aimed to find out the impact of the implementation of the 2GPT or commonly known as "Dalawang Gulong Para sa Tagumpay," a project that helps learners who are at risk of dropping - out by providing them transportation assistance.

METHODS

Descriptive research was used in order to depict current status and identify relationships that exist among phenomena or trends that appear to be developing and occasionally attempt to make predictions about future events. The research was conducted at San Antonio National High School with ten (10) Grade 7 respondents chosen purposively. Interviews, observation, and document analysis were used in the study.

RESULTS

The study found out that there is a decrease in the incidence of absenteeism among the students when compared before and after the implementation of the 2GPT or commonly known as "Dalawang Gulong Para sa Tagumpay" project. The respondents still incurred absences but mostly for reasons related to health and family. Furthermore, the students' performance was improved with the assistance provided. However, some challenges were encountered in the implementation of the project in terms of soliciting from donors, explaining and orienting parents, and endorsing the project.

DISCUSSIONS

The results show that teachers should be encouraged to develop other means of saving the students from dropping-out of school and sustain the implementation of the 2GPT or "Dalawang Gulong Para sa Tagumpay" project.

KEYWORDS: Impact, Drop-out reduction, 2GPT

SUBMISSION ID: R04A-QUEZON-0058

The Impact of "My Teacher, My Partner" on the Reading Proficiency of Grade 7 Students

Jonel A. Rañon, MST-Scie.Ed (CAR)

Abstract

INTRODUCTION

Reading is an interactive habit that a person can have. It is a basic life skill. Its main goal is to help a person understand, interpret, and evaluate certain reading materials so he or she may be able to interact and respond. Based on a three-year (School Years 2013-2016) average baseline data, the Grade 7 ORPT results (Source: School Reading Coordinator) of Cabacungan National High School show an increasing trend in Frustration Level (65.63%, 27.27%, 71.05%). To address this gap, each mentor of Cabacungan NHS is assigned as reading partner to a certain Grade 7 Student. The mentor sets time for readers during their vacant time and noon time in order to realize the intervention.

METHODS

The study collected data from forty-six (46) Grade 7 students during Pre and Post-Test. The study utilized purposive sampling procedure in analyzing and reporting the gathered data using t-test sampling analysis and its correlation.

RESULTS

Results showed the increased performance of the respondents both in word recognition and reading comprehension from Pre-Test to Post-Test because of the implementation of the reading intervention. There is also an increase in the number of percentage of independent readers and less number of respondents reported frustration. In terms of reading comprehension skills, there is an increase in the number of respondents from Independent and Instructional level and only 82.61% decrease in frustration. The correlation coefficient tends to be the measure of the strength of the relationship between pre-test and post-test. Result showed that the given null hypotheses is rejected which means there is significant relationship between the word recognition and reading comprehension.

DISCUSSIONS

Performance of the respondents in the Oral Reading Progress Test during the Pre-Test and Post-Test shows an improvement of their reading proficiency both in word recognition and reading comprehension. It shows that there is a significant difference between the reading performance of Grade 7 before and after the conduct of the intervention. It is noteworthy that the use of t-test sampling analysis provides information on the effect of the intervention to reading proficiency.

KEYWORDS: Reading, Intervention, Pre-Test, Post-Test, ORPT

SUBMISSION ID: R013-SURSUR-0278

The Impact of Absenteeism on Grade Six Pupils in Nasugbu East Central School

Dulce Bragado, Department of Education, Division of Batangas Nasugbu East District

Abstract

INTRODUCTION

Absenteeism is said to be one of the most common problems in school because there is high number of students who incur absences. Unfortunately, it has a big impact on the academic performance of the students because their grades depend on attendance and what they learn every day. Students tend to fail in their subjects when they miss classes and miss on the important lessons. Additionally, absenteeism is often defined as missing 10% or more of school days. In practical terms, this translates to 18 days in one school year. Absenteeism really affects a student's future, so it is better to complete your attendance every school year.

METHODS

The respondents in this study are Grade Six pupils of Nasugbu East Central School. This study was done through a survey-questionnaire which contained five (5) multiple choice questions. Percentages were computed after data gathering.

RESULTS

Based on the results, 95% of the respondents said that it is not okay for them to be absent from school while the remaining 5% answered that they are willing to absent. The result shows that the top reason behind absenteeism is health-related. 57.50% of the respondents answered that they suffered from cough, colds, and fever. Next reason is financial problem that affected 22.5% of the respondents. Poverty is one of the main hindrances to studying. It causes pupils to be absent and forces some to stop their studies. 97% of the respondents agreed that absenteeism really affects his/her academic performances while 3% answered no.

DISCUSSIONS

The results showed that school leaders must take a comprehensive approach to address student absenteeism. Students, parents, educators, and the government must work hand-in-hand with those most greatly impacted by student absenteeism. There are a lot of factors to be considered when it comes to absenteeism.

KEYWORDS: Absenteeism

SUBMISSION ID: R04A-BATANP-2281

The Impact of Academic Rank of intermediate Pupils of Carretonan Elementary School on Assessing Disaster Preparedness: A Basis For Proposed Disaster Readiness Module

Belardo Samontanez, Department of Education - Batangas

Abstract

INTRODUCTION

The Philippines is prone to many natural disasters including earthquakes, volcanic eruptions, tropical cyclones/typhoons, and floods. This situation is closely related to the country's geographical and social situation. In geophysical terms, the Philippines is located on a part of the Pacific Belt zone which is frequented by tropical cyclones. With regard to social factors, some experts have identified a relationship between poverty and vulnerability to natural disasters.

METHODS

This research used descriptive quantitative design. A survey questionnaire was administered, and student responses were evaluated and tabulated by the researcher to assess disaster preparedness. The researcher also used T-test to determine the correlation between disaster preparedness and academic rank of intermediate pupils. After data collection, analysis and interpretation of results were done.

RESULTS

Based on findings, the researcher conceptualized a Disaster Readiness Module to be used by the teachers and pupils as a guide on how to be a resilient citizen in time of disaster or calamities to avoid loss of lives.

DISCUSSIONS

The majority (51%) of respondents are grade six students. The academic performance of the intermediate pupils of Carretonan Elementary School is generally good with a weighted mean of 88.80. Based on findings, the researcher conceptualized a Disaster Readiness Module to be used by the teachers and pupils as a guide on how to be a resilient citizen in time of disaster or calamities to avoid loss of lives.

KEYWORDS: carretonan

SUBMISSION ID: R04A-BATANP-0096

The Impact of Blending Phoneme in Mother-tongue on Reading Ability of Pupils in English 3

Daisy Linaza, Department of Education, Hinatuan South Central Elementary School

Abstract

INTRODUCTION

Pupils in Grade 3 mostly have problems in reading. In most cases, they can read the words in Mother-Tongue yet find it hard to speak the words in the English language. This study is aimed at identifying activities that could help pupils to start learning how to communicate with Mother-Tongue and soon translate to any languages especially English. Phoneme blending is a phonetic awareness assessment of the ability to identify a word when hearing parts of the words in isolation. Before, children need to become aware of how the sounds in words work to learn how to read. They must understand that words are made up of speech sounds or phonemes.

METHODS

Descriptive research design was used. After the Pre-Test on Oral Reading Progress given last June 2016, where 14 out of 30 pupils were found to be at Frustration level in reading. These 14 pupils were chosen as research participants where they were made to undergo phoneme-associated activities packaged at the intervention strategy "Let's Do Then You Do" anchored on skills enhancement in word recognition and comprehension. Post-Test was given last December 2016. For the analysis of the result, the researcher used the descriptive comparative method employing Paired Sample T-Test and Eta2 Test in order to come up with the significant impact and magnitude effect of the intervention on the reading ability of the pupil-research participants

RESULTS

Considering that English as subject was introduced in the second semester of the school year, there were causes that hinder pupils to read such as 1) confusion of the utterances of words learned in Mother-Tongue as to how it must be read in English, 2) sometimes teachers may also fail to let pupils understand why words are read in English differently, 3) bridging reading in English is quite difficult because Mother-Tongue and Filipino are syllabic while English is 80% phonetic with 45 phonemes but the skills applied to reading were the same in all languages.

DISCUSSIONS

Reading is an activity characterized by translation of symbols or letters into words and sentences. Children are able to read when they were properly oriented with the letter sound and their reading ability develops through blending phonemes especially when phonemes were properly taught in Mother-Tongue. Based on the findings of the study, it is highly recommended that the plan of actions stipulated in this study be used by teachers to develop the reading ability of pupils in English. Prior knowledge has always been a great help and serves as their bridge as they learn other languages.

KEYWORDS: Blending Phoneme, Mother-Tongue, Reading Ability

SUBMISSION ID: R013-SURSUR-0092

**The Impact of Bullying on Academic Achievements of Selected Students of
San Isidro National High School S.Y. 2016 - 2017**

Janeth T. Tabares
(Adviser: Mylene D. Metica)

Abstract

INTRODUCTION

A school is a place where children learn and mold themselves into someone they wanted to be. Schools can also be a battlefield, a place of survival, where the famous and beautiful are honored and respected while poor and little ones are bullied. Bullying is a big problem in our society and what is alarming is that schools become breeding ground of bullying. At some point, students would experience bullying. This study aimed to find out the impact of bullying on the academic achievements of selected students of San Isidro National High S.Y. 2016-2017.

METHODS

This study utilized descriptive research design. This study was conducted at San Isidro National High School - Malvar with a particular focus on the academic achievements of all the students. Questionnaires were administered. The statistical treatment of data used was weighted mean to measure the possible effects of bullying.

RESULTS

After a thorough analysis and interpretation of the data gathered, the students moderately agree that the victims of bullying lose interest in school, avoid attending activities, have low self-esteem, and commit suicide. The students also moderately agree that the bully will get into fights, vandalize property and drop out of school. The respondents believe that knowing how to respect, doing good things and understanding the situations of others, treating others as you wanted to be treated, accepting strength, weaknesses, and differences of each other, knowing how to adjust and being friendly are some of the ways to stop bullying.

DISCUSSIONS

The research concludes that the possible effects of bullying can be harmful to an individual. Victims, even those who study well, develop anxiety or low self-esteem while others become afraid of going to school. Bullies, on the other hand, may get into fights, vandalize property, and drop out of school.

KEYWORDS: Bullying, students, impact

SUBMISSION ID: R04A-BATANP-2270

The Impact of Community involvement in the Improvement of Reading Comprehension of Grade 2 Pupils at Buck Estate Elementary School

Loida Varias

Abstract

INTRODUCTION

When K-12 curriculum was introduced, the teaching of English as one of the learning areas started in the third grading period for Grade 1 pupils. Phonics is taught in this stage unlike in the previous curriculum where phonics is taught in the first grading period. The teaching of reading continues in the next grade level. It is expected that at the end of Grade 3, pupils should be able to read and comprehend. Non-readers are eliminated at an early age. To answer this problem, a reading program called Book in Bees was implemented at Buck Estate Elementary School. The program is focused on improving reading performance of 22 grade two pupils, particularly in word recognition. It is expected that the project will help the grade two pupils to read well in English by the end of Grade two.

METHODS

This action research is focused on the project Book in Bees which involved all teachers, PTA Officers, parents, and volunteers from the community. The research employed the use of the PHIL-IRI test which was administered to Grade II pupils. This tool is used to determine the respondents. The second was the survey form used to interview pupils as to what reading materials catch their interests most. Then the last one is Monitoring Tool designed by the adviser used in the Pre Test and Post Test to determine pupils' growth in reading comprehension.

RESULTS

In the pre-assessment test, twenty (22) pupils were at the frustration level. This has improved in the post-assessment test where only 3 pupils were in frustration level, 11 in instructional level and 8 pupils in the independent level.

DISCUSSIONS

Pupils were given a pre-assessment comprehension check-up, as well as a post-assessment test, designed by the adviser. The same comprehension assessment given on a pre-test was given on the post-test comprehension assessment to observe students' progress throughout the project.

KEYWORDS: book in bees

SUBMISSION ID: R04A-CAVITP-1278

The Impact of Computer -Aided instruction (CAI) on Grade 5 Pupils' English Achievement of Sinaliw Elementary School

Maricel Crizaldo, Department of Education - Cavite

Abstract

INTRODUCTION

The use of electronic classroom (E-classroom) plays a vital role in meeting the pupils' needs in terms of technological skills and advancement. Thus, the exposure of students on computers during the teaching-learning process creates a livelier and interactive class. The 21st-century pupils are more engaged with visual learning, and they become more interested to learn if they are exposed to gadgets, computers, and other modern technologies.

METHODS

The researcher personally chose the 56 pupils from two sections for comparative analysis. The 28 pupils from Grade 5 Mangga used the usual chalk, manila paper materials for the activities while 28 pupils of Grade 5 Santol attended e-classroom using the PDF format of the learner's material with the addition of some activities, games, and videos downloaded from the net which they use during the discussion. The same lessons and exams were given to the two sections for the whole second quarter. The researcher gathered the grades of the 56 Grade 5 pupils from the two selected sections, and these were tabulated in tables, compared, and interpreted using simple percentage.

RESULTS

Based from the table and simple comparative analysis, it can be concluded that Grade 5 Santol, which was exposed and supported by some Computer Aided Instructions (CAI), was able to perform well by having 41.76 % of pupils who got good grades in comparison with Grade 5 Mangga- 10.99%, thus more of Grade 5 Mangga's pupils grades are low with 40.66% in comparison to Grade 5 Santol's 6.59%.

DISCUSSIONS

There is a great impact on the part of pupils' performance when computer-aided instruction is used because it greatly motivates the pupils to accomplish the given tasks. Games, videos, and audios can easily stimulate learning and retention which is the main reason why computer-aided instruction is necessary. It also teaches pupils to become more independent and find their own way of learning, thus it is easier for them to grasp ideas and at the same time enhance their skills.

KEYWORDS: computer-aided instruction, learning, technology

SUBMISSION ID: R04A-CAVITP-1318

Impact of Cornerstone Program in Reading Ability of Selected Grades II-III Pupils of Paciano Rizal Elementary School

Maryjane Famadico, Paciano Rizal Elementary School

Abstract

INTRODUCTION

The Cornerstone Program is a gateway evangelization strategy through public schools. It is a tool for pastoral formation in the area of growing in Christian character and love of neighbors especially the poor and a Church of the Poor program in Education working closely with CFC for provision of school support, scholarships, feeding program, and other social welfare services. The main partner in the educational institution of CFC is the Ateneo Center of Educational Development (ACED) whose main goal is to help Department of Education in upgrading the public-school education nationwide through principal and teacher empowerment programs and other school-related services. Paciano Rizal was chosen to be the recipient of the program where their focus were the struggling readers. They likewise conducted a values formation program both for tutees and their parents.

METHODS

This study utilized the one group pre-test, midyear, and post-test quasi-experimental research design. This also used mixed method which included both qualitative and quantitative analyses. The participants were 35 pupils from Grades II and III of Paciano Rizal Elementary School who were identified as struggling readers.

One of the objectives of the study was to measure the effectiveness of the materials/ modules produced by Ateneo Center of Educational Development (ACED) in helping pupils to read. A 50-item test for the pre-test, midyear, and post-test was made. Experts evaluated the face and content validity of the test before the implementation. After the validation, the test was administered. The mean percentage scores of the tests were analyzed.

RESULTS

The Pre-reading test result showed that 34 of the tutees were at the pre-primer level. Pupils in this level were found out to have difficulty in recognizing words and even letters. One is identified to be under the primer level. During the post reading, ten tutees were still under pre-primer and fifteen were under the primer, five first readers, three second readers, and two third readers. The tutees also developed their personal Christian character, learned to pray, learned to express their love for their peers, community, and for the country as well and they showed care for the environment.

DISCUSSIONS

IV. Discussion:

The program had a great impact on students' ability to read. The modules used in teaching the struggling learners how to read are quite effective. Among 35 identified struggling readers, only five were left under the pre-primer and this revealed that the program was successful.

KEYWORDS: Cornerstone, program, struggling, impact, tutee, parents, readers, participants, Ateneo, tests

SUBMISSION ID: R04A-LAGUNA-0282

The Impact of Cornerstone Reading Program in the Development of Reading Abilities of Grade 2 & 3 Struggling Readers of Tinurik Elementary School

Perpetua Amelita Magsino, Teacher 3

Abstract

INTRODUCTION

Learning to read is an essential part of basic education. It is a primary step to acquire knowledge and a good foundation of lifelong learning. It brings the reader to new discoveries and learnings that equip the student with different knowledge. If the children are not independent readers, they will find difficulties to catch-up in other learning areas. Cornerstone Reading Program would like to reach out to struggling readers in Grades 2 and 3 in public schools to help slow readers. This action plan shows the effect of the program to struggling readers in elementary school through tutorials and provides opportunities for the slow readers to pursue their willingness to read and become fast reader at the end of the entire reading program.

METHODS

Assessment tools were given at the beginning to identify the students' level of reading ability. Different assessment tools in every session and module were used in the activities as a basis for the promotion of the pupils to the next level and track the progress of the readers. Every tutee was given a set of modules in every session. Alphabet recognition through the help of pictures and giving examples of words was the scope of the first module. The level of difficulty of reading materials depends on the level of pupils reading them.

RESULTS

A pre-test was given to 40 pupils to identify the level of their reading abilities. Out of 40 pupils, 29 was categorized in module 1 and 11 pupils on module 2. After 12 sessions, an assessment was given to the pupils to determine whether they will move forward to the next module. From 29 pupils in module 1, 13 pupils were promoted to module 2. Out of 11 pupils in module 2, 8 pupils were promoted to module 3. Results showed progress after which means this program is very relevant to the reading needs of the pupils. Through this program, many pupils will improve their reading skills transforming them into lifelong readers.

DISCUSSIONS

The results show that the reading program has a great impact to the reading development of children. It is clear that those who struggle in reading need enhanced teaching and phonemic awareness to achieve the goal. With the availability of reading materials and with the support of the parents, there is a greater chance that there will be no more struggling readers.

KEYWORDS: struggling, tutee, assessment, phonemic, eradication

SUBMISSION ID: R04A-TANAUA-0055

The Impact of Day Care Experiences on the Academic Performance in Math of Jfes Kinder Pupils

Glescy Verdeflor & Carmina Gayas, Department of Education - Cavite City,
Action Research Group

Abstract

INTRODUCTION

Studies in the Philippines show that only 3 out of 10 children aged 0-6 years old have access to day care or any form of early learning. The numbers are much lower in remote and conflict-affected areas where access to early learning is more challenging due to inadequate resources, difficult terrain, and low awareness on the importance of early childhood education (https://www.unicef.org/philippines/reallives_21562.html#.WVBFVDKGOM9). The action research conducted in the researchers' school showed that children without daycare experiences still excelled in Math. This is something of great interest.

METHODS

A descriptive research design was used. The experimental design and quantitative method were considered too. The respondents consisted of twenty (20) Kinder children from sections Meekness and Faithfulness. They were selected through the survey method. Those with daycare background or experiences were in the Experimental Group. Those without daycare experiences were in the Control Group. Through the survey, the respondents were selected. The process of observation was also used. Interviews with the concerned parents were utilized. Mean and standard deviation were obtained out of the pre-test and post-test scores. T-test was also considered to find the difference between two independent means. This aimed to determine the significance of the study.

RESULTS

The standard deviation of the Experimental Group is smaller than that of the Control Group by just a difference of .40. A smaller standard deviation is more reliable than a bigger one.

DISCUSSIONS

Twenty (20) respondents came from Kinder- Faithfulness and K-Meekness. Ten (10) kinder pupils had daycare experiences and the remaining ten (10) did not have. The academic performance considered in this study was limited to Math. The daycare background of kinder pupils does not have a great impact on their academic performance in Math. There are children who excel in Math though they do not have daycare experiences. The other action research says that kids with daycare experience perform better than those who do not.

KEYWORDS: daycare, academic performance, early childhood education, intervention, guidance, excel in Math, access, inadequate resources

SUBMISSION ID: R04A-CAVITC-0103

Impact of Department Heads' instructional Supervisory Practices and Teachers Performance: A Proposed Training Program

Dina Mendoza, Munting Ilog NHS

Abstract

INTRODUCTION

There is a notion that the quality of instruction depends not only on teachers but on the supervisor's responsibility of assisting teachers in making decisions regarding instructional competencies. In public secondary schools, head of schools came from the teaching force of a school hence they lack formal training as instructional leader. Some newly- promoted school heads and even department heads in secondary schools lack instructional supervisory experience aimed at improving teaching and learning. It is in this premise that the study revolved around the supervisory practices of the department heads and their impact on teachers' performance so as to formulate and propose a training program for the enhancement of the supervisory practices of the department heads in the junior high in the Municipality of Silang.

METHODS

The respondents of the study were the 109 teachers from 7 secondary schools in Silang and they were surveyed using a questionnaire. The descriptive method of research was adopted and focused on the impact of the department heads' supervisory practices on teachers' performance. The data gathered were tabulated, evaluated and analyzed using percentage, ranking, weighted mean and chi-square to determine the degree of the level of the impact of instructional supervisory practices of department heads.

RESULTS

Based on the summary of the findings the following conclusions were formulated: The department heads had a highly competent level of supervisory practices. The teachers had a very satisfactory teaching performance. There is a significant relationship between a department head's supervisory practices and teachers' performance. A training program was proposed to improve the level of supervisory practices of the respondents.

DISCUSSIONS

Data collected in this study identified that department heads should avail of in-service training and workshops on professional development relevant to their duties and responsibilities in instructional supervision. The teachers should equip themselves with content knowledge and teaching skills through in-service training and workshops and professional development activities to improve their teaching performance. Also, the proposed training program should be based on training needs assessment results so as to address the problems of department heads regarding their knowledge and skills in instructional supervision.

KEYWORDS: Department Heads, Supervisory Practices, Impact

SUBMISSION ID: R04A-CAVITP-1262

**The Impact of E-Games As the Mathematical intervention tool For Selected
Grade Three Pupils of Aga Elementary School: Basis For Continuous
Improvement Program**

Melchora D. Varias & Michelle L. Bautista, BRAVE

Abstract

INTRODUCTION

Mathematics is one subject that encompasses life at any age and in any situation. Thus, the value goes beyond the classroom and the school. Teaching Mathematics in elementary school is difficult. Teachers have to deal with their own attitudes, they are affected by problems that frustrate their efforts to teach effectively and efficiently. In this study, researchers find a solution on how to improve the Mathematical skills of the pupils.

METHODS

The method used in this study is the combination of quasi-experimental type with pre and post-test design and qualitative research where researchers chose the 27 pupils who got the lowest score in the first quarterly examination in Math. We developed Mathematical intervention tools through E-Games to improve the skills of the pupils in Math. After the intervention done, they were given the post-test. Data were gathered using percentage and interpreted in a tabular manner.

RESULTS

The result revealed that remedial classes using E-Games helped improve the pupils' mathematical skills. In four competencies given in each level, respondents got 37% in the over-all MPS in the pre-test while after the intervention, respondents got 89.59 in the over-all MPS in the post-test.

DISCUSSIONS

Based on the results of the pre and post-tests, the mathematical skills of the students have improved. This study was able to substantiate that indeed E-Games numeracy tool through the aid of remedial classes is effective if not the best tool for the pupils to acquire knowledge and understand Math more easily. Researchers encourage every teacher to design more numeracy tools in Math. Likewise, they should integrate different teaching styles and methods to help pupils to learn.

KEYWORDS: e-games, interventions, pre-test, posttest, improvement

SUBMISSION ID: R04A-BATANP-0138/

**The Impact Of E-Games As The Mathematical Intervention Tool For
Selected Grade Three Pupils Of Aga Elementary School: Basis For
Continuous Improvement Program**

Michelle Bautista, BRAVE

Abstract

INTRODUCTION

Mathematics is one subject that encompasses life at any age and in any situations. Thus, the value goes beyond the classroom and the school. Teaching Mathematics in elementary school is pretty difficult. Teachers have to deal with their own attitude; they are affected with problems that frustrate their efforts to teach effectively and efficiently. In this study, researchers find a solution on how to improve the Mathematical skills of the pupils.

METHODS

The method use in this study is the combination of quasi-experimental type with pre-posttest design and qualitative research where in researchers chose the 27 pupils who got the lowest score in the first quarterly examination in Math. We developed Mathematical intervention tools through E-Games to improve the skills of the pupils in Math. After the intervention done, they given the posttest. Data were gathered using percentage and interpreted in a tabular manner.

RESULTS

The result revealed that thru remedial classes using E-Games, the improvement on the pupils' Mathematical skills was determined on the scores of pre-test and posttest wherein increases in the results using the e-games as numeracy tool were evident. In four competencies given in each level, respondents got 37% in the over-all MPS in pre-test while after the intervention, respondents got 89.59 in the over-all MPS in posttest. It is clearly seen that result showed improvement.

DISCUSSIONS

Based on the findings, it is crystal clear that the result between pre-test and posttest has an enrichment on the pupils' mathematical skills. This study was able to substantiate that indeed E-Games numeracy tool thru the aid of remedial classes is effective if not the best tool for the pupils to acquire knowledge and make Math easy to understand. Researchers encourage every teacher to design more numeracy tool in Math. Likewise, they should integrate different teaching styles and methods to help pupils to learn.

KEYWORDS: interventions, e-games, numeracy tool

SUBMISSION ID:

The Impact of Extrinsic and intrinsic Factors on the Perception e of Employment of the Senior High School Students under thWork Immersion Program

Jennet L. Julaton, Kristine Joy De Castro, & Rhodora G. Bautista, Taysan National
High School

Abstract

INTRODUCTION

The Work Immersion Program aims to provide senior high students (SHS) with opportunities to become familiar with the workplace, simulate employment, and apply the competencies in actual work environments. Since several studies revealed that extrinsic-intrinsic factors can have different effects on behaviors and how people pursue goals, this study aims to assess the impact of these factors on the perception of the SHS learners with regard to employment.

METHODS

The researchers used the strand and venues of the student-respondents as dependent variables and the extrinsic-intrinsic factors affecting their perception with regard to employment as independent variables. Using stratified sampling, the researchers chose SHS learners of Taysan National High School. A normative survey method was used as data gathering method. Also, the P-A-I method was used to present descriptive data while statistical treatments Pearson moment product correlation and Regression of Analysis were used to explore the relationship between the variables.

RESULTS

Findings suggested that the extrinsic factors such as work environment, corporate appearance, and teamwork are influential to 67% of the student-respondents. While, intrinsic factors such as competence, communication, and confidence are also significant to 85% of the student-respondents. It was also revealed that the program would not be able to help students secure a job engagement as the student-respondents directly pursue employment. But they agreed that the program helped them gain skills in preparation for the real world and its challenges.

DISCUSSIONS

The results demonstrate extrinsic-intrinsic factors are prominent in the work immersion program. But the perceived employment of the graduate of the Basic Education Program reveals the need for strengthening the goal of the Department of Education which is to change public perception that high school is just a preparation for college rather than, it should allow one to take advantage of opportunities for gainful career or employment and/or self - employment in a rapidly changing globalized environment.

KEYWORDS: employment, extrinsic-intrinsic factors, work immersion

SUBMISSION ID: R04A-BATANP-1227

The Impact of Family involvement on Academic Achievements of Kindergarten Pupils of Jose Zabarte Elementary School

Rosette Mendoza, Tuy Association For Concern Teachers

Abstract

INTRODUCTION

Parents are their children's first teachers. Children learn about life from the examples and expectations set by their parents or guardians. Once children start attending school, their social and educational world expands by leaps and bounds. But it is essential for parents, those first important teachers, to stay involved in their child's education and encourage learning. It is generally accepted that without the positive cooperation of family and school, it is not possible to reach the high standards set for educational outcomes by a demanding society. It includes attending parent-teacher conferences, classroom activities, keeping in touch with the teacher and volunteering in the classroom. Parental involvement has always been an essential component of every teacher-student school academic endeavor.

METHODS

The study utilized the descriptive method of research which made use of questionnaires in gathering the necessary data. The descriptive method is viewed as tenable to the present study which focused on the impact of family involvement in kindergarten pupils of Jose Zabarte Elementary School. The researcher used questionnaires and unstructured interviews in gathering the data. The said questionnaire consists of two parts. Part I deals with the profile of the respondents. Part II is the Survey Questionnaire given to the respondents of the study.

RESULTS

Based on this research, parents play a large role in the education of students. Their involvement both in and out of school sets a precedent for many future learning encounters. Local and foreign studies cited in this research, agreed that parents had a solid grasp on what it means to be involved in a child's education and that parental involvement is an effective strategy to ensure student success. The results indicated that the relationship between parental involvement and academic achievement was positive, regardless of definition of parental involvement or measure of achievement.

DISCUSSIONS

The results demonstrate the need for active participation and involvement of the parents to improve the academic achievements of the child. Parents' involvement in their child's learning process offers many opportunities for success. Parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustments.

KEYWORDS: Parenting, performance, education, involvement, achievements, motivation, communication, support

SUBMISSION ID: R04A-BATANP-1764

The Impact of Feeding Program in Partnership with the Stakeholders in Estansuela Elementary School

Elenita Zapanta & Maria Concepcion Perez, Department of Education

Abstract

INTRODUCTION

Most of the children go to school hungry due to poverty. One solution of this is the feeding program. Feeding program is very important project not only of the government sector but also we may include the non-government sector. This program aims to minimize if not lessen the malnourished children in our school. Then nutrition of the child is one of the most important aspects to enable them to study properly and performed actively in class discussions and in and outside the school.

METHODS

Descriptive design was used in this study. It described and explained the conditions by using tables to fully describe the phenomena.

RESULTS

The researcher found out that feeding program alleviates short term hunger. There was also an increased on the nutritional status of the pupils. Moreover, it resulted on the increase of enrolment, daily attendance and engagement of parents and other stakeholders.

DISCUSSIONS

There was a decrease of 11 or 3.4% on the number of Severely Wasted pupils, and a decrease of 9 or 1.7% on the number of pupils under the Wasted nutritional status. The results were a good indication that there was an improvement on the nutritional status of the pupils and can be concluded as one of the positive effects of feeding program done by the stakeholders.

KEYWORDS: FEEDING, BENEFICIARIES, ESTANSUELA, NUTRITIONAL STATUS

SUBMISSION ID: R04A-CAVITC-0090/ R04A-CAVITC-0088/ R04A-CAVITC-0091

The Impact of Feeding Program to the Academic Performance of K to 6 Undernourished Pupils of Ilijan Elementary School

Eleonor Mendoza, Master Teacher I

Abstract

INTRODUCTION

Nutrition plays a vital role in the progress of the nation. It denotes what kind of community the people belong to. For this reason, children should be the starting point in any society that emphasizes human development. It is the children whose individual growth, development, and social contribution will shape the future of the world. This study aims to fill the gap. Its primary objective is to determine the impact of the school-based feeding program to academic performance of K to 6 undernourished pupils.

METHODS

Quantitative research method was used in this study. This method emphasizes objective measurements and the mathematical, or numerical analysis of data collected through polls, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it by getting the average of height and weight and the result of first and third quarter grades of undernourished pupils.

RESULTS

The School-Based Feeding Program at Ilijan Elementary School has benefitted all the students in two (2) aspects, namely: Nutritional Status (height= 1.22, weight = 21.58) and Academic Performance (General Average= 82.96%).

DISCUSSIONS

There is no significant difference in the perception of respondents on the benefits under the School-Based Feeding Program at Ilijan Elementary School. It has a good impact on children. It is also recommended for the parents to be more involved in the program for easier implementation.

KEYWORDS: Undernourished, Elementary Students

SUBMISSION ID: R04A-BATANC-0356

The Impact of Having Migrant Parents to Pupils' Academic Performance at Dalipit Elementary School

Maricris Asi, Dalipit Elementary School

Abstract

INTRODUCTION

The family and home are the major factors that affect student's learning and achievements. This 21st century brought modernization and transformation of new technology or economic development. But though changes are happening, the prices of the commodities remain high and salaries offered by local companies remain low. It may be one of the reasons why some members of the family choose to work abroad. I observed that children of migrant workers perform low academically in school. This research aims to determine the impact of having a migrant parent on the academic performance of the pupils.

METHODS

Multiple methods were used in the study. The grades of the pupils were collected from advisers. A survey questionnaire and retrospective interview were also used to validate and confirm the responses given by the respondents. The pupils were then asked about their perceptions, opinions, and attitudes on the absence of their parents. Focus group discussion was conducted to determine and develop solutions to help improve pupils' academic performance.

RESULTS

In terms of academic performance, 14 out of 30 students had an average between 76-80, while only 2 out of 30 considered themselves average with grades between 81-85. Majority of the student-respondents reported that nobody at home asks or helps them about school-related activities such as reading and memorizing concepts. Some reported feelings of anxiety and loneliness. Students were also asked about their preferred solutions to help them improve their academic performance. Majority of the respondents thought that the best remedy is to encourage pupils to focus on daily lessons and establish good study habits.

DISCUSSIONS

The results will serve as basis in developing activities to improve pupils' performance. Teachers and parents should understand the reasons behind the children's difficulties, give them support, and understanding.

KEYWORDS: Migrant, Performance Level, Impact

SUBMISSION ID: R04A-BATANP-1241

The Impact of ICT in Teaching Technology and Livelihood Education in Relation to Students' Performance at Lumbang na Matanda National High School

Janet Caunceran, Department of Education

Abstract

INTRODUCTION

The teacher is an important factor in the teaching-learning process because s/he helps in building the foundation of the students in order to become a better person. The teacher helps in molding the students to become useful, upright, and active citizens of the community. This study was undertaken to identify and assess the Teachers Competencies in Teaching Technology and Livelihood Education in relation to Students' Performance of Lumbang na Matanda National High School of Calaca District, Division of Batangas during the school year 2016-2017.

METHODS

Descriptive method and a questionnaire are used to gather data. The respondents involved ten (10) teachers at Lumbang na Matanda National High School of Calaca District, Division of Batangas, 2016-2017. The statistical tools used were frequency, percentage and ranking method.

RESULTS

Based on the responses, the teachers' competencies in teaching Technology and Livelihood Education are a) mastery of subject matter; b) utilization of teaching strategies; c) utilization of instructional materials; d) motivational techniques; e) classroom management; and f) evaluation of learning outcomes. It can be gleaned that the most mastered competency of T.L.E teachers is classroom management. The least mastered competency is the utilization of teaching strategies. There are several student-related problems that are encountered by the teachers in teaching T.L.E: a) lack of financial support; b) lack of encouragement; c) lack of guidance; and d) more time spent on leisure activities. It was revealed in the study that the most common problem encountered by the teachers is that most of the students' time is spent on leisure activities.

DISCUSSIONS

The findings in this study suggest that the teachers must focus on utilizing the teaching strategies to have a better outcome in the teaching-learning process. There must also be strict supervision on how the students would divide their time when it comes to leisure and study. Open communication among teacher, parents, guardians and student is highly recommended. The school must strengthen its programs in reinforcing the teaching abilities of its teachers in order to come up with an outstanding outcome.

KEYWORDS: impact, ICT, Students' performance, Technology, and Livelihood Education

SUBMISSION ID: R04A-BATANP-1501

**The Impact of Implementing Project 555 on the Academic Performance of
Grade Six Pupils of Senator Claro M. Recto Memorial Integrated School,
Lipa City, School Year, 2017-2018**

Analy Rosete, Department of Education

Abstract

INTRODUCTION

The recent result of the National Achievement Test in SCMRMIS indicates low performance in the different areas of learning, and the result of the first and second quarterly examination of grade six pupils shows results which are not very impressive. The study aimed at identifying the impact of Project 555 on the Academic Performance of Grade Six Pupils of Senator Claro M. Recto Memorial Integrated School, Lipa City in the School Year 2017-2018. The school and the grade six pupils pledge to implement project 555 to augment the learners' academic performance. Project 555 provides learning support to pupils who lag far behind their counterparts in school performance.

METHODS

The researcher used the descriptive research which involves the description, recording, analysis and interpretation of the present nature, composition, or process of a phenomenon. The comparative method of research was used to make comparisons among different variables such as the result of the quarterly test.

RESULTS

In general, the result showed that the implementation of the project has an impact on the academic performance of the pupils especially in the third and fourth quarterly tests. Project 555 was able to address poor mastery of the knowledge and skills. The Project provides additional opportunities for the students to retain knowledge and skills. However, the major impact on student achievement came from instructional strategies. Teachers have the sole responsibility to decide how to utilize their resources and choose strategies that will help advance their students to the appropriate level.

DISCUSSIONS

The focus of the project is based on the trust that every student has the capacity to learn. A teacher should perceive each student as possessing unique personality and characteristics that can be enhanced by using creative and innovative projects. Having an awareness of the process of learning is very helpful for teachers to identify the problems students are facing in different learning areas. The study revealed useful insights that are an indispensable part of the teaching and learning process. Its results proved that project 555 had a positive effect on improving the academic performance of the grade six pupils. This improvement pushed up the grade six pupils on one hand and increased their motivation towards learning.

KEYWORDS: PROJECT 555

SUBMISSION ID: R04A-LIPAC1-0018

The Impact of Implementing Project DREAM (Developing Readers' Early Appreciation of Meaningful Reading) to Grade II Pupils

Geresa Alday, Department of Education

Abstract

INTRODUCTION

As the school gives importance to developing total learners, the Pre Oral-Reading Assessment was conducted, and the result revealed an alarming number of Struggling Readers. As a response, the Project Developing Readers' Early Appreciation of Meaningful Reading was implemented.

METHODS

The school conducted an orientation on the nature and scope of the remedial reading program to teachers, pupils, and parents to increase their familiarity with the program and stimulate their love for reading. Conference with teachers and pupils, as well as home visitations, were conducted. There was also brainstorming of ideas to help in the implementation of Project DREAM. It was hoped that through the program, children will develop greater fluency, vocabulary, and comprehension strategies.

RESULTS

Improving the reading ability of pupils reduced the number of struggling readers in English of Grade II class. In the course of the implementation, out of 10 struggling readers, zero non- readers were achieved. The finding shows that Project DREAM is highly successful. Thus, the project contributes to attaining Department of Education's Vision and Mission.

DISCUSSIONS

Project DREAM covers the totality of developing the pupils' ability in reading to help them appreciate reading, as well as support and equip them with skills to help them cope with their lessons not only in English but also in other subject areas. It is important for schools to provide similar projects that are beneficial to the community and more importantly, to the learners.

KEYWORDS: Reading, struggling readers, Project Dream

SUBMISSION ID: R04A-BATANP-1487

The Impact of Implementing Project Progress to Grade Three Pupils of Flaviano-Pelagia Pantoja MES

Epitacia Villanueva, Department of Education

Abstract

INTRODUCTION

The Department of Education is determined to provide quality basic education services to all school-aged children for them to passionately love their country and become productive citizens. Flaviano-Pelagia Pantoja Memorial Elementary School took the lead in the attainment of the Department of Education Vision and Mission and Core Values by advocating the programs and projects specifically in reading. In addressing the reading problems of the Grade Three pupils, they were first grouped into slow, average, and fast readers. All efforts must be centered towards enhancing academic performance and achievement among Grade Three pupils while capitalizing on contributions of relevant stakeholders.

METHODS

A multiple method design was used, hitting the different milestones of the implementation. The survey was done for the profiling of struggling readers, crafting of the vocabulary wall, conducting of the daily spelling, adapting changes based on peer observation, utilization of Single Question Technique, and Post-test reading one paragraph a day.

RESULTS

There were forty-three (43) Grade Three pupils who participated in this study. When the Pre Test was conducted, there were 18 pupils under the frustration level. After the thorough implementation of the methods and strategies used in the study, there were a lot of improvements that happened. In the Post test result, there was only one (1) student left under the frustration level. The boy was a special child with a problem in his eyes. 99% of the respondents moved to instructional level. Likewise, those who were in the instructional level moved to independent level.

DISCUSSIONS

Reading means different things to many people. It is one of the most rewarding preoccupations of an individual, expanding horizons, and making it possible for him to partake of man's accumulated experiences and achievements through the ages. The application of the different strategies and methods applied in Project Progress helped achieve the reading level of the Grade Three Pupils. With the help of the teacher in English and supervision of the parents, the study was a success.

KEYWORDS: Performance, Reading, stakeholders

SUBMISSION ID: R04A-BATANP-1487

The Impact of Implementing Project SPR (Strengthening Progress in Reading) in Grade 2

Severina Ramos, Department of Education

Abstract

INTRODUCTION

Reading is by far the most important skill required to be successful in school. Teachers spend more time and effort just to make every child a reader. In today's schools, too many children struggle with learning to read. Based on the Pre-Oral Reading Assessment that we conducted, 12 out of 39 pupils in Grade 2 were struggling readers who need to be given attention for the rest of the school year.

METHODS

The study used the descriptive method. After gathering the result of the Pre -Reading Assessment, brainstorming with the teacher was done. We planned for the best solution to address the problem of struggling readers. We formed a project team that will man the group. Meeting with parents of the concerned pupils and home visitation was done by the teachers. The result became the basis and starting point for the implementation of the program.

RESULTS

The 12 respondents in Grade 2 were very cooperative and showed willingness to read. The parents were also supportive. The plan was implemented smoothly with the cooperation of the team, pupils and parents. Printed and colorful materials were at hand and helped a lot in the implementation of the program. The 12 respondents become readers.

DISCUSSIONS

The results show that after the implementation of the program in three- month time, 12 struggling readers became readers or 100% of the Grade 2 pupils were readers and promoted to the next Grade level. The teachers continue applying the program, while the parents' guide their children in reading as their children begin to read stories. It may be time consuming for them, but it helps their children.

KEYWORDS: struggling, strengthen, reading

SUBMISSION ID: R04A-BATANP-1471

The Impact of internet Usage on the Academic Performance in English of Grade Six Pupils in Bayudbud Elementary School

Guillermo Gener, Department of Education

Abstract

INTRODUCTION

The internet plays a vital role in our everyday life. It is the most powerful tool today which can be used to succeed in our careers and even in our studies. Messages, research, and other information can be easily accessed on the internet. In this study, the researcher investigated the impact of internet use on pupils' academic performance particularly in English.

METHODS

The descriptive method of research was used in this study. Thirty-three (33) Grade Six pupils from Bayudbud Elementary School, Tuy, Batangas responded to a set of questionnaires that were distributed. The researchers also conducted an interview and document analysis.

RESULTS

Based on the results obtained from thirty-three Grade Six pupils of Bayudbud Elementary School, it was found out that using internet to complete different tasks in English helped pupils to perform better academically which resulted in getting high grades. As compared to purely textbooks as resources, pupils have become more aware and confident in terms of grammar, pronunciation, etcetera after using internet. They became more interested in their English classes. The task given to pupils also became easier for them and new learning was gained because they encounter a lot of things on the internet as far as English was concerned. Their studies were not distracted despite the many accessible sites in the internet because they knew their limitations and with the guidance of the parents. The researcher also found out that the internet had positive effects on the students' academic performance regardless of length of use.

DISCUSSIONS

We must embrace scientific innovations because it leads us towards success. Internet has helped students attain quality education. With its aid, pupils have better future ahead of them as demonstrated on the research conducted. It is believed that with the help of the internet, pupils from Bayudbud ES will become more advanced.

KEYWORDS: academic performance, internet, pupils, globally-competitive

SUBMISSION ID: R04A-BATANP-2220

The Impact of Learning Approaches in Elementary Mathematics and their Relation to Administration and Supervision

Lea Magsino, Department of Education

Abstract

INTRODUCTION

The purpose of this work is to determine the learning approaches in Elementary Mathematics instructions in the District of Tanauan City South, Division of Tanauan and their relationship to administration and supervision of the school management. This also seeks to determine the factors that affect the quality of education that every learner deserves.

METHODS

This study wants to investigate the nature of learning in relation to administration and supervision of teaching. Questionnaires were used to determine the reported strength and weaknesses in line to this study.

RESULTS

Findings show that there is a significant relationship between the administration/supervision and the teaching strategies and approaches of the teachers. The results were based on the following categories: 1.) The learning approaches used by the teachers in teaching Mathematics as perceived by the respondents; 2.) The perception of the teachers as they encounter the problems in teaching Mathematics; 3.) The attitude and the behavior of the pupils towards Mathematics and 4.) The extent of the school heads perception based from the problems encountered in teaching by the teachers in the utilization of learning approaches in Mathematics

DISCUSSIONS

Mathematics is one of the most difficult subjects to teach. The learning approaches used by teachers and tracking learning process and progress affirm the critical role of teachers and the school administrator in achieving quality education.

KEYWORDS: learning approaches, Mathematics

SUBMISSION ID: R04A-TANAUA-0201

The Impact of Local Government Unit-Based Feeding Program on the Public School Elementary Learners' attendance

Evelyn Plaquia, Department of Education - Cavite

Abstract

INTRODUCTION

Attendance is very important for all the learners because if they attend the class consistently they can perform well in class. This can affect the academic performance of the learners. It is hard for the teachers to help their students if the students are frequently absent. Based on the findings of the Department of Education (Department of Education), the main reason of their absences is poverty. They lack access to basic needs such as food. In response, the local government in one of the public elementary schools in Southern Luzon, Philippines conducts a feeding program to help the indigent learners in their community.

METHODS

In the conduct of this study, the researcher made a document analysis and conducted interviews to determine the effects of the feeding program in addressing the problem of the identified forty (40) learners from different grade levels on their frequent absence from the class.

RESULTS

Based on the findings of the study, the researcher concludes that 36 out of 40 or 90% of indigent learners go to school regularly because of the feeding program. In effect, they attend their classes and they perform better in their lessons. This was evident since the feeding program of the Local Government Unit started in June and ends on the last day of the school year. In addition, the teachers attested that after 5 months, 90% of the learners come to school and continuously improve their academic performance.

DISCUSSIONS

The study shows that feeding program can lessen the absences of the learners. It shows the effectiveness of the program to help the learners come to school. It is to affirm that internal and external stakeholders can work together to ensure quality education among the learners.

KEYWORDS: IMPACT OF FEEDING PROGRAM

SUBMISSION ID: R04A-CAVITP-1345

The Impact of Marungko Approach in the Progression in Reading of Selected Grade one Pupils

Ma. Milagrosa Alvarez, Victoria Action Research

Abstract

INTRODUCTION

There are several studies focused on reading. One of these is the explicit phonics program called Marungko. In this study, we explored the impact of Marungko to struggling readers in Mother Tongue where instead of teaching the usual order of the alphabets, a different technique was introduced .

METHODS

Descriptive method of research was utilized. Administering a pre-test to 10 struggling readers which served as a tool to get the number of students with poor reading skills in Mother Tongue. Descriptive - comparative method was used in comparing the number of pupils before and after the implementation of the project, while the data on level of interest of the respondents were gathered using descriptive-evaluative method of research

RESULTS

After administering the pre-test to struggling readers, the problems that were identified as follows: 1. Phonological Awareness, 2. Difficulty in recognizing initial, medial, final sounds/letters, 3. Difficulty in reading two-three syllable words. On the other hand, the factors that affect the reading ability of pupils were identified as follows: 1 Parental involvement, 2. Absenteeism, 3 Lack of reading habits, 4. Vision problems, and malnutrition, respectively.

DISCUSSIONS

The results implied that parental Involvement and guidance play an important role in developing reading habits of the pupils especially in their early stage. Marungko approach was able to improve the quality of teaching and learning process of reading. The reading progression of the pupils is based on their capacity to easily or slowly catch-up with the technique used.

KEYWORDS: impact, progression, reading

SUBMISSION ID: R04A-LAGUNA-0231

The Impact of Marzano's Science Vocabulary instruction on the Mastery Level on Classification of Matter of Selected Grade Seven Low Performing Learners at E. T. Tirona Memorial NHS SY 2017-2018

Julieta Mila Mercedes Torres, ETTMNHS

Abstract

INTRODUCTION

The primary purpose of this research was to determine the effect of Marzano's Science Vocabulary Instruction on the mastery level on the classification of matter of selected low-performing Grade Seven students. Successful vocabulary learning requires exposure to a wide variety of usage contexts in order to build word knowledge that is rich and flexible.

METHODS

This study utilized pre-test-post-test Quasi-experimental research design to test the effectiveness of validated Marzano's Science Vocabulary Instruction as an enhancement strategy on the mastery level of Grade Seven Low-Performing learners compared to students who were not exposed to building science vocabulary.

RESULTS

Using t-test of Independent Means at the level of significance 0.05, there was a significant difference between the mean scores of the two classes. This means that Marzano's Science Vocabulary Instruction was effective in enhancing the mastery level of Grade Seven slow- learners on concepts regarding classification of matter. Assessments made by the teacher-respondents showed that Marzano's Process of Vocabulary Instruction was highly effective in terms of presenting individual terms and their descriptions in rich contexts, in terms of relating new terms to words they already know, in terms of using multimedia methods, in terms of providing multiple measures to new terms and opportunities to use those terms inside the classroom. This revealed that competency-based skill and students' interest in learning Science were enhanced.

DISCUSSIONS

The results revealed that Marzano's Process of Science Vocabulary Instruction was effective in enhancing the mastery level on the classification of matter among selected Grade Seven slow-learners. Teacher-respondents rated the strategy as highly effective in enhancing the mastery of a subject matter, mastery of a competency-based skill and interest in learning Science 7. This research study could be a starting point for creating a Comprehensive Enhancement Program on Science Vocabulary Instruction to enhance vocabulary comprehension and provide a Content Vocabulary Assessment System.

KEYWORDS: Marzanos' Science Vocabulary Instruction, Classification of Matter, Quasi-Experimental Research Design, Grade Seven

SUBMISSION ID: R04A-CAVITP-0024

The Impact of Math Journals on Students' Mathematics Performance and Self-Efficacy

Victor Disilio, Sta. Catalina NHS

Abstract

INTRODUCTION

Mathematics teaching nowadays has become formidable for teachers since most students find the discipline difficult to learn. A teacher should exhaust all means, as to pedagogy and content, so that none of his learners will be left behind. The purpose of this experimental study is to determine the impact of Math Journals on students' Mathematics performance and self-efficacy. Specifically, the study is intended to identify the level of students' performance and self-efficacy in Mathematics before and after the intervention which is journal writing (Math Journal) in Mathematics and the perception of students on Math Journals.

METHODS

This study employed the quasi-experimental method specifically the matching-only pretest-posttest control group design. Purposive sampling was used to determine the respondents of the study. The respondents who participated in this study were 80 grade 10 students of Sta. Catalina National High School in the school year 2017 - 2018 which was divided into two groups, the experimental and control groups. The experimental group received both instructions and treatment for eight weeks while the control group received instruction only. Both independent and dependent t-test were utilized to determine the significant difference between the pretest and posttest results of the experimental and control groups.

RESULTS

Findings revealed that both experimental and control groups have low level of Mathematics performance and self-efficacy before the treatment (Math Journals) but significantly increased after the treatment. Both experimental and control groups posted high level of Mathematics performance and self-efficacy. Results also indicated that there is a significant difference in the levels of Mathematics performance and self-efficacy between the experimental and control groups. The experimental group showed higher performance and self-efficacy in Mathematics. Further, the experimental group signified that they really benefited from journal writing. Thus, math journals have a significant and positive impact on students' mathematics performance and self-efficacy.

DISCUSSIONS

Since results reported that math journals have a positive impact on students' mathematics performance and self-efficacy, there is a need for a school-wide implementation of this not only in mathematics but to other subject areas as well.

KEYWORDS: Math Journals, Mathematics Performance, Self-Efficacy

SUBMISSION ID: R04A-QUEZON-0285

The Impact of Multimedia-Facilitated instruction on the Academic Performance of Grade 8 Students in Science of Trece Martires City National High School

Eleanor Gonzales, Trece Martires City National High School

Abstract

INTRODUCTION

This action research determined the impact of multimedia-facilitated instruction in raising the academic performance in Science of grade 8 students of Trece Martires City National High School. Specifically, the significant difference in the level of academic performance of the two groups of student-respondents prior to the experiment based on their pre-test scores was noted. Likewise, the difference in the level of academic performance in science of the student-respondents in the control and experimental group after the use of multimedia-facilitated instruction was investigated.

METHODS

The study involved the two homogeneous Grade 8 classes at Trece Martires City National High School. Both classes were pre-tested to determine the students' level of academic performance in Science prior to the experiment. After this, the control group received the traditional approach in teaching Grade 8 Science while the experimental group was taught using multimedia-facilitated instruction. Both the control group and the experimental group were post-tested to check if there was improvement in their academic performance. The data was then prepared for analysis.

RESULTS

Results showed that both groups scored low in the pre-test with a mean of 4.53 and 4.88, respectively while both improved their scores in the post-test with a mean of 8.21 and 9.25, respectively. Moreover, the computed t-ratio of -0.1295 is lesser than the tabular value (1.960) at 0.05 level of significance which means that there is no significant difference in the pretest scores of the class groups. This means that both groups are on the same level prior to the experiment. Meanwhile, the computed t-ratio of 2.1295 is higher than the tabular value (1.960) at 0.05 level of significance which means that the posttest scores of the groups significantly differ resulting in higher scores for the experimental group.

DISCUSSIONS

Grade 8 students in the experimental group outperformed those in the control group after the use of multimedia-facilitated instruction in Science. Therefore, the intervention multimedia-facilitated instruction is a viable strategy in teaching Grade 8 Science and is recommended to be adopted in the future.

KEYWORDS: multimedia-facilitated instruction, academic performance

SUBMISSION ID: R04A-CAVITP-0082

The Impact of Numeracy Assessment tools with e-Games on the Performance in Mathematics of Grade 1 Pupils of Luntal Elementary School

Margie Andrin

Abstract

INTRODUCTION

Pioneering and strengthening numeracy skills play a great role in producing 21st-century learners who are responsive to all aspects of life. However, in our school, Grade 1 pupils are less numerate. To build a strong foundation in enhancing Mathematics instruction, the Mathematics Department of the Schools Division of Batangas implemented a program in which learners are exposed to answering worksheets with interactive e-games. In this study, I crafted numeracy assessment tools with e-games to perceive its impact on the performance of Grade 1 pupils in Mathematics that was grounded in evidence.

METHODS

A descriptive-experimental method of research was used. Thirty-eight (38) pupils from two sections of Grade One were utilized and grouped into experimental and control. They were chosen through purposive sampling and responded to a set of questionnaires and interviews. The data were collected through quantitative analysis of the impacts of numeracy assessment tools with e-games and was validated by a person expert on instrumental validity.

RESULTS

These are the aftereffects of the study. In the pre-test, the two groups displayed low performance and after the administration of the numeracy assessment tools with e-Games, the experimental group showed higher performance than the control group. The outcomes in the Post Test in both groups had a significant difference and had a great impact on the performance of the pupils in Mathematics with the usage of Numeracy Assessment Tools with e-Games. These numeracy tests helped enrich and develop proficiency among learners while the interactive e games helped gain their interest in learning. To maintain the utilization and administration of the program, an action plan was carefully made.

DISCUSSIONS

The results demonstrate the impact on and effectiveness of the numeracy assessment tools with e-games in the performance of the pupils in terms of mastering the different competencies in Mathematics. This is related to other researches which had proven the positive effects of using worksheets and e-games in improving the levels of numeracy of the learners. To make the program efficacious, proper planning in the administration of pre-assessments among learners, implementing the program with proper knowledge and skills about the electronic games, involving parents and stakeholders and applying innovations in learning mathematics would be helpful. Those were the constant factors for the program's success.

KEYWORDS: numeracy assessment tools, e-games, impact, performance, numeracy skills

SUBMISSION ID: R04A-BATANP-0356

The Impact of Outcomes-Based Education on the Cognitive Development of Grade 5 Pupils in Selected Public Schools in Lucena City

Maela Margaritte Millar, Teacher I

Abstract

INTRODUCTION

This study aims to determine the impact of Outcomes-Based Education (OBE) on the cognitive development of Grade 5 pupils in selected public elementary schools in Lucena City. Outcomes-Based Education contrasts with traditional education which primarily focuses on the resources called inputs that are available to the students. Cognitive development, on the other hand, refers generally to changes in thinking abilities.

METHODS

This study used the descriptive method which is designed to provide answers to the questions of who, what, when, where, and how associated with a particular research problem. A questionnaire is a primary tool used to gather the information needed in this particular study and was distributed to 80 pupils and 20 teachers from Grade 5 classes.

RESULTS

As a result, the teachers perceived OBE elaborating competencies by performance objectives. They used writing strategies in providing learning outcomes. Based on their observations, OBE helps the learners to be analytic thinkers through real-life or authentic problem solving, and it increases retention through applying specific knowledge or information to produce an output. On the other hand, the pupils used book reports, creative writing, journals/diary, and work pages where they use their writing skills and generate their ideas in making learning outcomes.

DISCUSSIONS

Roy Killen (2009) stated that well-written outcome statements all have one very important feature - they all indicate something that learners will be able to do as a result of their learning. OBE always focuses on what learners should do by the end of their learning. Teachers will act as facilitators or evaluators of the learner's performance which makes the environment learner-centered (Killen, 2009). However, Kenneth Moore (2001) defined OBE as an approach focusing on instructional practices on ensuring that students master the identified outcomes, and it asserts that all students can learn. According to Killen (2009), some outcomes require learners to respond to the complexity of real-life performances. But not all outcomes are created equal - some require much more complex learning and sophisticated demonstration than others.

KEYWORDS: Outcomes-Based Education, Cognitive Development, Grade 5 Pupils, Lucena City

SUBMISSION ID: R04A-QUEZON-0366

Impact of Parents Supervision on the Study Habits of Kindergarten Pupils in Mantagbac Elementary School

Marites Ichiano, Mantagbac ES

Abstract

INTRODUCTION

Parent supervision is one of the factors that affect the behavior of kindergarten pupils. The common issue is that teachers find it hard to control the pupils' behavior while their parents are nearby school premises. The pupils' study habits are affected by attention, and their attention is affected by their behavior inside the classroom.

METHODS

The method to be used is a descriptive-qualitative research approach. The purpose of the study is to analyze the long term effects of study habits during the teaching process and supervision of pupils by the teacher and parents. With the combination of these two, the purpose of the study will be realized. Data and information were elicited from teachers, parents, and students by interviewing them.

RESULTS

The researcher's hypothesis is that controlling the behavior of the pupils inside the classroom and at home has impact on their study habits. Collaboration and supervision of parents and teachers are also helpful in establishing and maintaining these study habits.

DISCUSSIONS

According to the psychological model proposed by Hoover-Dempsey & Sandler [1995], three (dynamic) constructs primarily influence parents' involvement decisions: (1) The parents' understanding of their role in the child's life: what they believe parents are supposed to do in relation to their children's education and educational progress. Parents become involved in schools if they hold the belief that they should be involved. (2) The parents' sense of efficacy for helping their child succeed in school: do parents believe that their involvement can exert a positive influence on children's educational outcomes? (3) The general invitations, demands, and opportunities for parental involvement by both the child and the child's school: do parents perceive that the child and the school want them to be involved?

KEYWORDS: Key Word: Study Habit, Supervision, Behavior

SUBMISSION ID: R005-CAMNOR-0035

The Impact of Physical and Verbal Abuses on the Personality and Academic Performance of Students in Puro National High School

Jessa Maloloy-On, Department of Education

Abstract

INTRODUCTION

Physical abuse is defined as the intentional use of physical force against a child that results in (or has a high likelihood of resulting in) harm on a child's health, development, or dignity. This includes hitting, beating, kicking, shaking, biting, strangling scalding, burning, poisoning and suffocating (World Health Organization, 2006). The researchers took it as a challenge to conduct a study focusing on the cases of verbal and physical abuse with students as victims. The researchers would like to know whether these kinds of abuse have an effect on the personality and academic performance of students.

METHODS

Through the snowball method, the researchers have identified 70 students from junior and senior high who have experienced physical and verbal abuse. A checklist survey questionnaire translated to Minasbate was used to gather the needed information. To analyze the data gathered, the researchers used frequency percentage to identify the kinds of abuses the respondents mostly suffered, chi-square test to determine if the abuses suffered by the students have an impact on their personality and Pearson correlation coefficient to determine if physical and verbal abuse affect personality and the academic performance of students.

RESULTS

It was revealed that hitting and name-calling were the physical and verbal abuse suffered by students from their parents. Because of these, they don't have self-esteem, they rebel from their parents and pushed them to engage in vices. The findings show that the academic performance of the students was affected. For not attending school because of vices and rebellion, their grades decreased, they prefer to be absent in class and do not participate in class and school activities.

DISCUSSIONS

It was revealed that hitting and name-calling were the kinds of physical and verbal abuse often experienced by students from their parents that resulted in low self-esteem and rebellion among students. The findings of the study were similar to the study conducted by Bredgen, et.al (2008) who revealed that verbal and physical abuse, is especially likely to lead to the development of negative self-perceptions and consequently emotional problems. Their academic performance was affected for they get into vices, they become not participative in class or prefer to be absent. This fact was proven by Wang who revealed that physical and verbal abuse results in aggressive behavior and poor academic performance and may result in a gap between parents and adolescents.

KEYWORDS: Physical Abuse, Verbal Abuse, Personality, Academic Performance

SUBMISSION ID: R005-MASBAP-0012

The Impact of Project 555 on Addressing the Least Mastered Skills in Learning Outcome Assessment (LOA)

Melvin David Miñon, Department of Education - Noveleta

Abstract

INTRODUCTION

San Juan Elementary School in Noveleta, Cavite is finding ways on how to improve National Achievement Test results for grade 6. In connection to this, the worker conducted Project 555 as an intervention to address the least mastered skills based on LOA results and focused on the First Grading Period. This study wants to determine if Project 555 is effective by comparing the pre-test and the post-test results. The competency is being taught on a weekly basis.

METHODS

Based on the LOA results of the first grading period of the school year 2018- 2019, h got the least mastered skills in English, Science, Mathematics, Filipino and Araling Panlipunan. Then, he made a 5 item-test and administer it thrice a week. He compared the pre-test and the post-test using the index of mastery. This was his basis whether the competency has been mastered. He also provided a checklist of results per week in order to determine the effectiveness of the project.

RESULTS

Results showed that Project 555 is effective based on the data gathered from 45 respondents. The data indicated that there was an improvement on the index of mastery every week. This practice helped in increasing the level of mastery in the VLM based on the pre-test and post test results under Project 555 implementation.

DISCUSSIONS

The project is to be conducted whole year round and the intervention should be based on the least mastered skills every grading period. The improvement every week is evident because of the indication of the index of mastery. Addressing least mastered skills every grading period will help improve results in the National Achievement Test.

KEYWORDS: Impact, Project 555, Least Mastered Skills, Learning Outcome Assessment

SUBMISSION ID: R04A-CAVITP-1377

The Impact of PROJECT NOURISH on the Nutritional Status of Undernourished Children in Dr. Alfredo Pio de Roda Elementary School

Annaliza Barola & Marivic C. Mojica, Dr. Alfredo Pio De Roda Elementary School

Abstract

INTRODUCTION

This study investigated the impact of "Project Nourish" on the nutritional status of undernourished pupils in Dr. Alfredo Pio De Roda Elementary School in Calumpang, Cerca, Indang, Cavite. The word "NOURISH" in this project had significant meaning referring to "NO UndeRweight In ScHool" which represents the ultimate goal of the project.

METHODS

This project was carried out with 27 selected undernourished children following a quasi-experimental design with subject consisting of 23 wasted and four (4) severely wasted pupils identified through their body mass index (BMI) scores. The intervention was a three-month feeding program comprising of free lunch every 12:00 noon and a free glass of milk during recess, which was offered to selected undernourished pupils daily, five times a week for a period of three months. The data that were collected were pre and post BMI scores of the participants which assessed the nutritional status of pupils before and after the Project Nourish intervention. T-test was applied to determine if there is a significant difference between the pre- and post- BMI scores that gauged the pupils' nutritional status before and after the feeding program.

RESULTS

T-test statistics revealed significant difference in the BMI scores of the selected pupils before and after the Project Nourish intervention. Prior to the intervention, there were 23 wasted and 4 wasted pupils identified. After the implementation of the Project Nourish, 26 pupils had normal BMIs and only two (2) pupils had wasted nutritional status.

DISCUSSIONS

The findings showed that the 27 undernourished pupils who participated in the project had significant improvement in their nutritional status. Thus, the three-month implementation of "Project Nourish" positively enhances the nutritional status of undernourished pupils of Dr. Alfredo Pio De Roda Elementary School. It is therefore recommended that the "Project Nourish" be continuously implemented and become a significant part of the school's development plan not only to lessen the number of undernourished children in school but to ultimately promote successful health and academic outcomes of young children.

KEYWORDS: PROJECT NOURISH

SUBMISSION ID: R04A-CAVITP-0833

The Impact of Project Read on Grade 2 Pupils of Halang Elementary School

Carilen Morillos & Kimberly Ann Panganiban

Abstract

INTRODUCTION

Reading is the key to learning, understanding, and discovery of new things. On the other hand, as much as teachers wanted to teach reading, some pupils are not committed, dedicated, motivated, and frequently absent-reasons why learning is very limited. This study aims to reduce the percentage of pupils reading under the frustration level based on the results of the standard formula of the Philippine Informal Reading Inventory (PHil-IRI).

METHODS

A quantitative approach is used for analyzing the statistical data which are the pupils' pre-test and post-test scores. T-test is utilized to find out whether the mean differences are significant or not. Surveys are conducted to find out the materials and strategies required by the key customers through checklist form.

RESULTS

The study found out that the implementation of the Reading Program in the school is successful because students achieved a higher reading performance. At the end of the study, 18 out of 59 pupils remain at the frustration level, while 41 pupils improved from frustration to instructional reader.

DISCUSSIONS

The results demonstrate that pupils learn best in reading through short stories using big books with pictures before the words by pair/partner. Regular reading will assist students to become strategic readers and to gain more benefit from their academic reading and reading in real life as suggested by Khaokaew (2012). The implementation of different reading approaches may be used in conducting future researches.

KEYWORDS: project READ, grade 2 pupils, Halang

SUBMISSION ID: R04A-CAVTP-0462

The Impact of Project SMART (Strategic Math Activity through Reinforcement Technique)

Merlita Lastimos, Department of Education - Calamba City

Abstract

INTRODUCTION

Turbina Elementary School got low results in terms of the periodical test in ENSCIMA. From SY 2014-2017, the average MPS of Grade III in Periodical Test in Math is 39.65 %, 40.20% in English and 46.45% in Science. According to the data gathered, Math has the lowest MPS in Periodical test for three consecutive years. With an average MPS of 39.65%, the CI team will focus on the Grade three pupils for this project.

METHODS

Turbina Elementary School is one of the schools in the Division of Calamba City who is actively engaged in giving quality education to all the learners. The CIP team will implement this project SMART (Strategic Math Activity through Reinforcement Technique) with the help of the process owner in order to increase the MPS in Mathematics of at least 5% in Periodical Test this SY 2017-2018 specifically in grade III. Project SMART provides innovations and some teaching techniques to improve the skills of Grade III pupils in four fundamental operations.

RESULTS

The grade III pupils who are the focus of Project SMART perceived an improvement in their skill in four fundamental operations. Self-discipline and perseverance of the pupils have been seen in the process of the said project. The comparative results of the Pre-Test and Post- Test in Grade three pupils was 13 pupils out of 53 pupils improved their skills in the Four Fundamental Operation.

DISCUSSIONS

The result shows the need to focus more in introducing more innovations to help pupils who need improvement in the four fundamental operations. Project SMART significantly improved the efficiency and effectiveness of the processing of the Strategic Math Activity through Reinforcement Technique.

KEYWORDS: SMART, Reinforcement, Fundamental Operations, Process Owner

SUBMISSION ID: R04A-CALAMB-0192

**The Impact of Reading Remedial Classes on Reading Proficiency Levels
among Students of James L. Chiongbian National Trade School**

Catherine Fernandez, Master Teacher II & Virgilio A. Soriano Jr., Master Teacher I

Abstract

INTRODUCTION

This study aimed at evaluating the reading proficiency levels of the James L. Chiongbian National Trade School across year levels over the past three school years from 2014 - 2017 and the impact of the Reading Remedial Classes conducted last school year 2016- 2017.

METHODS

The Philippine Informal Reading Inventory (Phil-IRI) is the main instrument used in order to categorize students as frustration, instructional and independent readers. This is conducted among students of JLCNTS during the early part of the school year and the post-test is conducted towards the end of the school year. Students who were found to be non-readers and within the frustration level are subjected to reading remediation.

RESULTS

The study found out that a high percentage of incoming grade 7 students fall within the frustration level. The incoming grade 7 students have poor reading abilities upon entering high school. Their reading ability improved as they moved to the next grade level. The percentage of students becoming independent readers tremendously increased. The measures undertaken by the school such as the summer reading camp which is made compulsory to all incoming grade 7 and the remedial classes conducted to identified non-readers and students whose reading proficiency level is within the frustration level have helped improve the students reading ability.

DISCUSSIONS

Hence, these measures are strongly recommended to be continued or sustained and enhanced. A well-organized School Reading Program is therefore seen to be an important tool for the improvement of students' reading skills.

KEYWORDS: Phil-IRI, reading skills, reading proficiency, frustration, instructional and independent readers

SUBMISSION ID: R012-SARANG-0057

The Impact of School Activities on Student's Holistic Development: An Assessment

Rechil Gallor & Rosaleo C. Grevialde, Department of Education

Abstract

INTRODUCTION

The school as an institution is tasked to develop the natural potentials of the child. It is also encouraged to tap and polish the hidden talents of the learner through varied activities that could pave the way for their improvement. The research is focused on school activities (curricular and extra-curricular activities). In this study, the researchers aim to assess the impact of school activities on the holistic development of the students and the problems encountered in undertaking student activities.

METHODS

The study dealt with the assessment of the school activities and their impact on the holistic development of the students in Gubat and Barcelona cluster schools. The researchers employed the descriptive-evaluated method through the survey design and resorted to qualitative and quantitative techniques.

RESULTS

School activities are conducted in the forms of competitions (contests) and trainings (campaigns), symposia, advocacy campaigns/ drive/drill, team building activities, familiarization cum socializations activities among others which are effective strategies to support and promote holistic development of the students. School activities have a strong impact on the intellectual, physical, social, emotional, and spiritual development of the students. The leading problems encountered by the respondents in undertaking student development activities are: a) unavailability of funds to carry out the program; b) unavailability of school activities; c) Unsustainable interest of the students; d) students miss classes due to practice required in different activities, and e) lack of time for training.

DISCUSSIONS

Schools should put emphasis on efforts to explore, intensify, and rationalize the coverage and conduct of different students' activities to promote the students' holistic development; Schools should continue supporting the existing programs and policies to sustain or further enhance the impact of said school activities on intellectual, physical, social, emotional, and spiritual development of the students. Schools should also revisit plans for students' activities taking into consideration the full participation of students in order to give equal opportunities for growth and development.

KEYWORDS: Impact School Activities Student's Holistic Development Assessment

SUBMISSION ID: R005-LEGAZP-0013

**The Impact of School-Based Feeding Program in Bilog Elementary School
Pupils School Year 2017-2018**

Guillerma De Ocampo, Department of Education - Alfonso Cavite

Abstract

INTRODUCTION

School feeding program has a significant positive effect on growth and cognitive performance in children. Various researchers assert that a child's fastest growth in physical mental and socio-emotional characteristics place during this age and children are found to be the most vulnerable to environmental influence. It is clear that improved nutrition and health are seen as necessary conditions for learning achievement in many institutions, but government bodies have often ignored the importance of child's health and nutrition to improved children's performance. This study, therefore, expects to fill the gap.

METHODS

A descriptive method was used. The research was conducted at Bilog Elementary School. A total of 18 pupils who are severely wasted were included in this research. The pupils of this study were from Kinder to Grade 6. They were chosen according to their nutritional status. The teachers, parents, as well as the School head, are well oriented with the School-Based Feeding Program. The parents were informed of their child's nutritional status and the programs, objectives, and purposes which they would take part.

RESULTS

The study shows that 18 out of 192 pupils from Kinder to Grade 6 went through the School-Based Feeding Program. Before the feeding program, the respondents belong to wasted and severely wasted pupils. After the feeding program, 16 pupils improved their nutritional status. After the feeding program, there are lesser number of malnourished pupils and their academic performance has improved.

DISCUSSIONS

The researcher accomplished the study objectives and showed that a school feeding program improves pupil's nutritional status. The results of the program are encouraging, comparable to other studies. SBFP significantly improves the child's nutritional status. Mother's education has a positive effect on her child's nutritional status as well as school enrolment and test scores. A mother's BMI was positively associated with child nutritional status: healthy mothers have healthy children.

KEYWORDS: Feeding Program, Bilog ES

SUBMISSION ID: R04A-CAVITP-1370

The Impact of School-Based Feeding Program in the District of Cabarroguis

Jesusa D. Martin, Villarose Integrated School & Roberto G. Pihnuton, San Marcos Elementary School

Abstract

INTRODUCTION

Malnutrition is prevalent in developing countries and among other countries. Records showed that the Philippines is one among the countries with high rate of malnutrition which then leads to poor academic performance. The Department of Education issued Department of Education Order No. 51, s. 2016, School-Based Feeding Program, an intervention to improve the Nutritional Status of schoolchildren in the country.

METHODS

Mean, standard deviation, a repeated measure of analysis of variance (ANOVA) and the Pearson Product Moment Correlation were used by the researchers. The mean and standard deviation were used to describe the nutritional status for the three (3) consecutive school years and to answer the research question on the impact of SBFP on drop-out rate, promotion rate, and nutritional status. Focus Group Discussion was used to know the issues, concerns, problems encountered and the best practices. Repeated measures ANOVA was used to test the difference between means of significance and to determine the significant difference in the nutritional status of the target study.

RESULTS

The impact of the School-Based Feeding Program to the five (5) recipient schools for three consecutive school years school SY 2014-2017 in the District of Cabarroguis was presented by the researchers through the use of necessary data of drop-out rate, promotion rate, Nutritional Status before and after implementation and survey forms answered by the school heads, SBFP Coordinators and teachers. Results from the computed t-value (19.9960) and the tabular t-value (0.05) revealed that there was a significant difference in the nutritional status of the beneficiaries of the five School-Based Feeding Program recipient schools. Thus, the number of wasted and severely wasted pupils were reduced, and all of them were promoted to next grade level and maintained zero drop-out rate. The result of their nutritional status were also improved within the three-year implementation.

DISCUSSIONS

Based from the results, The School-Based-Feeding Program in all schools of the district of Cabarroguis should be intensified. There must be enhancement on the implementation and close monitoring of the school-based feeding program. The nearly wasted pupils must be also included as recipients of the SBFP and SBFP plan for the obese and nearly obese and overweight children. Further similar studies must be conducted to validate the impact of school-based feeding program with a larger sample size to other schools in the district and in the division.

KEYWORDS: Impact, Performance, School-Based Feeding

SUBMISSION ID: R002-QUIRIN-0115

The Impact of Senior Scouting Advancement Training Program on Student's Learning Experience and Leadership Skills Development

Roldan Laygo, Department of Education, Division of Lipa City

Abstract

INTRODUCTION

Scouting provides great adventure in outdoor learning. It designs activities that bring about the development of skills that will turn the scouts into dependable and self-reliant individuals. Participation in senior scouting means enjoying a lot of things together with other scouts.

METHODS

The research design used for this study is a descriptive method of research. The respondents of this study include 50 Senior Scouts of Bolbok Integrated National High School in the Division of Lipa City. The questionnaire made by the researcher is the main instrument in gathering data which underwent content validation from other reliable researchers.

RESULTS

The study shows that senior scouting advancement training program really helps the students in shaping their personalities through academic performance and developing their skills to be potential student-leaders of the school. They tend to grow up to be upright and respectable citizens of the community and of the country.

DISCUSSIONS

The school must give great emphasis on scouting movement as avenue in molding the students to become well-rounded individuals. Trainings on leadership must be conducted more often to intensify the scouting movement of the school. The school must participate on different advancement activities being catered by the Council. Involvement in the community must be considered also to foster brotherhood within one's immediate group and in the community.

KEYWORDS: skills, potential, intensify, holistic

SUBMISSION ID: R04A-LIPAC1-0240

The Impact of Social Media on the Well-being of Grade 12 Students

Kris Aravelle Lopez, Calubcub 1 Senior High School
(Adviser: Lean Grace Ortaleza)

Abstract

INTRODUCTION

Social media such as Facebook, Twitter, Instagram, Tumblr and others are widely used now in sharing content like texts, photos, images, insights, news, and even rumors. These content can actually make or break a person depending on how these are utilized. These advancements greatly affect the students' well-being.

METHODS

A descriptive quantitative method of research was used to determine the impact of social media in the well-being of Grade 12 students. A researcher-made questionnaire was used as a tool to gather the needed information. The results were tabulated, analyzed, and interpreted using the statistical treatment applied by the statistician. This study was participated by 233 students from different public senior high schools in San Juan, Batangas who were identified through a random sampling technique.

RESULTS

In terms of the profile of the respondents, majority of them were 18-20 years old, are female, and use social media every day. Majority of them preferred using Facebook as a social media application. Meanwhile, there was an impact of social media on the lifestyle of the Grade 12 students. They seldom experienced stiff neck, neglected social values, experienced dizziness and hindered by laziness, and endured unhealthy sleeping patterns.

DISCUSSIONS

The results showed that students need to learn some coping mechanism to overcome difficulties they encountered in using social media. They must be responsible enough and manage the time they spend online. Focusing on school work during free time is the best option.

KEYWORDS: advancements, social media, well-being

SUBMISSION ID: R04A-BATANP-0645

**The Impact of Student Learning Style in Tagaytay City Science National
High School Academic Year 2018-2019**

Eric Tadifa

Abstract

INTRODUCTION

The study aimed to 1. document the personal profile of the respondents in terms of age, gender, economic status and type of environment; 2. identify The perceptual strength of the student-respondents in terms of : Auditory, Visual, Tactile, and Kinesthetic; 3. determine which of the following factors influence learning style among the students of grade 7 in Tagaytay City Science National High School in terms of family background, teacher's teaching style, school environment; 4. measure the level of relationship between student learning styles and the mathematics performance of Grade 7 students in Tagaytay City Science National High School. The study was conducted in Tagaytay City Science National High School with the total of 116 Grade 7 students as respondents.

METHODS

The study used Descriptive Correlation as its research design and sampling technique, respectively. Data were Analyzed through statistical methods like weighted mean, frequency distribution, percent distribution and Pearson-r Correlation.

RESULTS

The results revealed that there was no significant relationship between the Student Learning styles and Mathematics performance of grade 7 students in Tagaytay City Science National High School.

DISCUSSIONS

Ninety-two respondents were randomly selected among the grade 7 students in Tagaytay City Science National High School. There are three sets of correlation analysis that were done, the Mathematics performance of the Respondents, The frequency and Percentage of the perceptual strengths, and the relationship between the mathematics performance of the respondents and perceptual strengths. The gathered data was evaluated and discussed on the personal profile, mathematics performance, perceptual strengths and the relationship of Mathematics performance in perceptual strengths.

KEYWORDS: Perceptual, Learning Style, Teaching style, Impact, Mathematics performance.

SUBMISSION ID: R04A-CAVITP-0753

The Impact of Sub-Parenting Program on PARDO

Claytee N. Montejo & Gretchil B. Ramos, Department of Education

Abstract

INTRODUCTION

The Department of Education has a mandate to implement the Education for All (EFA) goals that requires all the children to be in school at the age suited to them. However, there are cases in which a learner could not benefit in such program because of some circumstances. A (PARDO) Pupils at Risk of Dropping Out case has inspired the researchers to conduct a study on how this PARDO can be saved.

METHODS

A case study was conducted which focused on a single client who showed manifestations of a PARDO case. The researchers got an approved intent letter for the school head and started the program. The guardian of the client was invited and the problem was addressed. Form 2 was used to prove the low attendance of the pupil and a survey form was filled out that showed negative behavior of the client. A memorandum between the guardian as the client's parents were separated. The teacher and the Barangay officials signed. Clients behavior in school and at home was monitored and reported.

RESULTS

At the end of the three-month intervention, both parties had convened for another discussion. They both found out that the client's negative behavior was transformed into a positive one. He no longer makes trouble in the class and his attendance records have improved. These improvements continued until the school year ended.

DISCUSSIONS

Teachers are the sub-parent of children in school. The results of this research showed how a teacher's unconditional love, care, and concern make pupils feel a sense of belongingness.

KEYWORDS: sub-parenting, PARDO

SUBMISSION ID: R013-SURSUR-0254

The Impact of Teachers' attitudes on Pupils' Behavior and Academic Performance

Ma. Jacinta Comia

Abstract

INTRODUCTION

Attitude can influence a person's behavior and performance positively or negatively. In this sense, this study will provide understanding of education and the changing aspects of relationship between teachers and pupils beyond the classroom. A teacher with his/her instruction methods and attitudes and behaviors affect the students. In general, teachers' attitude towards their pupils and their teaching style are very important for pupils to become successful.

METHODS

Based from the data gathered, pupils commonly described teachers' positive attitude as concerned, considerate, supportive, approachable, cooperative, being open minded, and understanding. Teachers' negative attitude is listed as disbelieving, unforgiving, too disciplined, unconcerned, discrimination, being irritated, and being biased.

RESULTS

The results show that while teachers' positive attitudes have positive effects on pupils' behavior and academic performance, negative attitudes have a negative effect on both pupils' behavior and academic performance. An effective teacher must not be overly strict. It is important to allow pupils both obligation and freedom within the classroom. This research clearly shows that the impact of teachers on their students' lives goes beyond the classroom. It has also been proven that teachers' attitudes highly influence pupils' interest in learning.

DISCUSSIONS

Teachers have an essential role in molding pupils' behavior and teaching the students academically. The situations in which effective teacher showed positive attitude are bound to make a contribution to pupils' success. Teachers are the second-highest important element in the improvement of individuals, after the parents. Teacher's positive attitude toward the pupils is an effective way in inspiring the pupils to have a good academic performance. Teachers should be good role models because their views on life and behavior influence the student.

KEYWORDS: Teachers' attitudes; academic performance; pupils' performance; pupils' personality

SUBMISSION ID: R04A-BATANP-1690

The Impact of Teachers' Morale on their Classroom Performance: its Implication to Educational Administration and Supervision

Marivic Laraño, Department of Education - Tanauan

Abstract

INTRODUCTION

One of the important factors that greatly affect the academic performance of the learners is the learning environment and how the teachers manage them during the teaching-learning process. The teachers being the most essential part of the school's operational system have a vital role in the growth and development of a nation. They should be inspired to do their best and that is through satisfaction with their present work situation. This study sought to determine the factors that influence the morale of the teachers and its impact on their teaching performance in the classroom. The result could be used in understanding the motivating factors that could uplift the morale of the teachers for the betterment of the quality of education everyone aspires to produce.

METHODS

The investigation is a descriptive research designed to look into the nature of the situation as it existed at the time of the study through exploring the particular phenomena such as teachers' morale and their classroom performance. Necessary data was collected from public elementary school teachers in order to test the hypothesis or to answer the question about the teachers' morale.

RESULTS

The level of the public elementary school teachers' morale in the District of Tanauan City South as perceived by themselves in relation to 1) Job Demands; 2) Working Conditions; 3) Compensation and Benefits; 4) Interpersonal Relationship with Colleagues and Communication; and 5) Opportunities for Growth was all high level. It is shown on their Individual Performance Commitment Review Form which obtained a Very Satisfactory Performance. This could be certified that when the morale of teachers is high, their classroom performance manifested in their pupils' achievements is also high.

DISCUSSIONS

The findings of this study about the relationship between the Teachers' Morale and their Classroom Performance could be a basis for enhancement program relative to raising the teachers' morale towards increasing job satisfaction and work commitment in pursuit of excellence in our educational system, particularly in the elementary level. This could also serve as a guide among the school principals/school heads/administrators in designing and planning trainings, seminars, and team building activities that would strengthen and raise the level of teachers' morale to its optimum level as well as increasing their performance incentives for it is revealed that the level of teachers' morale and their classroom performance have a significant relationship.

KEYWORDS: impact, optimum, morale

SUBMISSION ID: R04A-TANAUA-0197

The Impact of Teachers' Personality and Teaching Strategies on the Academic Performance of Students in Doña Maria Laurel Platon Memorial School

Daisyree De Leon

Abstract

INTRODUCTION

One of the issues concerning the teaching-learning process is the students' acquisition of knowledge imparted by the teachers. There are many factors that may affect the learning of the students. One of these factors is the teachers themselves. Teachers as individuals vary in their personalities. The type of personality that a teacher possesses could possibly affect the learning process. There are personality types which are considered to be effective in encouraging learning to take place. On the other hand, some personality types may not be appropriate in the teaching-learning process that could somehow impede the intellectual growth of the students.

METHODS

This study aimed to determine the impact of teachers' personality and teaching strategies on the academic performance of the students in Dona Maria Laurel Platon Memorial School. It also identified the relationship that exists between the teachers' personality type and the academic performance of their students. Moreover, the teaching strategies being employed were also correlated to the academic performance of the students. The findings of the study led to provide for a course of action that may help in maintaining or elevating the academic performance of the students.

RESULTS

In the light of the findings discussed from this work, the following results were drawn: 1. The academic performance of the students was described as below average; 2. The perfectionist and social types of personality were highly exhibited by the teacher-respondents; and 3. The strategies under inductive method of teaching were highly practiced by the teacher-respondents. There was a significantly high correlation between the students' academic performance and the teachers' personality and teaching strategies

DISCUSSIONS

The results implied that the teacher's personality has an impact on the academic performance of the students, teachers must be flexible enough to handle students with different capabilities. A class is composed of varied personality types of children that is why teachers are encouraged to employ varied methods and techniques for better facilitation of learning. Due to the fast pacing environment, the academe must constantly develop their faculty members by giving them trainings and workshops about the latest in technologically-based teaching methods and strategies. It is recommended that further studies be conducted giving consideration to other factors which may have an impact on the academic performance of the students.

KEYWORDS: learning process intellectual growth personality type

SUBMISSION ID: R04A-BATANP-1669

The Impact of Technology in Teaching Science among Grade Six Mercury of Cawongan Elementary School

Gener Lajara, Department of Education

Abstract

INTRODUCTION

Technology is defined as "any electronic item/equipment/application or virtual network that is used intentionally to increase/ maintain and/or improve daily living, work/productivity, and recreation/leisure capabilities of adolescents with autism spectrum disorders" (Odom et al., 2013). Technology also has the power to transform teaching by ushering in a new model of connected teaching. Technological tools can dramatically increase student learning, enhance student engagement, and unleash your creativity as an educator. Technology provides numerous tools that teachers can use in and out of the classroom to enhance student learning.

METHODS

The study used the descriptive method of research to attain data that would precisely interpret the concerns of this study. The respondents were the 35 grade VI- Mercury pupils in Cawongan Elementary School. The collected data were tabulated and manipulated statistically to find the performance of pupils in Science using the technology instructions. The statistical tools used in this study were frequency, percentage, and ranking. Frequency was used to determine the population of the students indicating responses regarding their assessment to the study. Percentage was used to determine the parts of a whole and to analyze the responses of the respondents. Ranking this was used to determine the positional importance on the assessment of the respondents regarding the teaching of nervous system through the technology instruction.

RESULTS

The use of technology in teaching Science has great effect in the classroom. Computer software and tablet apps have obvious applications in classroom activities, but the technologies inherent in automated cameras, LCDs and experiment monitoring systems can also aid in science education. Technology instruction may be described as the use of ICTs, projectors, animations, sound, and video and audio clips in making the lessons in Science.

DISCUSSIONS

Technology may be described as the use of ICTs such as laptop or computer and portable projector as the main tools, including PowerPoint presentations and video and audio clips in making lesson on nervous system more attractive and effective. The proposed materials to supplement the use of technology in teaching nervous system were PowerPoint presentations and video analysis to make them more effective.

KEYWORDS: precisely, portable, technology, instruction, engagement

SUBMISSION ID: R04A-BATANC-0144/ R04A-BATANP-0342

The Impact of the Implementation of Disaster Risk Reduction Management Program

Jay Leopoldo, Unidad National High School

Abstract

INTRODUCTION

This study determined the impact on the implementation of disaster risk reduction management (DRRM) program in three selected secondary schools in Cagwait District, Cagwait, Surigao del Sur during the Academic Year 2018 - 2019.

METHODS

The descriptive method of research employed standardized survey instrument. Descriptive statistics used were percentage, frequencies, and weighted mean, while inferential statistics employed Pearson correlation r for variance set at 0.05 level of significance.

RESULTS

The impact of the implementation of the program results obtained an overall total weighted mean score of 3.50. The highest weighted mean score is technical assistance with 3.98, while the lowest weighted mean score is 2.38 on funding. The variables tested have a decision of failed to reject the null hypothesis. Thus, a conclusion of not significant was achieved for sex and number of years in experience. The variables age, position/grade level and relevant training/seminar attended has a decision to reject the null hypothesis and has a decision of significant. These results on problems encountered obtained an overall total weighted mean of 3.41 with much serious adjectival rating. The highest weighted mean score is on the lack of disaster coordinating council at the school level with a mean of 4.45 obtaining a very much serious adjectival rating. The lowest weighted mean score of 1.64 is on the lack of disaster management plan.

DISCUSSIONS

The findings led to the following conclusions: the results of the respondents' profile response serve as baseline data to improve the implementation of the program. The perception on the disaster risk reduction management (DRRM) for the prevention and mitigation, disaster preparedness and risk reduction, emergency response, rehabilitation and recovery are effective awareness through education and information. An improvement on funding and lack of disaster coordinating council at the school level need to be addressed. Furthermore, we recommend that enhancement trainings, seminars, and drills on disaster risk reduction be conducted to better improve the current perception on disaster risk reduction management (DDRM).

KEYWORDS: Disaster Management, Risk Management, Impact of DRRM, Implementation of DRRM Management.

SUBMISSION ID: R013-SURSUR-0050

The Impact of the inclusion of Children with Special Needs in a Regular Classroom in Lemery Pilot Elementary School

Leonila Enriquez, Department of Education - Lemery

Abstract

INTRODUCTION

Inclusion in education refers to a model wherein learners with special educational needs spend most of their time with non-special (general education) needs students. It arises in the context of special education with an individualized education program and is built on the notion that it is more effective for students with special needs to be mixed with their peers for them to be more successful in social interactions leading to further success in life. Since these learners were educated in a separate class which is non-graded, their Sped Teachers were able to determine if they are ready to be integrated to a regular classroom. The purpose of the study was to conduct an empirical investigation into the impact of inclusive education and establish the extent to which it has benefited students with disabilities.

METHODS

Different learning actions and difficulties were assessed. The teachers of Special Education in LPES address problems by providing different interventions for the development of the learners. After knowing the effects of inclusion, different interventions were done for the benefit of the learners. The outcomes of their performance inside the classroom were gathered as data to support the study on the impact of inclusive education to the learners.

RESULTS

The impact of inclusive education will be of help to the learners and their families because the philosophy of inclusive education is aimed at helping all children learn. Children learn at their own pace and style within a nurturing learning environment. And in the end, realizing such benefits like this will make a difference in the learner's outlook in life. In general, the results show neutral to positive effects of inclusive education. The academic achievement of students with and without special educational needs seems to be comparable to non-inclusive classes or even better in inclusive classes.

DISCUSSIONS

Furthermore, a study's intention was to, therefore, propose a theoretical framework that could be used to address low success in inclusive education. The actions were taken by the LSEN's teachers after knowing the effects of inclusion on the learners with special educational needs. The study served as the basis in guiding the Learners' with Special Educational Needs and aiming for them to be included in a regular classroom set-up plays a big impact in molding and helping them to be ready.

KEYWORDS: impact, inclusion, Children with Special Needs, regular classroom

SUBMISSION ID: R04A-BATANP-0935

The Impact of the School-Based Feeding Program on the Nutri-Status of intermediate Pupils in Julian R. Felipe Elementary School

Jun Caraos, Lea Colonia, & Melita Hermoso, Department of Education - Cavite
City Action Research Group

Abstract

INTRODUCTION

In the Philippines, about 6 to 8% of children under five are wasted and about 2% are severely wasted. These figures are comparable to those of Thailand. About a third of children under five in the Philippines have stunted growth, and a fifth are underweight. Just like across the world, in the Philippines, the share of children under five who have stunted growth and those underweight, have been decreasing. In this regard, such kind of action research is made possible.

METHODS

The researchers used the qualitative descriptive research design. The researcher used a survey to gather the necessary data. Respondents were interviewed about the menus served to them and their comments were presented using a pie graph.

RESULTS

Among grade five students, the 25 wasted feeding beneficiaries have been reduced to 7, but there is no improvement among severely wasted students. Among grade 6 students, the 22 severely wasted students have been reduced to 7 severely wasted feeding beneficiaries, while the 32 wasted kids are reduced to 17 feeding beneficiaries.

DISCUSSIONS

The respondents in Grade 5 were seven (7) severely wasted and twenty-five (25) wasted children. In Grade 6, there were twenty-two (22) severely wasted and thirty-two (32) wasted children as respondents. Due to time constraints, this study was limited to the effects of the school feeding program on the nutritional status of children belonging to the wasted and severely wasted intermediate pupils in particular. The baseline and end line results for the school year 2017-2018 were considered in relation to the weight of the intermediate pupils- respondents.

KEYWORDS: school-based, feeding program, nutri-status, intermediate pupils, severely wasted, wasted, nutrition, malnutrition

SUBMISSION ID: R04A-CAVITC-0127

**The Impact of the Search for the Greenest and Cleanest Classroom Program
on Solid Waste Management: Basis for Continuous Improvement Program
(CIP)**

Janeth Perez, Department of Education, Calubcub 1.0 National High School

Abstract

INTRODUCTION

Republic Act 9003 is an act that requires any institution to have an ecological solid waste management program with an effective and efficient mechanism in handling solid wastes. However, this act is often taken for granted and violated. Even if proper waste disposal is strictly implemented, many people are still unaware of the protocol. In an institution, maintenance of orderliness and solid waste management are among the hardest concerns. Strict implementation is required and a valuable program should be implemented to materialize. This study utilized the Search for the Greenest and Cleanest Classroom Program to support the Solid Waste Management Act.

METHODS

This study was conducted at Calubcub 1.0 National High School, Calubcub 1.0, San Juan, Batangas. A total of 50 fifty (50) purposively selected students and teachers were chosen as respondents. The data were gathered using questionnaires and treated statistically using weighted mean, frequency distribution, ranking, and Likert scale. The researcher used both qualitative and quantitative research design.

RESULTS

This study shows that the respondents agreed on the impact of the Search for the Cleanest and Greenest Classroom Program on solid waste management. The researchers found out that proper storage and collection of solid wastes were highly evident but less evident in proper disposal. Furthermore, the cleanliness and orderliness of the school was maintained. Search for the Greenest and Cleanest Classroom Program should be sustained and linkages with different stakeholders should be strengthened for better implementation. This study has improved the awareness of both students and teachers.

DISCUSSIONS

The results show that the Search for the Greenest and Cleanest Classroom Program greatly affects the solid waste management strategy at CNHS. However, disposal procedures should be improved for optimum development. Evaluation should be strengthened, and implementation should be sustained. Conservation could be more practiced if the recyclable wastes could be converted into a useful material as project in TLE or science in addition to the old practice of selling bottles after collection as an income generating activity of the club.

KEYWORDS: Solid Waste Management, Search for the Greenest and Cleanest Classroom, Continuous Improvement Program

SUBMISSION ID: R04A-BATANP-1529

The Impact of Using Chili As A Natural Fertilizer and Pesticide

Lorena Macahia

Abstract

INTRODUCTION

Today, we can clearly see the destruction and the slow death of our Mother Nature. Pollution is everywhere. As a student, we should be aware of what is happening to our environment and do something to help protect and preserve our Mother Earth. We all know that our ozone layer is getting thinner and thinner because of the chemicals we use daily. To lessen this problem, we are going to investigate and study a natural insecticide that is eco-friendly and CFC-free. We can not only protect and help preserve our environment, but we can also be sure that our plants and crops are healthy too.

METHODS

An experimental set-up was used in this project. Different materials were used in this study such as chili, vinegar, salt, and water. We also used a blender, strainer and, an empty container. In Set-up A, we tested two plants with the same characteristics. One plant was sprayed using the synthetic insecticide and the other plant with the created natural insecticide. The two plants were observed for one week. In Set-up B, we prepared two insects (spider and cockroaches). Both were sprayed using the natural insecticides.

RESULTS

In this experiment, we examined how natural and organic pesticide compares to a synthetic one. The natural pesticide used is made from chili, vinegar, salt, and water. This is commonly among gardeners as repellents. Hot chilies make the most effective repellent. Salt and vinegar can also act as a repellent. A natural insecticide will probably leave non-harmful insects safe. While the synthetic pesticide can have harmful effects on our environment because it contains chemicals that are poisonous and toxic. The natural and organic insecticide used in the experiment works against spider and cockroach. Evidence can be seen as both insects died after they have been sprayed with the natural insecticide.

DISCUSSIONS

The results demonstrate the need for natural and organic materials to be used as repellent for insects and pests because they are a relatively safe form of pest control.

KEYWORDS: Insecticide, pesticide, repellent, organic, eco-friendly, CFC-free

SUBMISSION ID: R04A-TANAUA-0140

The Impact of Using Educational Bilingual android Applications in Grade 9 Science and Technology on the index of Mastery of Selected Students in their Weekly Test in Emiliano Tria Tirona Memorial National High School

Angelo Biaco, Emiliano Tria Tirona Memorial NHS

Abstract

INTRODUCTION

In this study, the researcher explored the possibility of using educational and bilingual android applications that are aligned with the existing Grade 9 Science and Technology curriculum of public national high schools.

METHODS

Three self-made android applications were created by the researcher using Sketchware on the topics of Stars and Constellations, Mole Concept and Cellular Respiration. Pretest and posttest were administered to selected heterogeneous students using validated weekly test on the said topics. Before giving the posttest, half of the students were asked to complete the android apps as their homework. These apps were tailor made to show a congratulations page only when the quiz is answered perfectly. Two sample dependent T- test were used to compare the Index of Mastery of every weekly test.

RESULTS

Index of Mastery of students who used the educational android applications are significantly higher than the ones who did not use the applications and relied solely on traditional study habits. Posttest of students who did not use the apps showed an index of mastery of 85.64 on average on the three topics, while the students who used the android apps showed an index of mastery of 94.56 on average on the three topics mentioned. Also, great interest was seen on students using these apps which is not commonly seen from students when given homework. With researcher's ten-year experience in teaching, this is the only time that he has witnessed the students eagerly doing their homework even before going home.

DISCUSSIONS

Results clearly say that using new technology in teaching such as android apps greatly enhance the quality of learning of students. It gives new perspectives and opportunities for developing young minds whenever it is possible. Smartphone applications pave the way for learning even in transit or at home. Lastly, these applications can be reproduced as easily as using Share It which means its practical.

KEYWORDS: android application, educational, self-made, curriculum

SUBMISSION ID: R04A-CAVITP-0058

The Impact of Using Numeracy Tools On the Academic Performance of Grade Ten Students in Coral na Munti National High School

Erwin Macaraig, Teacher III

Abstract

INTRODUCTION

Creating a strong mathematical foundation for children in our schools today is not an easy task. With various definitions of what number sense looks like and how it should be addressed, it is understandable that educators would have a difficult time addressing number sense needs in their classrooms. With the technology we are all facing today, Mathematics teachers are faced with the challenge of improving the mathematical abilities of the students in order to assure the development of their performance in the subject. Several studies have been conducted to propose intervention program to bridge the gap especially in Mathematics. But still the performance of students in Mathematics remains to be left behind by other disciplines. In this connection, numeracy tools were introduced in Coral na Munti National High School, being one of the secondary schools in the District of Agoncillo which experienced the challenge of improving the students' mathematical skills. An action plan to enhance the impact of using numeracy tools was also created.

METHODS

The researcher used the progress report card of the students to get their grades in Mathematics 10. It was then analyzed and ranked according to their rate. Interviews were also conducted to find out the causes of the students' poor performance in Mathematics.

RESULTS

The results of the tabulation of the students' grades revealed that 35% of the Grade 10 students found difficulty in learning Mathematics. Students' low academic performance in Mathematics was primarily due to the reason that they are not enjoying the subject. However, after using the numeracy tools, students enjoy solving mathematical problems.

DISCUSSIONS

The results of the study showed that students' academic performance in Mathematics will improve through the use of effective motivational techniques. As such, they learn best when they are grouped according to their multiple intelligence that provide them the opportunities to develop their inner potentials and abilities. An action plan made was used by Mathematics teachers as their guide in attaining their objectives.

KEYWORDS: numeracy tool, academic performance, action plan

SUBMISSION ID: R04A-BATANP-0172

The Impacts of Bad Gaming Habits on Selected Grade 10 Students' School Performance

Ernest Andrei Ilustrisimo, Mark Angelo Madredeo, & Cris L. Bajar, Department of Education ETTMNHS

Abstract

INTRODUCTION

Gaming is the act of playing. Gamers usually have bad gaming habits that can affect both mental and physical health. It can also affect the school performance of a student. However, there are limited data regarding the impact of gaming habits on students. This study hopes to contribute to society by identifying the bad gaming habits of the students of ETTMNHS to gather more useful strategy that can help explain collected data and to put out those bad gaming habits.

METHODS

The respondents were random 93 Grade 10 students of ETTMNHS S.Y. 2018-2019. The sampling technique that was employed in this study is purposive sampling. The questionnaire used in this study was adopted from the research entitled Gaming habits, Study habits, and Compulsive Gaming Among Digital Gaming Natives by Peter Mozelius, Thomas Westin, Mats Wiklund, and Lena Norberg.

RESULTS

There were 76 male respondents and only 17 female respondents. Having a mean of 2.62 on the bad gaming habits scale, the study revealed that the respondents sometimes observe that bad gaming habits has an effect on their school performance.

DISCUSSIONS

The impact of bad gaming habits is the main focus of this study to help the students become aware of what bad gaming habits can do to them: (1) The students sometimes observe that over time, they have been spending more time playing video games, or planning the next opportunity to play. They become restless or irritable when they attempt to cut down or stop playing. (2) Most of the time the participants play games so that they can escape their problems or negative feelings. (3) But they rarely observe that they skip academic activities, homework, so that they can play more. Also, they rarely observe that they spend more time and money, and borrow money, and think of computer games more and more so that they can play more or spend more time playing computer games.

KEYWORDS: Bad Gaming Habits, School Performance

SUBMISSION ID: R04A-CAVITP-1069

The Impacts of Family influence and involvement on Career Decisions of ABM Students

Perbielyn Basinilio
(Adviser: Reney Boy Formilles)

Abstract

INTRODUCTION

Career-decision making was a crucial part of every student's life. Student's choice regarding their career path could make or break them in the near future that is why it is done with careful consideration. In this study, the researcher explored the impacts of family influence and involvement on career-decision making of ABM students at General Mariano Alvarez Technical High School.

METHODS

The study made use of phenomenological type of research. The discipline of phenomenology may be defined initially as the study of structures of experiences or consciousness. The study is a qualitative study and uses questionnaires to collect data. The respondents are Grade 11 students under the Accountancy and Business Management strand (ABM) at General Mariano Alvarez Technical High School.

RESULTS. The study shows the role, impact, influence, and involvement of family in career-decision making of ABM students. Family greatly influenced career choice of ABM students. Some are encouraged to work in the family business, while others have to find better job opportunities in the future. The impact of family influence on career choice serves as extrinsic and intrinsic motivation for students.

DISCUSSIONS. The results revealed that the influence and involvement of family are important considerations when ABM students make career decisions. Families' approval regarding their choice of career is important for the students because it keeps them driven, confident, and comfortable on the career they have chosen. On the contrary, family influence could also be a burden to carry for the students who feel that they want a different career from what their families are willing to support.

KEYWORDS: Family Influence, Career Decision, Impacts

SUBMISSION ID: R04A-CAVTP-0608

The Implementation of Early Language Literacy and Numeracy Program For Kindergarten Pupils and its Impact On Pupils' Performance

Patria Montealto, Department of Education-Lipa City, Padre Valerio Malabanan
Memorial School

Abstract

INTRODUCTION

Early language literacy and numeracy are two essential skill areas that children need to develop during the early childhood period. These are also necessary building blocks for knowledge in other areas, and they appear to be related to one another. These perhaps are some of the reasons why the Department of Education put into consideration the need for the educational institutions to implement Department of Education Order No. 12, series 2015 which talks about the Early Language, Literacy, and Numeracy Program. The study was conducted to examine the effect of the implementation of Early Language Literacy and Numeracy on Kindergarten pupils of Padre Valerio Malabanan Memorial School.

METHODS

In this study, a qualitative method was used to measure the level of achievement of pupils. The demonstrated skills of the pupils were recorded by the teacher every day. The teacher prepared a record sheet to track the performance progress of every pupil. Kindergarten pupils were assessed during the First Quarter through the use of assessment tool provided by the Department of Education. These students were given developmentally appropriate materials to help them develop their language literacy and numeracy skills.

RESULTS

The Language and Literacy Skills result indicates that there was a huge increase of Consistent learners from 5% to 69%. This also shows that 88% or 50 kindergarten pupils have improved in the language and literacy skills. The Numeracy Skills of Kindergarten pupils' result, on the other hand, indicates that there was an enormous improvement of Consistent learners from 9% to 84%. This also shows that 94% or 54 kindergarten pupils have improved their Numeracy skills. The researcher was able to develop activity sheets to improve the pupils' reading and speaking skills, a self-made story book to motivate learners to read, instructional materials such as number fishing game, number and alphabet cards and game boards and worksheets for individual assessments.

DISCUSSIONS

Only seven pupils remained in the Beginning level for Language and Literacy Skills and three pupils for the Numeracy Skills. The teacher in the next level should identify who among the learners are in the Beginning level to continue with the intervention until they reach the desired level of learning. The innovative and developmentally appropriate practices/materials used by the kindergarten pupils helped them improve from the Beginning level to the next higher level. The Early Language Literacy and Numeracy Program supports the need of kindergarten pupils to initially understand the concept through varied manipulative activities.

KEYWORDS: language, literacy, numeracy

SUBMISSION ID: R04A-LIPAC1-0138

The Implementation of Electronic Games (E-Games) in Teaching Mathematics for Grade Four Pupils at Julian D. Luna Elementary School

Mary Grace Magadia, SDO Batangas Julian D. Luna ES

Abstract

INTRODUCTION

The Utilization of Oral and Written Numeracy Assessment Tools and e-Games for Diverse K to 12 Learners program aims to determine reliable information to measure and identify the learners' numeracy level, speed, and accuracy on specific content and standard and to design appropriate tools for diverse learners that would suit the teachers' teaching style and learners' learning needs. This will also help the slow learners to cope with their unmastered skills and competencies, on the other hand, it will provide advanced learners with more advanced skills.

METHODS

We used the descriptive method in determining the effectiveness of the intervention activities in the implementation of electronic games (e-Games). Two assessments were used, the oral and written pretest for the data collection of individual and consolidated results.

RESULTS

The Utilization of Oral and Written Numeracy Assessment Tools and e-Games for Diverse K to 12 Learners in Julian D. Luna Elementary School could strengthen the unmastered skills in Mathematics if implemented strongly. The analysis showed that there was an increase in the number of pupils who got an outstanding level and no pupil fell to "did not meet expectation" level after the posttest numeracy assessment.

DISCUSSIONS

Since the program earned positive response and is effective in strengthening difficult competencies for pupils, teachers are all encouraged to apply this program in their remedial assessment.

KEYWORDS: effectiveness, intervention, competencies

SUBMISSION ID: R04A-BATANP-0973

The Implementation of Elln Program in SDO Quirino: An Evaluation

Sonia C. Pagbilao, Fe G. Buccahan, & Orlando E. Manuel, Department of
Education-Quirino

Abstract

INTRODUCTION

Learning to read, write, and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these foundational skills. Thus, Early Language, Literacy, and Numeracy (ELLN) Program under the Department of Education Order No. 12, s. 2015 was implemented which aims to improve reading and numeracy skills of Kinder to Grade 3 pupils, following K to 12 Basic Education Curriculum. It also aims to establish a sustainable and cost-effective professional development system for teachers. This study was conducted to describe the implementation of ELLN Program in SDO Quirino as a basis for provision of evidence-based results for a better, sound policy formulation and decision-making, as long as better implementation.

METHODS

The Sequential Mixed Methods Designs by Creswell & Plano Clark, 2007 was the research design used, specifically the Explanatory Design where quantitative data and results were analyzed followed by qualitative data and results to get a thorough interpretation of results.

RESULTS

The reading performance of the grade 1 to 3 pupils was at Instructional Level, thus the implementation of ELLN was perceived as "Implemented." The grade 3 pupils have the lowest reading performance in English while the grade 1 has the highest reading performance in Mother Tongue. Performance of the kindergarten to grade 3 on numeracy is described as Very Satisfactory. However, the performance of the grade 2 and grade 3 shows the lowest which is described as Satisfactory. There is a significant relationship between the level of implementation of ELLN and the Performance of the respondents in Reading specifically on Materials and Learning Environment and on Numeracy/ Mathematics along materials, learning environment, and assessment. The identified issues and concerns were: insufficient TGs, LMs and CGs, difficulties on localizing lessons and preparation of adequate and appropriate materials, limited funds, resources and time, limited space of their classrooms, limited time for the conduct of SLACS, not validated assessment tools, limited skills on ICT and some teachers teaching in Mother Tongue are not fluent of the language.

DISCUSSIONS

Findings reveal that there is a need to improve the implementation of the ELLN Program focusing on the provision of developmentally appropriate assessment tools, reading and numeracy materials and making learning environment print-rich with proper utilization of classroom management.

KEYWORDS: early language, literacy and numeracy, assessment, print-rich

SUBMISSION ID: R002-QUIRIN-0122

The Implementation of K to 12 Senior High School Education in the City School Division of Urdaneta, Philippines

Reynald Mamasig, Department of Education

Abstract

INTRODUCTION

The K to 12 Senior High School education has been marred with challenges in terms of implementation. The gap between its intention and its implementation has become a crucial concern among the stakeholders.

METHODS

This descriptive-quantitative study is aimed to encourage all concerned to revisit, review, and initiate reforms for the effective implementation of Senior High School curriculum. The respondents were the public-school heads, teachers, and students of eleven implementing schools under academic track. The respondents assessed the level of implementation in terms of curriculum; teachers' qualifications; teachers' seminars and trainings; career guidance and counseling. Likewise, they determined the challenges encountered in the implementation along curriculum development; physical plant development; instructional resources; and program implementation.

RESULTS

The inadequate competency-based training on curriculum alignment, classroom- conflict management, and the low appreciation of the program appeared as the surmounting challenges which hinder the effective implementation. There is prevalence of the non- existence and/ or lacking of laboratories, apparatuses, and equipment which hampers the delivery of instruction.

DISCUSSIONS

To address the challenges, the following recommendations were made: (1) create a dynamic home-community-school partnership to collaboratively propagate the standard and principles of K to 12 Senior High School education, (2) step-up the capacity development program (3) step-up the orientation campaign, (4) participate actively in the fora/ symposia to fully understand the benefits of the program, (5) track and evaluate the initial implementation.

KEYWORDS: Education, K to 12 Implementation, senior high school, descriptive-quantitative design, Philippines

SUBMISSION ID: R001-URDANE-0028

**The Implementation of Learning Action Cell (LAC) Sessions in Schools
Division office of Iriga City: Basis for a School-Based Continuing
Professional Development Guide**

Helen Albano, Department of Education

Abstract

INTRODUCTION

Learning Action Cell (LAC) is a school-based continuing professional development strategy that would develop in Filipino children literacy and numeracy skills and attitudes to lifelong learning. However, there are a number of aspects that may influence the effective implementation of professional development which concerns the teachers and school heads' commitment to achieve objectives of the LAC Sessions for quality of teaching and learning development that serve as cornerstone for improvement and reforms.

METHODS

The descriptive evaluative method was utilized in conducting this study. The respondents were the thirty-eight school heads and three hundred eleven teachers of public elementary schools of Iriga City Division. The main instrument used in data gathering was the questionnaire checklist supplemented by informal interview and personal observation. Library technique was employed to gather secondary sources of data.

RESULTS

There is high level of participation of school heads and teachers in the implementation of Learning Action Cell (LAC) sessions. The components such as schedule, facilities, content, resource speakers, budget, and evaluation are much evident. The objectives fully attained are conducting LAC session to support K to 12 Basic Education Program implementation and enabling teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom.

DISCUSSIONS

The results show that more emphasis on practical exercises, group work, demonstration, and problem-solving approaches is needed to encourage high participation among the teachers during the LAC session. Budgetary provision is also important so that practical activities can be done easily. Conducting activities such as requiring a periodic report about what they are doing, gathering feedback from direct supervisors and other stakeholders and conducting spot checks or site visits for technical aspects is equally important.

KEYWORDS: Assessment, LAC Sessions, Implementation

SUBMISSION ID: R005-IRIGAC-0016

The Implementation of Madrasah Program Elementary School: An Analysis

Elvie Garcia, Department of Education Tanauan

Abstract

INTRODUCTION

The Department of Education Order No. 40. s 2011 stated that all elementary public schools with at least 15 Muslim pupils are enjoined to implement the Refined Elementary Madrasah Curriculum (REMC) coined as ALIVE. Tapia Elementary School started implementing Madrasah Program last school year 2014-2015 with 84 pupils and presently caters to 102 Muslim recipients to support the implementation of Basic Education Reform Agenda where Madrasah project is anchored and to start the Continuous Improvement Program.

METHODS

The descriptive survey method was applied in this research. Informant interviews and observations were conducted with teachers, principal, and Muslim pupils. A questionnaire was the main instrument used in this research.

RESULTS

The results revealed that education infrastructure, teacher, the time frame of class instruction, and pupils' attendance are insufficient. In terms of prescribed textbooks and other instructional materials, no supply was received for Madrasah. The respondents considered the following as barriers of effective implementation of ALIVE Program: lack of classroom, lack of teachers, lack of instructional materials, and insufficient time for class instruction. However, the learners' performance in culture sharing is well-enhanced. Majority of the Muslim learners participated well in the school activities and shared their culture learned in ALIVE Advocacy program.

DISCUSSIONS

The results stated that all concerns and stakeholders in the implementation of Madrasah education should take immediate action to resolve all the barriers that cause inefficiency of the program. Close supervision is seriously needed. The ALIVE teachers or asatidz should be resourceful to find other sources in the absence of supply of prescribed textbooks and other instructional materials. The teacher should look for sufficient support for the effective implementation of Madrasah education. This study highlighted the perceptions of stakeholders. It also shows that the implementation of Madrasah Advocacy program should be intensively supported and remediated.

KEYWORDS: Keywords: Madrasah, Ustad. Alive

SUBMISSION ID: R04A-TANAUA-0038

The Implementation of Online Submission of Test Results and Least Mastered Skills in Baras National High School: An innovation

Arlyn Robles & Norralyn Carigo, Baras National High School

Abstract

INTRODUCTION

Teachers in Baras National High School are required to submit their quarterly test results and least mastered skills online to monitor the progress of the students and teachers' performance. In this study, we examined the impact of online submission of quarterly test results on all the teachers of Baras National High School using Google sheets, Google documents, emails and Facebook messenger respectively, then we automatically saved the data on Google Drive for future reference. We conducted this study to help ease the burden of teachers in submitting test results and to make submission of reports faster, more convenient, effective and efficient.

METHODS

We used documentary analysis to evaluate the online submission of the test result and least mastered skills in Baras National high School for the School Year 2018-2019. We provided an online survey to determine its impact to the 37 teachers who served as respondents in this study. We also used quantitative type of research to enumerate the problem by way of generating numerical data. Total enumeration was also used in selecting the respondents, since all the teachers are involved in the study for, they are the ones who use the tool.

RESULTS

An online link was provided to the teachers where they will input the test result and least mastered skills for the specific quarter and will automatically save to the Google drive and can be viewed and printed anytime when needed. The tool is proven to be effective, convenient and very useful to the teachers. This is confirmed by the online survey we initiated to determine the impact of using the online tool. The implementation of online submission of quarterly test results and least mastered skills really reduced the cost of budget for the bond papers, avoided bulk papers being filed at the Principal's Office and made submission of reports faster and more convenient. Specific time frame is also given to the teachers in accomplishing the online tool to ensure its efficiency.

DISCUSSIONS

The results demonstrate that this innovation is needed in our school. This innovative mechanism has been proven effective and efficient in gathering quality data from the teachers. It is more economical and convenient wherein there is less need to spend amounts of money for the bond papers and ink, and at the same time coordinators can submit reports instantly.

KEYWORDS: online submission, test result, least mastered skills

SUBMISSION ID: R04A-RIZALP-0113

The Implementation of Physical Education Program in the Secondary Level: its Relations to the School Heads' involvement

Catherine Carandag , Department of Education Natatas National High School

Abstract

INTRODUCTION

Physical Education is a required subject in secondary public and private schools that encourages psychomotor learning in games or movements in an exploration setting. Education leaders believe that education plays a vital role in the development of an individual. It helps him achieve the maximum mental, physical, social and emotional fitness. It helps the learners to develop the patterns of interest in physical activity, which are essential for healthy development and which lay the foundation for teenage healthy lifestyles.

METHODS

In this study, the descriptive method is used. This method emphasizes the present condition of the phenomenon under study, describes a current situation, determines the nature of the prevailing conditions or practices, and makes an accurate description of the activities and processes. Thus, the selection of these research methods was considered.

RESULTS

The following conclusion has been established. Teachers and students perceived that both should be involved in the implementation of physical education classes. There is a significant relationship between the implementation of the curriculum used by the teachers in teaching as far as academic achievement is concerned. The students' level of achievement is to arrange mastery and academically developed. There is no significant relationship between the extent of PE activities implemented in schools and student achievement. The study will contribute to the discovery of the need for the development of different strategies and methods for effective physical education teaching and learning.

DISCUSSIONS

Teachers should be educationally equipped and have the appropriate knowledge various teaching strategies and methods in teaching physical education. School heads should involve themselves in the development of various activities in the implementation of physical education classes. School heads should also maintain the standards that they have in recognizing the academic involvement as there is a significant relationship between physical education and the achievement of the students. School heads and teachers should cooperate for the improvement of the school. Future researches should be conducted using the same set of variables in other divisions to validate the findings of this study.

KEYWORDS: assessment, curriculum, implementation, implications, strategies

SUBMISSION ID: R04A-TANAUA-0049

The Implementation of Project 555: An input To the Improved earner's Performance in the Periodic Test

Babylyn Endaya, Department of Education

Abstract

INTRODUCTION

Several programs, activities, and projects have been launched and implemented to intensify the learner-centered educational process. Project 555 is one of the projects that aim to develop pupils' performance implemented at Paaralang Elementarya ng Palahanan. With this, the researcher conducted a study to determine if the implementation of Project 555 has been effective and efficient to improve pupils' performance in periodic test.

METHODS

A quantitative-qualitative descriptive method of research was used by the researcher to reveal the improvement of pupils' performance in periodic test through Project 555. Then, a researcher-made questionnaire was used as a tool to gather the needed information from the respondents. This study was participated by one hundred thirty (130) Grade 6 pupils who took the Periodic Test during the fourth quarter of school year 2017 - 2018. The results were tabulated, analyzed, and interpreted.

RESULTS

The study reveals that Science and Mathematics were the least priority of the pupils, while English, Araling Panlipunan, and Filipino were the most priority of the pupils. In addition, the implementation of the Project 555 must be monitored by the authorities and evaluate the project outcomes by the teacher. Pupils encountered difficulties in the implementation such as they easily got distracted by a seatmate, fast-paced discussions, and being tense and nervous in participating in class discussions. With this, there was a need for additional time to be utilized to avoid fast-paced discussions. Therefore, the proposed timeline and activity sheet are expected to improve pupils' performance in periodic test through Project 555.

DISCUSSIONS

The results showed the need for the conscientious implementation of Project 555 to improve pupils' performance in periodic test. Moreover, utilization of activity sheets can further enhance the effectiveness of this project.

KEYWORDS: Project 555, implementation, performance

SUBMISSION ID: R04A-BATANP-1116

The Implementation of Special Science Elementary School Curriculum in Lemery Pilot Elementary School: An Assessment

Maricel Muaoz, Department of Education Lemery

Abstract

INTRODUCTION

The study was conducted to ascertain the extent of the implementation of Special Science Elementary Schools Curriculum in Lemery Pilot Elementary School during the school year 2017-2018 in terms of learners, teachers, school head, school, and curriculum as assessed by teachers and parents.

METHODS

The study employed the descriptive design and used questionnaire for data gathering. The statistical tools applied were weighted mean and t-test. Questionnaire was administered to parents and teachers teaching Special Science Elementary School Curriculum.

RESULTS

This study revealed that implementation of Special Science Elementary Schools Curriculum was outstanding as assessed by teachers and parents. There was a very significant difference between the assessment of teachers and parents in implementation of Special Science Curriculum. A program of activities was proposed to sustain the Special Science Elementary School Curriculum.

DISCUSSIONS

The following conclusions were drawn based on the findings of the study. The physical, intellectual, socio-cultural, motivational leadership, and creative traits were outstandingly exhibited by the SSES learners. The teaching competencies were demonstrated by teachers to an outstanding level. The strengths of the teachers were in the mastery of subject matter, classroom management, public relations and interpersonal skills. Although the implementation of Special Science Elementary Schools Curriculum was outstanding, there is still a need to maintain and sustain the status of such curriculum especially in each component. The study is beneficial to stakeholders: Department of Education, school heads, teachers, parents, pupils and community.

KEYWORDS: Curriculum, parents, school head, SSES Project, teachers

SUBMISSION ID: R04A-BATANP-0410

The Implementation of Special Science Elementary School Curriculum in Lemery Pilot Elementary School: An Assessment

Maricel Muaoz, Department of Education Lemery

Abstract

INTRODUCTION

The study was conducted to ascertain the extent of the implementation of Special Science Elementary Schools Curriculum in Lemery Pilot Elementary School during the school year 2017-2018 in terms of learners, teachers, school head, school, and curriculum as assessed by teachers and parents.

METHODS

The study employed the descriptive design and used questionnaire for data gathering. The statistical tools applied were weighted mean and t-test. Questionnaire was administered to parents and teachers teaching Special Science Elementary School Curriculum.

RESULTS

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DISCUSSIONS

The following conclusions were drawn based on the findings of the study. The physical, intellectual, socio-cultural, motivational leadership, and creative traits were outstandingly exhibited by the SSES learners. The teaching competencies were demonstrated by teachers to an outstanding level. The strengths of the teachers were in the mastery of subject matter, classroom management, public relations and interpersonal skills. Although the implementation of Special Science Elementary Schools Curriculum was outstanding, there is still a need to maintain and sustain the status of such curriculum especially in each component. The study is beneficial to stakeholders: Department of Education, school heads, teachers, parents, pupils and community.

KEYWORDS: Curriculum, parents, school head, SSES Project, teachers

SUBMISSION ID: R002-QUIRIN-0076

**The Implementation of the Ecological Solid Waste Management and the Occurrence of Related Problems at Barangay Banay-Banay, Cabuyao City:
A Basis for an Action Plan**

Val Salapate, Looc Integrated School

Abstract

INTRODUCTION

The enactment of the Republic Act No. 9003 was one of the stepping stones of the government to address the country's environmental problems. The study aimed at generating recommendations for more efficient and adequate system of SWM which may contribute to the protection and preservation of these valuable resources.

METHODS

The researcher used random sampling. The seventy respondents were the residents of Barangay Banay-Banay who can represent the whole community affected by the implementation of ESWM program. The other thirty respondents were officials and staff of Ecological Solid Waste Management Department of CENRO who were the implementers of ESWM program in every barangay in the City of Cabuyao. These two groups of respondents played significant roles in ESWM. Statistical treatments applied to the study include frequency and percent distributions in presenting the profiles of the two groups of respondents. The five-point Likert Scale and the simple mean were used to establish the difference between the assessments of CENRO and residents of Brgy. Banay-Banay. T-test for independent samples was also used.

RESULTS

The results showed that the two groups of respondents were aware of the objectives of ESWM. The results also revealed that in practice, the respondents participate in the operation of such management system. And it was also found out that the ESWM implementers are ready to improve their management systems, while on the residents' side, they are ready to help the government to achieve the goals and objectives of ESWM program in their barangay. Both respondent groups are conscious and alert of the problems existing when it comes to the Ecological Solid Waste Management operation. Moreover, the data also concluded that such difficulty is also experienced by the people in the community. Solutions are necessary to solve the solid waste problems.

DISCUSSIONS

The researcher formulates an action plan to further improve the ecological solid waste management in Brgy Banay-Banay. A new flow of managing solid waste is recommended. The involvement of every unit in the society is needed to improve the status of ESWM in Brgy. Banay-Banay and to become the role model of other barangays here in Cabuyao City.

KEYWORDS: implementation, ESWM

SUBMISSION ID: R002-QUIRIN-0076

The Implementation of Work Immersion Program of Senior High School Students in Diffun National High School

Julimar T. Delos Santos, SDO Diffun National High School
(Adviser: Jaybert Cabanero)

Abstract

INTRODUCTION

One of the programs of the Department of Education is the Work Immersion Program Where Senior High School (SHS) students are provided with relevant learning experiences through exposure to the actual workplace setting. On its second year of implementation, the researcher wants to evaluate the desired outcomes to help the learners enhance their technical knowledge, communication skills, work habits, and attitudes that should be acquired. The researcher also wants to know how immersion partners contribute to prepare the students once they leave SHS.

METHODS

The research employed the descriptive type of research design. The primary instrument used in the study is a researcher-constructed questionnaire. The researcher was assisted by his adviser and selected senior high school teachers. The researcher-constructed questionnaire pilot tested to a group of grade 12 students in the school. The result of the pilot test was reviewed and evaluated with Cronbach alpha of 0.816, which indicates very good description on its level of internal consistency.

RESULTS

The students under the Work Immersion Program and the partner supervisor confirmed that the students have met the expectations on working habits, technical knowledge and skills, social skills, and communication skills during their immersion program. They also confirmed that the result of the program was satisfactory. Thus, we can conclude that the work immersion program of Diffun National High School was done in accordance to the provision of Department of Education Order No. 30 s. 2017. There is a significant difference on the level of performance along technical knowledge and skills when the students are grouped by strand and status of assignment. Majority of the them who are not assigned to the office of their career choice did not perform well during the immersion program. Most of them are under the HUMSS strand.

DISCUSSIONS

The results of the study show that it is really necessary to assign students to the office related to their career choice because this will affect their performance. Thus, the researcher of this study highly recommends identifying career choice of students before deploying them. Building partnership with different offices or agencies to serve as partners in the implementation of work immersion program is also necessary.

KEYWORDS: work immersion, senior high school

SUBMISSION ID: R04A-BATANC-0561

**The Implication of Project CROWN (Comprehension in Reading
Overcome Weaknesses and Nurture the Pupils) to the Reading
Comprehension of the Grade IV pupils**

Amanda Illao, Dr. Jose A. Alaras Elementary School

Abstract

INTRODUCTION

Reading comprehension plays a vital role in learning. Thus, to improve the quality and comprehension skills of all pupils particularly the Grade IV pupils under the frustration level, the researcher utilized strategies and employed interventions to address learners' needs with regard to comprehension.

METHODS

This study applied the descriptive method of research. This method attempted to find out the prevailing conditions and sought to answer questions about facts related to the existing conditions. The researcher used questionnaires and interviews to determine the implications of Project CROWN to the reading comprehension of the Grade IV pupils.

RESULTS

The reading activity sheets, charts item bank, and reading through games which are some of the interventions presented which helped the students to improve the reading skills. They contributed meaningfully in the accomplishment of the project objective. Collaborative efforts of the administrator, teachers, and external stakeholders served as catalyst of improvement with utmost focus on reading comprehension. Project CROWN showed a positive change in the reading comprehension level of the Grade IV pupils. This change is proportional to the amount of exposure to text, reading intervention methods, learning strategies, and the efficiency of processing. Goals were achieved through comprehension instruction that was explicit, intensive, and persistent.

DISCUSSIONS

The results only show that Project CROWN served as an agent of change in the pupils' reading comprehension. Reading comprehension instruction requires collaboration with other educators. All teachers play a role in teaching pupils to read. All classroom teachers who expect pupils to learn the content of the specific subjects need to be teaching reading. It is alarming that one of the most damaging practices affecting struggling reading is the lack of coordination among educators who are responsible for literacy development. The administration must work together to plan and implement effective instruction in reading comprehension.

KEYWORDS: reading comprehension, strategies, interventions

SUBMISSION ID: R04A-BATANC-0561

**The Implication of Researcher-Made Module in Essay Writing For the
Selected Children in Conflict with the Law in Alternative Learning System,
Binangonan, Rizal**

Edwina Buhat, Department of Education Rizal-Guronasyon FINHS

Abstract

INTRODUCTION

"The youth is the hope of the fatherland." Philippine national hero, Dr. Jose P. Rizal once enunciated. But according to the 2016 UNESCO Institute for Statistics (UIS), there are 263 million children and adolescents who are out of school youth. Meanwhile, in the Philippines, based on the 2016 Annual Poverty Indicators Survey (APIS), 39 million Filipinos aged six (6) to twenty-four (24) are Out of School Child and Youth, (Philippine Statistics Office, 2017). The 1987 Republic of the Philippines, Article XIV, Section 1 states that the State shall protect the rights of all citizens and provide them with good education at all levels. The state shall also take appropriate measures to secure such education.

METHODS

Dependent T-Test was used to compare whether there was a difference in the results of the pretest of the 20 Children in Conflict with the Law. The students were made to write essays without using the modules. Posttest using the modules was also administered that the researchers made. Those who used the modules were two-related groups of Children in Conflict with the Law studying under the program of Alternative Learning System of Municipal Social Welfare Development. Their ability to write was assessed through an essay writing rubric that the researchers made in preparation for the ALS Accreditation and Equivalency Test.

RESULTS

The findings showed that there were many boys who were in conflict with the law than girls. Also, their educational attainments don't hinder them to write essays. It is true that even the twins are different because no one is born with the same thoughts and feelings about everything at all times. The individual differences theory appeared in this part of the study wherein what was easier subject for a particular person to write about was difficult for others. Based on the findings also, the researcher-made module helped the CICWL in writing essays. Thus, prepared them for the ALS Accreditation and Equivalency Test

DISCUSSIONS

Those who were involved in this research were able to express their perceptions and feelings and have "social awareness" in the community to which they belong. It was found out that there were children with legal problems who have a talent in writing. Moreover, the researchers would like to encourage the public officials of the Municipality of Binangonan, especially those who are working in Municipal Social Welfare Development to intensify and widen their programs for delinquent youth and Children in Conflict with the Law because the authors believe that they are still the hope of the nation if guided well.

KEYWORDS: Children in Conflict with the Law, ALS

SUBMISSION ID: R04A-BATANC-0561

**The Implication of Choice of Strand Outside the Students Preference
among Grade 12 Studnts of SHS in Tuy**

Maria Shiela Bayungan

Abstract

INTRODUCTION

The choice of strand of the students plays a great role in the preparation of the program for the senior high school. Most significant effects in disinclination on choice of strand include the poor performance and dissatisfaction. In addition, students enrolled in wrong choice of strand experienced low level of involvement, unable to concentrate, and are not able to enjoy some the subjects to the point of quitting.

METHODS

This study is a descriptive research which was conducted to determine the implication on choice of strand outside the student's preference among grade 12 students of SHS in TUY. Fifty (50) grade 12 from different strands responded to a set of questionnaires. The obtained data were thoroughly analyzed and interpreted on the basis of objective and hypothesis of the study.

RESULTS

Based on the study, taking unsuitable tracks causes difficulties in students' concentration specifically on specialized subjects which lead to poor performance and low grades. Low motivation and interest then lead to dissatisfaction. In some instances, students preferred to complete the track in order to graduate on time for the sake of family, time, efforts, and money. Students learned to appreciate the track and they stayed motivated because of teachers and friends.

DISCUSSIONS

The results demonstrate the need for in-depth career guidance program for students before entering senior high school in order to help them to be well-informed about the tracks' program and achieve better level of performance in both academic and actual activities.

KEYWORDS: Career guidance, Disinclination, Strand, Student's Preference

SUBMISSION ID: R04A-RIZALP-0336

**The Implications of Cellphones to the Study Habits of Grade V Pupils of
Iriga Central School, Iriga City**

Juvy Clavillas, Iriga Central School

Abstract

INTRODUCTION

With the telecommunication technology, mobile phone becomes more and more important in daily life. People are relying more on mobile phones than ever before. Most people use their cellular phones more than other consumer products that they become highly dependent on them. Cellular phones have become a necessity for modern people especially for the young people.

METHODS

The descriptive-normative survey method was used with questionnaire as the main tool in gathering data. Several statistical tools were used such as Percentage technique, Weighted mean, and the five-point Likert scale for verbal interpretations.

RESULTS

These are the results: 1. Most of the respondents were girls; 2) The Grade V pupils used their cellphones for texting and online games; 3) Pupil- respondents rarely use their cellphones during class hours; 4) Majority of the pupil-respondents agree that they spend most of their times in texting and games; 5) Majority of the pupils agree that because of the use of cellphone they have no focus on their lessons most of the time and neglect to do their homework; 6) Having cellphone rules in the classroom can be a big help to minimize students' cellphone use and other gadgets inside the classroom particularly during class hours.

DISCUSSIONS

Cellular phone is considered a distraction in the study habits of the learners particularly of the Grade V Pupils. Instead of doing their homework, they spend their time texting and playing games such as candy crush. Hence, it is the main goal of this study to look for an intervention which will minimize or control the use of cellular phones and help students focus on their studies to achieve good academic performance. Parents should be warned of the implications of the use of cellphones. Thus, proper guidance at home should be strictly done to ensure that their children are really doing their assignments or homework. Also, cellphone rules in the classroom must be implemented.

KEYWORDS: cellphone, implication, study habit

SUBMISSION ID: R04A-BATANP-0715

The Implications of MET (Memorization, Exercises, Translation) On Multiplication Skills of Grade Five Pupils at San Miguel Elementary School

Leny Mercado, San Miguel Elementary School

Abstract

INTRODUCTION

Every year, some students enter fifth grade not having mastered their multiplication facts. Multiplication facts are introduced in the third grade, yet for some reason, the majority of the students lack the fluency needed to do more complex mathematical concepts which are introduced in the fifth grade. The purpose of this action research was to examine the most effective way to enhance automaticity in those basic facts with fifth graders.

METHODS

The study employed descriptive method to determine the pupils' competency in multiplication process through memorization, practice exercises, and translating word problems. Only the 40 Grade V pupils of San Miguel Elementary School of Padre Garcia District were involved in the study during the academic year 2016-2017. Moreover, included in the study was a development of intervention activities to enhance the multiplication skills of pupils.

RESULTS

Majority of the pupils got average level performance in Mathematics. This study indicated that the skills such as memorization, practice exercises, and translating word problems are significant in the multiplication abilities of the pupils. Memorization ranked first where pupils got highest score. Memorizing the math facts has also been shown to boost students' confidence and reduce their fears and anxiety about math allowing them to focus on the problem at hand. However, pupils showed different level of difficulty in terms of those skills. Translating word problem ranked first for the multiplication skill which pupils find most difficult. Maybe because the pupils find it challenging to translate word problems due to poor comprehension. There is a need to post problems within the level of the abilities of the pupils. Hence, thorough review of the mathematical terms must also be observed. Practice Exercises ranked second. Practicing multiplication requires effort. Mathematics needs continual reinforcement so the students' skills will also progress. The fact that students were practicing their facts helped them make improvements.

DISCUSSIONS

This research does show that memorization and practicing, even for a small amount of time each day, can improve automaticity with facts. Therefore, teachers should devote some time to practicing multiplication facts in the classroom, but they should choose a method that fits best into their classroom. Poor comprehension can weaken pupil's multiplication skill, thus improvement on their mathematical understanding must be prioritized by the teacher.

KEYWORDS: Memorization, exercises, comprehension, multiplication skill

SUBMISSION ID: R005-IRIGAC-0029

The Importance and Benefits of 4P's (Pantawid Pamilyang Pilipino Program) in Macalamcam B. Rosario, Batangas

Abegail R. Tenorio, Department of Education Batangas Province Rosario East District

Abstract

INTRODUCTION

Pantawid Pamilyang Pilipino Program (English: Bridging Program for the Filipino Family), also known as 4Ps and formerly Ahon Pamilyang Pilipino, is a conditional cash transfer program of the Philippine government under the Department of Social Welfare and Development. It aims to eradicate extreme poverty in the Philippines by investing in health and education particularly in ages 0-14. Macalamcam B is a barangay in the municipality of Rosario, in the province of Batangas. Its population as determined by the 2015 Census was 1,765. This represented 1.51% of the total population of Rosario. The population of Macalamcam B grew from 1,181 in 1990 to 1,765 in 2015, an increase of 584 people.

Macalamcam B, Rosario, Batangas is one of the communities with many beneficiaries of 4P's. For them, the 4P's program is really a big help. This research aims to answer the following questions: how can 4P's help alleviate poverty of many people in the community? Is this program working well? Can 4P's really provide educational opportunities and health services through cash incentives?

METHODS

This action research relied chiefly on the results of the questionnaires given to participants conducted during the period of the program. The descriptive method of research was used in the study to find out the situation in life of 50 beneficiaries of 4P's. The data gathered were tabulated, evaluated, and analyzed using frequency, percentages and ranking system.

RESULTS

The following were the findings revealed in the implementation of the action research. Fifty (50) beneficiaries of 4P's in Macalamcam B belonging to their poverty rate were covered by the study. Without 4P's, the poverty rate is at 54%. With 4P's, poverty rate is only at 46%.

DISCUSSIONS

Results show that poverty among beneficiaries without Pantawid is even higher. This shows that with this program, cash incentives are distributed to poor households. Parents regularly bring their children to preventive health check-ups and enroll them in school.

KEYWORDS: 4P's

SUBMISSION ID: R04A-BATANP-0133

**The Importance of Nurturing Relationship of Public Elementary Teacher in
Dimension of Development in their Work: its Implication To
Administration and Supervision**

Mellet Sangalang

Abstract

INTRODUCTION

The researcher aims to study the importance of nurturing relationship of public elementary teacher in terms of development in their work and its implication to administration and supervision. The findings of this study could serve as a guide for school administrators in implementing the guidelines and programs of activities that could strengthen the nurturing relationship of the teacher that would help them attain the goals of education, especially in the elementary level.

METHODS

Public teachers in Talisay District were the respondents in this study. This study was conducted in eleven (11) public elementary schools in Talisay District, Division of Batangas.

RESULTS

Based from the findings, the following recommendations were given: 1. Encourage and strengthen continuing educational training and studies in the graduate study programs among elementary school teachers since this will benefit both the teachers and their students; 2. Design and implement training and seminars that would strengthen and raise the level of teachers' development in their work; 3. School administrators should reach out to their teachers so that they could work harmoniously, efficiently, and effectively. The results of this study could be a basis for enhancement program to raise teachers' development in their work toward increasing job satisfaction and work commitment in pursuit of excellence in our educational system, particularly in the elementary level. Related studies maybe conducted to firm the result of this research.

DISCUSSIONS

The findings regarding importance of nurturing relationship of Public Elementary School Teachers in developing their work could serve as a gauge in investigating the level of teacher's development in their work, as well as in determining who among the school heads assist in preparing school program appropriate to the teachers and pupils of their respective schools.

KEYWORDS: nurturing, dimension, administration, supervision

SUBMISSION ID: R04A-BATANP-2165

The Importance of Parent- Teacher Relationship in the Learning of the Child

Ana Marie Francia Palomeno, Department of Education Calaca

Abstract

INTRODUCTION

Relationship is defined as a way in which two or more people or things are connected (Webster, 2014). It comes in numerous ways. A relationship can be between relatives, friends, couples, classmates, neighbors, etc. Either form should always be in good terms. Most people have some kind of idea how a good or correct relationship is supposed to be. A good relationship can do a lot of things. It promotes peace and understanding between people. It encourages them to do what is good to help others.

METHODS

This study entitled "The Importance of Parent Teacher Relationship in the Learning of the Child" utilized a descriptive method of research in which parents, teachers and elementary pupils from Sinisian Elementary School were selected and were given questionnaires in order to see the importance of parent-teacher relationship in learning of the child. The data that will be gathered will enable the researchers to present the importance of having good relationship between the parents and the teachers and its effects in the learning of the child. Survey questionnaire served as the main gathering data tools.

RESULTS

The findings revealed that Parent-Teacher relationship is important to the learning of the child. There are positive effects to the learners when parents and teachers establish partnership. It contributes to their academic performance for the reason that their engagement in learning is increased, and supportive environment is created. A child is more likely to improve his or her academic performance if there is a positive communication between the parents and the teachers. Parent-Teacher relationship is important to the child's success for it promotes the learners' emotional and social skills. Parental involvement provides benefits to the education of the learners. Working together has a greater impact on deciding the best interest for the child than working alone.

DISCUSSIONS

The results revealed that Parent-Teacher relationship is important for the learning of the child. Having a good relationship between parents and teachers has effects on the learners. When parents and teachers are in good terms, the learners can easily adjust to the school environment. It increases the learner's engagement with learning and creates a supportive environment. It also decreases remedial classes. Parental involvement develops the learners' sense of belongingness and increases their engagement in the classroom.

KEYWORDS: Parent, Teacher, Learning, Relationship, child.

SUBMISSION ID: R04A-BATANP-1105

The Importance of Reading to Academic Performance in English of Grade 10 Students in Tipas National High School (Grade 7-12)

Charisel Sangalang & Bryan A. Gonzales

(Adviser: Edzel M. Leopangco)

Abstract

INTRODUCTION

Reading is significant to the learning of an individual. Learning starts with reading. Having the ability to read is a great tool in understanding everything in the world. Reading was defined in Longman Dictionary of Applied Linguistics that reading as looking into a written and starting to absorb the information from the written linguistic message. It is one of the educators' tools in teaching the English subject. Many studies which have been conducted in different schools say that effective reading is very important for the students to have a good academic performance. In this study, the importance of reading in honing the skills and abilities to improve the academic performance of the students will be explored.

METHODS

The researchers used the descriptive type of research to easily identify the importance of reading in the academic performance in English of the Grade 10 students. The respondents were 156 students selected from five sections of Grade 10 using simple random sampling. Weighted mean was used to analyze the data collected.

RESULTS

Most of the respondents agreed that reading is the key in broadening one's knowledge and improving one's skills. The result of the survey questionnaire revealed that through reading, the respondents gained more information which is deemed helpful in their studies. This was represented by the weighted mean of 4.45. In addition, the study found out that skills such as communication skills, writing skills, critical thinking skills, and comprehensions skills are also developed through reading.

DISCUSSIONS

The results established the fact that reading is important to the academic performance of the students. It is a weapon for the students to learn especially in English that will lead to their academic success. The findings are similar to the study of Mustapha (2017) that a child's reading skills are important to their success in school as this will allow them to access the breadth of the curriculum and improve their communication and language skills. The present study did not discuss the ways on to improve the interest of students in reading which can be another research topic in the future.

KEYWORDS: reading

SUBMISSION ID: R04A-BATANP-0246

The Improbable Surrogate: the Essence of Lived Experience of K-3 Teachers in Cluster 7, West District City of Calamba

Ma. Christina Bauyon

Abstract

INTRODUCTION

Teachers are deemed to be skilled in multitasking especially those who handle Kindergarten to Grade 3 learners. They fulfill roles which are essential to life. Everyone knows that these individuals are like warriors cruising the battle of life along with their innate talents in rearing the children.

METHODS

Using the phenomenological method, a total of six (6) childless teachers were the participants of this study. Interviews and focus group discussion (FGD) were employed for data gathering. Data was presented and analyzed using Interpretative Phenomenology Analysis (IPA).

RESULTS

Findings revealed different stereotypes and burdens are experienced by childless teachers which are different from over-generalized beliefs. The teaching that started from the different stereotypes result in burnout among childless teachers. The teachers employ different strategies to overcome burnout and become a better person and better teacher to the young learners.

DISCUSSIONS

The results demonstrated that K-3 teachers are dedicated and committed to their profession. The findings concluded that the K-3 childless teachers treasured and valued their lived experiences.

KEYWORDS: Qualitative Research, Improbable surrogate, childless teachers, lived experiences, phenomenological approach, Philippines.

SUBMISSION ID: R04A-CALAMB-0123

The incidence of Bullying among intermediate Pupils of Iriga Central School, School Year 2014-2015

Dolores R. Andalis, Iriga Central School

Abstract

INTRODUCTION

School bullying is a widespread issue among youth, and it that has serious educational and psychological effects. Bullying is an aggressive behavior against others such as verbal (calling nasty names), physical (kicking), and social (everyone stops talking to you). Some children bully others because they are not aware of the results of their actions, but it has adverse effects on the victims. It can lead to several disorders such as anxiety, depression, loneliness, and loss of opportunity to have an ordinary life.

METHODS

The study used the descriptive-survey method with a validated questionnaire as the primary data gathering instrument. The main tool used in data gathering was the questionnaire. The statistical tools used were the following: percentage technique, weighted mean, and Likert scale.

RESULTS

The general behavior of the class according to the majority of the teacher-respondents was assertive (more socially acceptable and healthy behavior pattern). The estimated percentage of bullying in their classes was 76 - 99 %. The common forms of bullying that occurred in the classroom were name calling, hitting, kicking, punching, and choking. And these frequently happened inside the classroom. The school bullying policy hopes to minimize bullying in the classroom and in school campus as a whole.

DISCUSSIONS

In Iriga Central School, precautionary measures were done such as orientation of the teachers, parents, and pupils regarding the provisions of the Anti-Bullying Act. The teachers are encouraged to provide more activities to keep the children busy, so they will refrain from bullying their classmates and friends.

KEYWORDS: bullying, incidence, intermediate pupils

SUBMISSION ID: R005-IRIGAC-0024

**The influence of Facebook On Self-Esteem: A Phenomenological Study
among Grade 12 Students in Padre Garcia National High School**

Aldrin L. Ballesteros, Padre Garcia National High School

(Adviser: Mae Kristine Panopio)

Abstract

INTRODUCTION

Social media especially Facebook plays a vital role in our lives. Many people spend a lot of their time on social media platforms such as Facebook. The most important use of Facebook is to communicate with people around the world. It seems like it is normal because as of now we are surrounded by different technologies. According to Polce-lynch, et al. (2010), self-esteem, which refers to a person's general sense of worth or acceptance is recognized for the critical role it plays in mental health and psychopathology. This knowledge places emphasis in discovering how social media especially Facebook may influence self-esteem due to its overwhelming presence in today's life (Chen & Lee, 2013).

METHODS

The researchers used qualitative research method using phenomenological study. A phenomenological design was used for this study because it deals with the experiences of Grade-12 students in Padre Garcia National High School to determine Facebook's influence on their self-esteem. The study was measured using the "Facebook- Self Esteem Survey." To determine the influence of Facebook on self-esteem, six (6) students of Grade-12 were chosen using purposive sampling to participate in a semi-structured one-to-one interview.

RESULTS

The results of the data collection concluded that using Facebook can help students be entertained, to gain friends, to connect to other people around the world, and to be updated in the current events in our country. Results also indicated that they feel worthy and overwhelmed once their Facebook friends like and commented on their post. They feel happy looking at their Facebook friend's timeline. They also include that they did not feel lonely and isolated when using Facebook and that is because of their friends and the entertainment that Facebook provides.

DISCUSSIONS

It has been found out that Facebook can help students to be entertained, to gain friends, and to be updated in the current issues in the country. In addition, Facebook boosts the students' self-esteem because they feel worthy and overwhelmed once their Facebook friends like and commented on their posts. The researchers suggested having an infomercial that can develop boost the self-esteem of the students.

KEYWORDS: Influence, Facebook, Self-Esteem

SUBMISSION ID: R04A-BATANP-0239

The interpersonal Communication Skills and Academic Performance of Grade 8 Students of Public High Schools in Tagaytay City

May Asido, Polytechnic University of the Philippines

Abstract

INTRODUCTION

In Tagaytay, developing the students holistically is the city's top priority. Teachers continue to develop programs and intervention that will aid the students' deficiencies in different areas including interpersonal communication skills. Besides, being the second summer capital of the Philippines, tourists do not only appreciate Tagaytay's physical beauty, they also appreciate the locals' socialization and communication skills. Since interpersonal communication skills are of great help in continually promoting Tagaytay, there is really a need to assess and continually develop these skills (Guia, 2015). With this, the researcher finds it significant to conduct a study that determines the students' interpersonal communication skills and its significant relationship to their academic performance.

METHODS

This study used descriptive-correlational research design to determine the relationship between the students' interpersonal communication skills and their academic performance. The data in academic performance of the respondents were gathered through the school records of the students. To get the data on interpersonal Communication Skills, the researcher used the "Interpersonal Communication Skills Inventory" (Learning dynamics, 2002).

RESULTS

There is a significant relationship between the students' academic performance, in terms of their general weighted average and final grade in English and Filipino and all aspects of their interpersonal communication skills.

DISCUSSIONS

The General Weighted Average in Grade 7 of the selected students in four public high schools in the district of Tagaytay mostly ranged from 80 - 84 (described as satisfactory.) In terms of the students' performance in English and Filipino subjects, same range of grades were obtained. The students assessed their interpersonal communication skills to be "very good" in terms of sending clear messages, listening, giving, and getting feedback and handling emotional interactions. Listening got the highest spot among all areas while giving and getting feedback got the lowest. There is a significant relationship between the students' general weighted average and all aspects of interpersonal communication skills.

KEYWORDS: Interpersonal Communication Skills, Academic Performance

SUBMISSION ID: R04A-CAVITP-0223

The intervention Activities of Teachers in Banilad National High School To Address the Poor Study Habits of Students

Zaira Nuestro, Department of Education, Banilad National High School

Abstract

INTRODUCTION

There are many factors that lead to low academic performance. Aside from, low intellectual capacity, poor study habits can also result in poor academic performance even to naturally bright students. Educational institutions and teachers have tried several interventions which are perceived to be Less Effective. The aim of this action research was to propose an intervention that will students such as scholarships and awards.

METHODS

Semi-structured interviews were used along with self-made survey questionnaires administered to 23 teachers from Banilad National High School to determine the main source of poor study habits in class. The intervention activities that were practiced by the teacher and their effectiveness on aspects related to improving of grades, enhancing class performance, and sustaining interest in study. The data collected were statistically treated using the frequency distribution, percentage, weighted mean, and ranking system.

RESULTS

The results revealed that most of the respondents viewed lack of interest as the main source of poor study habits in class with a composite mean of 30.43% out of 8 indicators. Among other possible intervention activities, it was revealed that giving of gifts and simple rewards are frequently used by teachers. In fact, the aforementioned aspect ranked first with a composite mean of 26.08% equivalent to six (6) responses out of 23. However, all intervention activities that were frequently practiced have been perceived Less Effective in all aspects related to improving of grades, enhancing class participation, and sustaining interest in study.

DISCUSSIONS

The results greatly suggested the need for enhancement of intervention activities and program that will build self-confidence and self-determination. This can be the key to enhance study habits and performance. The results clearly manifested that the interest of the students must be the main concern of the intervention activities or program applied inside the classroom.

KEYWORDS: study habits, intervention activities, intervention program

SUBMISSION ID: R04A-BATANP-1588

The involvement of Parents in Learning and its Correlation to the Academic Performance of Grade Seven Students in Bendita National High School for the S.Y. 2017-2018

Neill Tirona, Bendita National High School

Abstract

INTRODUCTION

This study was conducted to investigate on matters concerning the relationship between parental involvement and the academic performance of grade seven students in Bendita National High School, Division of Cavite.

METHODS

Descriptive-correlational design was used in this study. In order to calculate the number of participants, Slovin' formula was utilized and consequently, 97 respondents out of 127 parents were selected. The instruments used in collecting data are comprised of the Parental Involvement Questionnaire, the rating scale for the participation of parents, the rating scale for the academic performance, and the statistical treatment which consisted of frequency, percentage, mean, standard deviation, Pearson Correlation Coefficient and t-test.

RESULTS

The majority of the participants were under the age of 45-49 and were mostly female. Majority did not have sufficient income and did not go to or finish college. Students reported that their parents were "somewhat involved." And the overall level of the academic performance (GPA) of the grade 7 students is Satisfactory. The results show that significant relationship existed between parental involvement and academic performance of the grade seven students. This may mean that the academic performance of the students is dependent on the support, participation, and guidance of their parents.

DISCUSSIONS

Findings may imply that the support of parents in school affairs has a great role in the academic performance of the students. Thus, complete involvement of parents would result to better school performance while poor involvement of parents would result to low academic performance.

KEYWORDS: parental involvement, personal involvement, behavioral involvement, cognitive involvement, academic performance

SUBMISSION ID: R04A-CAVITP-0205

**The Key Competencies For Teaching Technology Livelihood Education:
Basis For Developing the Lifelong Learning Skills of the Learners in the
21st Century**

Evelyn P. Escaro, Lopez National Comprehensive High School

Abstract

INTRODUCTION

This study aimed to examine the key competencies for teaching technology Livelihood Education as a basis for developing the lifelong learning skills of the learners in the 21st century. This study also aims to determine the relevance of key elements to successful embedded teachers' professional development along collaborative learning, context and content teaching, active learning, deeper knowledge of content and how to teach it, and sustained learning.

METHODS

This study used the descriptive inferential correlation method of research with documentary analysis. The descriptive method was used in describing the profile of the respondents.

RESULTS

Based on the findings, the key elements to successful embedded teachers' professional development along collaborative learning, context and content teaching, active learning, deeper knowledge of content and how to teach it, and sustained learning were very relevant. The use of varied activities and approaches plus the teachers' competence are the factors that contributed to better performance of the learners in the cited content standards in home economics.

DISCUSSIONS

Every teacher should apply a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every learner to develop their skills. Moreover, every teacher should incorporate research-based teaching and learning strategies and should ensure that students are taught what to learn, and should teach students the difference between recall, application, and strategic reasoning.

KEYWORDS: TLE Specialization, Developing 21st Century Skills

SUBMISSION ID: R04A-QUEZON-0295

The Knowledge and Practices of the Primary School Teachers of Public Schools on Philosophy for Children: Basis for integration in the Teaching and Learning Process

Annalyn Anciano, Department of Education

Abstract

INTRODUCTION

Teachers are considered as "the backbone of the school" where there is learning, there should be a teacher. The teachers' primary role to develop their pupils. At the same time, they should possess good qualities, proper attitudes, and enough knowledge to nurture their learners. In connection with this, knowledge in philosophy for children is crucial in educating a child that is why a teacher should know and apply this.

METHODS

A descriptive-correlational method was used. This is the best method for collecting information that will demonstrate relationship and describe the world as it exists. A total of 135 teacher-respondents from the 10 schools in the district were surveyed through the use of questionnaires.

RESULTS

Based on the assessment on the knowledge of the teacher-respondents, all of the 21 indicators assessing the knowledge of the teacher on philosophy for children received a weighted mean which falls on "knowledgeable." This implies that teachers are knowledgeable on the details and lessons that involved the delivery and approach of philosophy for children. On the other hand, the assessment on the practice of teachers on the philosophy for children on the 21 indicators assessing the practice of philosophy for children falls on "practiced." It implies that the teachers duly performed and incorporated the practice. The results show that there is a significant relationship between the knowledge and practice of the teacher on philosophy for children. It also affirms that there is a very strong positive relationship between the two variables. The relationship is very strong positive which indicates that the higher the knowledge of the teachers on philosophy for children, the higher the extent of their practice. The relationship indicates a congruent direction value. This implies that the amount of knowledge on philosophy for children is strongly associated with the practice of this philosophy.

DISCUSSIONS

The results demonstrate teachers' involvement in seminars and trainings will reinforce awareness, understanding, and adaptation of the principles of philosophy for children in the classroom setting and in lessons in general. The increase in knowledge will most likely contribute to the increase in practice of the teachers and vice-versa.

KEYWORDS: knowledge, practices, primary school teachers, public school, philosophy for children

SUBMISSION ID: R04A-CAVITP-0592

The Knowledge of Public Secondary School Heads in Creating Collaborative Workplace of Professional Learning: A Tool For Principal Empowerment in the Province of Batangas

Beulah Goguanco, Department of Education Balas Buco Sta. Maria Nhs

Abstract

INTRODUCTION

Collaboration in the workplace is important in the modern world as we continue to pursue professional learning among colleagues. The analysis between the relationship of the school leaders on educational leaders' competency and their profile is needed in order to determine if their perceptions vary and if so, whether or not the difference is significant. The output of the research is a proposed Supervisory Program for Creating Collaborative Schools in the Province of Batangas.

METHODS

The researcher used descriptive quantitative study to add to the body of knowledge on creating a collaborative workplace environment for teachers by specifically identifying what principals know about creating a collaborative culture. Questionnaires were distributed to the respondents to gather data needed to answer the problems in this undertaking. On testing if there is a significant difference between the rating of school heads and principals with the other variables, t-test and ANOVA test were used.

RESULTS

The study revealed the R- value (0.0876 with its corresponding P-critical value 0.632 wherein the level of significance (0.05) and degree of freedom (8) herein presented. The result of this study shows that there is a significant relationship between the profile of the school heads and teachers.

DISCUSSIONS

Knowledge of public secondary school heads in creating collaborative workplace of professional learning has a direct, positive impact on student achievement. Principals should promote collaborative opportunities for teachers by building a master schedule that gives teachers time during the school day to meet together. Ideally, collaborative teams should meet every day. However, if that is not possible, the teams should be provided opportunities to meet at least weekly.

KEYWORDS: collaborative, workplace, empowerment

SUBMISSION ID: R04A-BATANP-1312

**The Language of Word Problems: Enhancing Solving Problem Skills
through Vocabulary Development of Grade Six Pupils of Venancio Trinidad
Sr. Memorial School**

Janette Cuevas, Department of Education Batangas Province

Abstract

INTRODUCTION

Several training and workshops were conducted to enhance teaching competencies of Mathematics teachers. One of the objectives is to gain new knowledge in order to teach Mathematics effectively. In the end, teachers are not only concerned about the correct responses given to them. They are also interested in the process or the steps on how they arrive at the correct answer.

METHODS

This study is descriptive in nature and is focused only on enhancing of solving problem skills through vocabulary development of grade six pupils of Venancio Trinidad Sr. Memorial School. 153 students were chosen as a sample for this study using the Slovin formula. To enhance the problem-solving skills through vocabulary development, the paper-pencil type of test is used as a method in data gathering. The researcher also used the AGONA method to solve Mathematics word problem.

RESULTS

The results show the impact of limited vocabulary awareness on solving word problem in Mathematics of Grade Six pupils at Venancio Trinidad Sr. Memorial School. Out of 153, only 46 were able to answer question number 3. Since most of the pupils did not understand the problem, they cannot identify the operations to be used, and this is the reason why they cannot give the correct number sentence, and also the correct answer to the given problem. Students' limited understanding of mathematical terms is one of the factors that affect their scores but using Mathematics Cue Words/Key Concepts that are associated to the four fundamental operations in Mathematics help the students to understand the problem and get the correct solution. Through cue words and translation of mathematical terms, progress in post-test results were observed.

DISCUSSIONS

The limited knowledge on vocabulary will determine the pupils' skill in problem solving. The use of supplementary activities such as the words that signal the four fundamental operations and the mathematical terms with Filipino/Tagalog translation really helps a lot in enhancing the solving problem skills through vocabulary development of grade six pupils. After the utilization of the suggested supplementary activities to the pupils, there has been an increase in terms of proficiency level in solving word problems in Mathematics.

KEYWORDS: Language of Word Problem, Problem Skills, Vocabulary Development

SUBMISSION ID: R04A-BATANP-1686

**The Leadership Skills of Senior High School Classroom officers in Camp
Vicente Lim integrated School**

Emmanuel H. Escobar, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

Improving the leadership skills of the students may help to solve different problems and make them more prepared for life. This study was designed to assess the leadership skills of senior high school classroom officers in Camp Vicente Lim Integrated School. First, the researchers examined the respondents' profile such as sex, track, birth order, parents' educational attainment, monthly salary, income, and position they hold in class. Then, they focused on leadership skills of the respondents in terms of their human, technical and conceptual skills.

METHODS

This study employed the descriptive-comparative research design to determine if there was a significant difference on the leadership skills of the respondents when grouped according to profile variables. Moreover, stratified random sampling was utilized and the researchers selected respondents who are classroom officers in every strand of senior high school. The main instrument of the study was a survey questionnaire derived from multiple sources as well as statements designed specifically in this study to assess the leadership skills of the respondents.

RESULTS

Majority of the respondents are female, on the academic track, middle child, have a 5,000-10,000 monthly family income, a mother who reached high school level, father who reached college level and they are officers who are muse, escort, or peace officers of their class. The assessment of the leadership skills of senior high school classroom officers in terms of human skills was very high. Their technical and conceptual skills were high. Furthermore, there was a significant difference when they are grouped according to their birth order, parent's educational attainment, monthly family income and position they hold. However, no significant difference was noted on the respondents' leadership skills when grouped according to sex and track.

DISCUSSIONS

The result of the study suggested that the senior high school classroom officers of CVLIS have the potential to be globally competitive leaders. But in order to achieve their full capacity, the researcher recommends that the curriculum planners adapt the proposed leadership training programs that would help to further improve the leadership skills of the senior high school classroom officers. Teachers' collaboration and efforts are encouraged so that the students may use these as motivation for them to become better leaders.

KEYWORDS: leadership skills, senior high school classroom officers

SUBMISSION ID: R04A-CALAMB-0043

The Learning Difficulties and Game Remediation in Solving Quadratic Equations of Grade 9 Students in Lacag National High School (LNHS), Daraga, Albay

Marlon B. Medios

Abstract

INTRODUCTION

Learning Mathematics has been customarily inculcated among learners as difficult that is many students are not interested. Thus, Mathematics is an important subject in the secondary curriculum. Every sector of the society recognizes the great contribution and importance of this discipline to the progress and development of the modern world. To shift students' perspective about Mathematics, the researcher aimed at creating games that promote fun, learning, and exciting.

METHODS

This study utilized an experimental method that determined the effects of games as interventions to the learning difficulties in the pretest of quadratic equations. As an experimental method, this utilized the pretest and posttest design. A pretest was administered to the control and experimental group before the treatment and after the treatment, a post-test was conducted to both groups. This allowed the researcher to make inferences on the effect of the interventions by looking at the difference in the pretest and posttest results.

RESULTS

The results reveal low mastery in factoring and no mastery in completing the square and use of quadratic formula. The performance levels in the posttest of the students under the control group is near mastery in factoring while low mastery in completing the square and use of quadratic formula while in the experimental group, the performance level is mastery in factoring while near mastery in the use of quadratic formula and low mastery in completing the square. The tests of difference between the performance of the control and experimental groups in both pretest and posttest show that the computed values are higher than the tabular value of t at 0.05 level of significance which is 1.6924 thus there is a significant difference between the performance of the control and experimental groups in pretest and posttest.

DISCUSSIONS

Teachers in the lower grades especially those in Grades 7 and 8 may include in teaching Mathematics some concepts in quadratic equation that students may learn. They may integrate concepts in quadratic equation in their lesson plans so to prepare the students for the topic. More activities may be provided in teaching quadratic equation particularly in the topic completing the square to improve mastery of Grade 9 students.

KEYWORDS: Games, Quadratic Equation, Mathematics

SUBMISSION ID: R005-ALBAYP-0016

The Learning Environment and Learning Motivation of Grade 11 Students at General Flaviano Yengko Senior High School

Nessa-Amie Lope, General Flaviano Yengko Senior High School

Abstract

INTRODUCTION

Ensuring the learning environment for students is vital for the teaching and learning process to be productive. It can also be added that students will excel in their academic pursuits if they know how to focus their energies to perform better. Thus, this study was conducted to determine the learning environment and the learning motivation of Grade 11 students at General Flaviano Yengko Senior High School.

METHODS

This is a descriptive-correlational research that aimed to determine the relationship between the learning environment and learning motivation of Grade 11 students at Gen. Flaviano Yengko Senior High School, S.Y. 2016-2017. The primary tool used in the study was the adapted survey questionnaire "Learning Environment and Motivation to Learn" from the study of Gatchalian, M. (2013). The perceived learning environment in terms of student cohesiveness, teacher support, involvement, task orientation, cooperation, and equity and the respondents' level of learning motivation in terms of intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance and test anxiety were recorded and subjected to statistical treatment.

RESULTS

The following are the results: 1. the perceived learning environment of the respondents were High; 2. the level of learning motivation of the respondents was also High; and 3. the perceived learning environment and learning motivation of Grade 11 students at General Flaviano Yengko Senior High School. In terms of intrinsic goal, orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning performance and test anxiety have a significant relationship.

DISCUSSIONS

As revealed by the result of the administered survey, perceived learning environment of the students is related to their perceived learning motivation in terms of intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning performance and test anxiety. This is parallel to the result of the study of Wei and Elias (2011) that examined the relationship between students' perceptions of classroom environment and their motivation in learning the English Language. Major findings indicated that majority of the students perceived their classroom as having affiliation and they were extrinsically motivated.

KEYWORDS: Learning Environment; Learning Motivation; G11

SUBMISSION ID: R04A-IMUSC1-0089

The Learning Process of the Grade 12 Students of Baybayin National Highschool

Marivic Awat, Maylany Agbay, & John Vincent Patupat

Abstract

INTRODUCTION

Learning is defined as the knowledge or skills in which the learners gather information from their teachers. Learning is reflected on how the students respond to different aspects in our lives, in our environment, social, emotional, physical and how to understand new information (Collins Concise Dictionary and Thesaurus of English Language, 2012). The researchers conducted this study to know the learning process of the students. This study measured the effects of insufficient learning materials on the learning process of the students in terms of concrete experience, reflective, analysis, and active experimentation. Results will be used to devise method needed to increase the academic performance of the students.

METHODS

This study utilized the descriptive design. Non-probability sampling technique in the form of purposive sampling was used to select the respondents of this study. A total of 164 students from Grade 12 were selected. A self-structured questionnaire was used by the researchers to gather the data intended to be used in determining the learning process of the students of Grade 12 students in Baybayin National High School.

RESULTS

The results showed that the learning process of the students in terms of concrete experience had a composite mean of 4.28 with a verbal interpretation of agree. The result also indicated that the learning process of the students in terms of reflective got the weighted mean of 4.07 which had a verbal interpretation of agree. Findings revealed that the all statements in the learning process of the students in terms of analysis had composite mean of 4.02 which had a verbal interpretation of agree. The findings showed that all statement in the learning process of the students in terms of active experimentation had composite mean of 4.08 which had a verbal interpretation of agree.

DISCUSSIONS

Based on the results, we conclude that the learning experiences in terms of concrete experience, reflective, analysis and active experimentation affect the learning process. In line with the findings of the study, it is suggested that the learning process be addressed further to achieve the content and performance standards set by the Department of Education since it is a great factor that contributes to the academic success of every student.

KEYWORDS: learning materials, learning process, concrete experience, reflective, analysis, and active experimentation

SUBMISSION ID:R04A-BATANP-1138

**The Learning Styles of Grade 12 Senior High School Students of Emiliano
Tria Tirona Memorial National High School A.Y 2018-2019**

Dianne S. Cabigas & Cheryl D. Canezal, Department of Education/Ettmnhs

Abstract

INTRODUCTION

Learning style is a way in each individual learner begins to concentrate, prove, absorb, and retain new and difficult information. Students prefer different learning environment, learning modalities, and learning styles because they exhibit unique personalities, talents and weaknesses. They also have different interest, inclinations and learning styles. This study refers to the learning styles of the Grade 12 Students of Emiliano Tria Tirona Memorial National High School in the manner where they are most comfortable for easy understanding of their lessons particularly in visual, auditory, and haptic style.

METHODS

This study used the descriptive research design. Descriptive method was used to describe the personal profile of the respondents and their learning styles. The instrument used in gathering data was a questionnaire made of two sets. Part I deals with the personal profile of the respondents while Part II deals with the learning styles of the respondents. Data gathered were tabulated, collected, and interpreted using the weighted mean.

RESULTS

From the weighted mean of the 100 respondents, the result of the test shows that the most used learning style of the selected Grade 12 students is auditory as it scored 3.43. The second most used learning style is Visual having 3.36 mean and then Haptic with the mean of 3.03.

DISCUSSIONS

The results show that the most used learning style of the selected Grade 12 students is auditory as first and the second one is visual. Therefore, learning tasks can then be designed using preferred learning styles of the students. In this way, learning could be facilitated in a way that students could easily express themselves.

KEYWORDS: haptic, aural, visual

SUBMISSION ID: R04A-CAVITP-1152

The Level of Appreciation of Parents of Lis Shs Students On the Revised Students' Handbook 2018

Edwina R. Solano, Alejandro Tatlonghari, & Philsam A. Llorera

Abstract

INTRODUCTION

This study aimed to find out how the PARENTS OF LIS SHS STUDENTS appreciate the content of the REVISED STUDENTS' HANDBOOK 2018. Moreover, this study led the researchers to craft an action plan that contained session guides and lecturettes in accordance with the results of this study.

METHODS

The researchers used mixed-method design to effectively solve the problem stated by this study. Appropriate statistical treatment for quantitative method was employed to answer problem one: "what is the level of appreciation of parents of LIS SHS students on the revised student handbook 2018 in terms of Violations and Sanctions." Thematic analysis, on the other hand, was used to answer problem three: "what are the reasons behind parents' level of appreciation towards student handbook?"

RESULTS

After thorough analysis of the data, it was found out that parents do not have enough knowledge of the violations and sanctions that are contained in the student handbook. The main reason is that parents lack interest to know violations and sanctions of the erring students because they think that these are all school matters. Another reason is that most of the parents are busy in their work that they do not have time to attend to school activities of their children.

DISCUSSIONS

The output and discoveries generated from this research motivated the researchers to produce an action plan that will increase the knowledge of the parents on students' handbook. The proposed action plan is realized through the schools' project which is called OPLAN DIPA (Order and Progress of LISians: Discipline Indoctrination towards Peace Attainment), a project that will enhance the stakeholders' knowledge on students' handbook. This includes seminar/workshop for the students and parents on the content of the student handbook. Moreover, ICT-related ads in the form of brochures will be accomplished by all students.

KEYWORDS: student handbook, stakeholders, Seminar/workshop, ICT-related ads, discipline

SUBMISSION ID: R04A-CALAMB-0378

The Level of Competency and Competency Needs of Technology and Livelihood Education Teachers: Basis for Developing Teachers' Enhancement Program

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Abstract

INTRODUCTION

Teaching is one of the most complicated jobs today. Teaching the subject Technology and Livelihood Education is even more challenging. It demands broad knowledge of the four components: Agri-Fishery, Computer and Entrepreneurship, Industrial Arts, and Home Economics. The need to ensure the presence of highly qualified teachers in every classroom and to determine how best to define and prepare these qualified teachers (Zuzovsky's, n.d.), have been an old-age issue. But as time changes, courses are revised as in the case of TLE to suit the needs of the society, the employers, and the diversity of students. Hence, teachers, must keep abreast of these changes.

Professional development keeps teachers up-to-date on new research on how children learn, on emerging technology tools for the classroom, and on new curriculum resources. Effective professional development also enables educators to develop these competencies. Competencies in any profession are acquired and enhanced in a lot of ways: through formal education, apprenticeship, on-the-job experience, self-help programs, life experience, and training and development programs.

METHODS

The study utilized the descriptive research design. This method was used to gather, organize, analyze, and present the level of competency of TLE teachers in the Division of Imus City. Gap analysis was used to determine the gaps between the competencies of TLE teachers and the acceptable competency levels.

RESULTS

Findings imply that there is a significant difference between all the six components of standard competency and the competency level of the teachers. Three major needs identified are activities that would enhance competency of students in motivation and opportunities to acquire or enhance their skills, renewed professionalism, and rejuvenated teaching advocacy and calling.

DISCUSSIONS

Results show a significant gap between the present competency level and the desired standard competency requirements of teaching TLE among the teachers. This study, thereby, recommends enhancement program, projects, and activities to address the competency needs requirement of the TLE teachers in the Division of Imus City.

KEYWORDS: competency, competency gap, standard competencies, enhancement program design

SUBMISSION ID: R04A-IMUSC1-0057

The Level of Competency of School Administrators of Balibago National High School in Sta. Rosa, Laguna in Terms of Decision-Making and Planning Skills in the Operation and Maintenance

Aileen Pulido, Balibago Integrated High School

Abstract

INTRODUCTION

The study determined the level of competency of school administrators of Balibago National High School in Sta. Rosa, Laguna in terms of decision-making and planning skills in the operation and maintenance of the school.

METHODS

The study used a descriptive method and statistical tools as appropriate.

RESULTS

Generally, the administrators are 'Moderately Competent' in terms of using planning skills. The administrators are most competent in applying planning skills appropriate for 'Maintenance of Learning Resources.' The administrators are least competent in using planning skills appropriate for 'Management of School's Programs and Projects.' The administrators are most competent in decision-making skills in terms of 'Personal Beliefs, Values, and Accountability.' The administrators are least competent in using decision-making skills appropriate in terms of 'Implementing Ordinances.' Generally, administrators are 'Competent' in terms of using decision-making skills.

DISCUSSIONS

By incorporating measures to ensure transparency in their plans, the school administrators are setting examples for others in professional and proper management of school's finances and expenses. The school administrators include the processes by which they would collect all the documents to serve as evidence to support the financial activities and expenditures of the school; processes of systematically recording and auditing every financial transaction of the school with appropriate and complete documentation for full disclosure and reporting later on. The school administrators of Balibago National High School give priority in the planning for the management of school's operations to areas that are relevant for the school to perform most productively and these include research, continuing education and training for all the staff of the school, and operating strictly in accordance to the policies of national government and the Department of Education, for which the respondents find the school administrators of Balibago National High School as competent in planning for these.

KEYWORDS: transparency, competency, decision making, planning skills

SUBMISSION ID: R04A-STAROS-0073

The Level of Engagement and Challenge in Pupil Leadership Programs of Public Elementary Schools in San Miguel Island of Tabaco City

Jerry Buela, Department of Education Tabaco City Division

Abstract

INTRODUCTION

This study determined the level of engagement and the challenges in pupil leadership programs in public elementary schools in San Miguel Island, Tabaco City Division. It answered the following sub-problems: what is the level of engagement of pupils in leadership programs along scouting, pupil government; is there a significant difference on the level of engagement of pupils in the leadership programs among the island schools in Tabaco City; what are the challenges met by the teachers in engaging pupils in leadership programs; what interventions may be proposed to address the challenges met in engaging pupils in the leadership programs.

METHODS

The quantitative research methodology was employed. It uses statistical tests to explain the nature, characteristics, relationships and differences of variables. It is designed to produce statistically reliable data about any condition. As to design, the descriptive- survey was employed because it determined the level of engagement and challenges along the identified indicators using a survey questionnaire.

RESULTS

Based on the findings, the following are deduced: the level of engagement of pupils in leadership programs is high. The F-statistics is 0.35143 and the p value at 0.05 level of significance is 0.707745. The F statistics is lower than the p value of 0.05 level of significance thus the relationship is not significant. There is no significant difference between the level of engagement of the pupils in leadership programs. The challenges met by the teachers in engaging their pupils with leadership programs are moderate. The following recommendations are made. School heads and teachers of the island schools in San Miguel, Tabaco City may conduct a comprehensive development leadership program to address life-long learning, personal effectiveness and life roles for pupils to improve their level of engagement to a very high level. The challenges met by teachers in engaging their pupils with leadership programs may be lessened by providing creative and innovative ways of participation among pupils, parents, communities, teachers, and school heads.

DISCUSSIONS

The researcher's recommendations will address the challenges met by the pupils in the leadership programs. Strong motivation from the parents, teachers, and school heads are needed to develop the leadership skills of the pupils. They are the key to bridge the gap in this study. The teacher-researcher suggests adapting the interventions made.

KEYWORDS: engagement, leadership

SUBMISSION ID: R005-TABACO-0063

The Level of Engagement and Challenges in Pupil Leadership Programs of Public Elementary Schools in San Miguel Island of Tabaco City

Jerry Buena, Department Of Education Tabaco City Division

Abstract

INTRODUCTION

This study determined the level of engagement and the challenges in pupil leadership programs in public elementary schools in San Miguel Island, Tabaco City Division. It answered the following sub-problems: What is the level of engagement of pupils in leadership programs along Scouting, Pupil Government, and YES-O?; Is there a significant difference on the level of engagement of pupils in the leadership programs among the island schools in Tabaco City?; What are the challenges met by the teachers in engaging pupils in leadership programs? and What interventions may be proposed to address the challenges met in engaging pupils in the leadership programs?.

METHODS

The quantitative research methodology was employed. It utilizes statistical tests to explain the nature, characteristics, relationships and differences of variables. It employed the descriptive-survey design because it determined the level of engagement and challenges along the identified indicators using a survey questionnaire.

RESULTS

Based from the findings, the following are the conclusions: The level of engagement of pupils in leadership programs the island schools are high. The F-statistics is 0.35143 and the p value at 0.05 level of significance is 0.707745. The F statistics is lower than the p value of 0.05 level of significance thus the relationship is not significant. Thus, there is no significant difference between the level of engagement of the pupils in leadership programs along Scouting, Pupil Government and Yes-O. The challenges met by the teachers in engaging their pupils to leadership programs are moderate.

The following recommendations: School heads and teachers of the island schools in San Miguel, Tabaco City may conduct a comprehensive development leadership program to address life-long learning, personal effectiveness and life roles for pupils to improve the level of engagement to a very high level. The challenges met by teachers in engaging their pupils to leadership programs may be lessen to as to its degree of seriousness by providing creative and innovative ways of participating pupils, parents, communities, teachers and school heads in similar activities.

DISCUSSIONS

The researchers cited recommendations to address the challenges met by the pupils in the leadership programs. Strong motivation of the parents, teachers and school heads are needed to develop the leadership skills of the pupils. The researcher suggests adopting the interventions made. This study benefited the island schools in Tabaco City.

KEYWORDS: level of engagement

SUBMISSION ID: R005-TABACO-0064

The Level of English Literacy of Grade 11 Students of GPGSHS S.Y 2018-2019

Kristine Q. Pardines, Gen. Pantaleon Garcia Senior High School
(Adviser: Maria Theresa Landoy)

Abstract

INTRODUCTION

The importance of English language in enhancing educational attainment through improved communication ability can never be over emphasized. When the students' proficiency in English language is high, it will definitely affect and improve their academic performance. In this study, the researchers measured the English literacy of the students in GPGSHS SY 2018-2019 to determine their competency

METHODS

In this study, quantitative research was used. Numerical data was collected through the use of different statistical techniques. The researchers used this type of research to determine the level of English literacy of the Grade 11 students of SY 2018-2019. 175 respondents answered the questionnaire prepared by the researchers with the following sub-tests: Reading Comprehension, Vocabulary, Grammar & Writing and Cloze test in accordance to the study presented by the International English Language Testing System (IELTS).

RESULTS

In this study, the statistical tools used were average mean and percentage. The researchers found out that the 175 students who participated obtained varying scores mostly from 5 up to 13 correct answers out of the 16-item questionnaire, garnering correct answers in between 31% to 81%. This shows that their knowledge falls under the category “competent.” The respondents were described as to having generally adequate command of the language despite some inaccuracies and misunderstandings. They understand some conventions in writing and can interpret a text. They know the structures but may not have a range. Categorized sub-test by sub-test, the respondents answered the Reading Comprehension best, having an average mean of 6.2, categorized as limited user, followed by Vocabulary with a mean of 5.4, labeled as limited user. The next was Cloze test with a mean of 3.5, interpreted as Extremely Limited User. Writing as the least correctly answered with a mean of 2.7, labeled as Extremely Limited User.

DISCUSSIONS

The results show that the level of English Literacy of the respondents is “competent” which defines the competency of the Senior High students as literate.

KEYWORDS: Level, English Literacy, Competency

SUBMISSION ID: R04A-IMUSC1-0012

The Level of Knowledge on Shadowing of Teachers in a Public School: Basis for instructional Improvement

Milagros Lupig

Abstract

INTRODUCTION

There is a considerable anecdotal evidence that the scale of private tutoring is substantial in the Philippines. However, attempts to document its existence is limited. According to the recent findings by the Reparable Harm Report (Olsen,2010), the majority of secondary schools English Language Learners (ELL) are Long Term English Learners defined as ELL who have been in the US for more than 6 years but have not reach sufficient English Proficiency or attained adequate academic gains in grade level content. Due to their ELL status, many ELL Students are relegated to a watered-down curriculum that will not prepare them for college and beyond.

METHODS

The study used a descriptive comparative research design. Descriptive study focuses on the present situation. The purpose is to find new truth. The truth may have different forms such as increased quantity of knowledge, a new generalization or new law, an increased insight into factors which are operating the discovery of new causal relationship, a more accurate formulation of the problem to be solved, and many others.

RESULTS

Shadow teaching supports students with learning difficulties enrolled in either local or international mainstream kindergarten and schools. It has been given importance in the recent decade to improve the learning and teaching process for students. Students with learning difficulties often experience challenges in the mainstream school setting and require the guidance of another professional other than the classroom teacher.

DISCUSSIONS

The use of shadowing in ELT is a way to create urgency around the instructional and linguistic needs of ELs, either in teacher training staff development. The process allows teachers to see what happens when the specific needs of students are not addressed systematically.

The shadow teachers' duties are helping the student display appropriate classroom behavior, providing guidance in completing classroom activities when necessary, helping the students achieve goals stated in his/her PESP by implementing agreed upon accommodations for students, regularly updating the parents, the case manager, and the rest of PESP team on the student's progress.

KEYWORDS: Education, special needs, shadow teaching

SUBMISSION ID: R04A-CAVITP-1722

The Level of Listening Skills in Relation To the Level of Performance in English among Selected Grade IV Pupils

Assette Patrice Del Rio

Abstract

INTRODUCTION

Despite the importance of listening skills in improving the performance in English, it has been observed, however, that various problems in developing listening skills in the classroom may hamper the learners' performance in English sometimes resulting in poor performance, and later on inability to listen effectively. This study determined the relationship between the levels of listening skills and performance in English among selected Grade IV pupils as observed by the researcher who is a Grade IV teacher.

METHODS

The descriptive-correlation research design was used with the aid of questionnaire, checklist, and School Form 1. This research design provides a relatively complete picture of what is occurring at a given time. Pearson Correlation Coefficient, frequency, percentages and mean were used as descriptive statistical tools in interpreting the data between the level of listening skills and level of performance in English. Random sampling was used to select the 25 respondents.

RESULTS

The following findings were established: 1. As to gender, there were more females than male respondents; exposure to mass media - television viewing; order in the family - second in the family, finally, size of the family - three siblings and below; 2. The most common problem in terms of listening skills was excessive talking; 3. The weighted mean of the three stages of listening skill was average (Early Stage/Stage 1 - high and Stages 2 and 3 average); 4. The mean performance in English was average, and 5. There was a strong positive relationship between the respondents' level of listening skills and their level of performance in English based on the computed r of 0.67.

DISCUSSIONS

The results are essential for the pupils because this study will enhance their listening skills. High listening skill level is helpful in developing the macro language skills such as speaking, listening, reading, writing, and viewing. The finding supports that listening well help improve a student's performance both professionally and personally. Thus, English teachers should maintain a classroom atmosphere conducive to pupils' listening skills by applying both preventive and extrinsic energizers at the start of their classes. Negative issues related to listening should first be resolved for optimum performance in English.

KEYWORDS: listening, listening skill, listening skill level, latest-grade point average, performance

SUBMISSION ID: R04A-CAVTP-0526

The Level of Morale of Teachers in the Primary Grades in the District of Maddela I

Aprilyn F. Kimmayong, Villa Hermoza Sur Elementary School

Abstract

INTRODUCTION

It can be said that morale is the element that differentiates between the teaching as a job and teaching as a profession. Teachers' morale can be enhanced and nurtured by school leaders. Teachers with high morale do not only feel good in themselves, but they also keep pupils' morale high. This study aims to determine the level of morale of teachers in the primary grades in the district of Maddela I.

METHODS

This research study used the descriptive method. Questionnaires were administered and informal interviews were conducted. This study was conducted in 14 schools at Maddela I District with 30 teachers teaching in the primary grades as respondents. The following statistical tools were used: Likert Five-Point Scale to present all variables, frequency count, simple percentage, and weighted mean.

RESULTS

The school has a great task in helping the school children to become useful members of the community they belong to. And teachers have a great responsibility of cultivating the pupils' right attitude and skills to help them become useful citizen and future leaders. With this view, it is the school that is given the task to develop certain individuals who will perform well in their chosen roles. The child's progress is also influenced by his family. Parents have a great responsibility over their children's education. While teachers' competence, morale, and commitment are important to meet the objectives of education.

DISCUSSIONS

School Administrators and teachers should procure/request modern instructional materials/devices for the teachers and pupils' use. Teachers should continue to perform their roles and functions effectively, strengthen their weaknesses, and maintain their strong points as far as strategies and approaches in teaching are concerned. Parents should be motivated to serve as strong partners in the education of their children. Similar studies should be conducted using other variables to help improve teachers teaching performance.

KEYWORDS: Teacher, Morale

SUBMISSION ID: R002-QUIRIN-0150

The Level of Parents' involvement in School Programs, Projects, and Activities: the Experience of Palo Alto integrated School

Francisco Dimapilis & Kathrina Regalado, Department of Education Palo Alto Integrated School

Abstract

INTRODUCTION

The No Child Left Behind Act pushes for an increase in parental involvement for students today. According to NEA Education Policy 2008, there is a correlation between higher academic performance and school improvement and the involvement of parents, family, and community in the education of their children. Students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs when there is a synergetic effort among schools, parents, families, and communities. But in Palo Alto Integrated School, it was observed that many parents constantly fail to come to school during card distribution or even attend school programs and activities.

METHODS

This study applied the procedures of both quantitative and qualitative designs or mixed-methods. Survey questionnaire was used to determine the demographic profile of the respondents. In-depth interviews and focus group discussion (FGD) were conducted. A total of 317 parents were included as respondents in the data gathering. Answer sheets from the respondents were collated for tallying, analysis, and interpretation that will lead to findings, conclusions, and recommendations. Data on how the school involved parents including the perceptions, effectiveness, communication channel used by the school to involve parents were analyzed.

RESULTS

The results show that crafting a school plan that will help increase parents' participation in school programs and activities by optimizing and exploring alternative means of communicating with parents. There is a need to provide relevant and interesting school activities that may entice the parents to come to school beyond the required card-giving sessions and get involved and organize formation sessions that will promote a culture of mutual understanding and support among parents and the school, and open opportunities for parent education, may it be on literacy or livelihood.

DISCUSSIONS

The results show that crafting a school plan that will help increase parents' participation in school programs and activities by optimizing and exploring alternative means of communicating with parents. There is a need to provide relevant and interesting school activities that may entice the parents to come to school beyond the required card-giving sessions and get involved and organize formation sessions that will promote a culture of mutual understanding and support among parents and the school, and open opportunities for parent education, may it be on literacy or livelihood.

KEYWORDS: Parental involvement, Factors, Challenges, Profile, Communication channel

SUBMISSION ID: R04A-CALAMB-0175

The Level of Performance of Mathematics Teachers in the Public Secondary School in Tiaong Quezon: A Basis for a Two-Pronged Training Program

Angelo Baliwag - Cber

Abstract

INTRODUCTION

In the Division of Quezon, Tiaong District particularly in the Private secondary schools, quality mathematics teaching had been given much emphasis. Several seminars and training-workshops had been organized to update and upgrade teachers' competence. One most recent Mathematics Seminar was organized by the Association of the Private Schools last July, 2010. The seminar-workshop on Trends in Teaching High School Mathematics aimed to improve the students' mathematics performance in the 2009 National Achievement Test (NAT) (Eligio 2010).

METHODS

The descriptive method of investigation was used in the study. This design aims at gathering data about the existing conditions. Calmorin (2005) describes descriptive design as a method that involves the collection of data to test hypothesis or to answer questions regarding the present status of a certain study. Further, Deauna (2003) defines such design as one that includes all studies that purport to present facts concerning the nature and status of anything.

Since the comparison on the perceptions of the respondents along instructional competence and the relationship of the data on the teachers' profile, content, and instructional competence were established, the descriptive-comparative and the descriptive-correlation methods were employed, respectively.

RESULTS

The mathematics training shall be under the over-all management of the principal with the assistance of the academic coordinator and the mathematics coordinator. The facilitators for the proposed training program were chosen based on their qualifications, trainings and seminars attended and organized, and competence along the different areas of concern. Most of the facilitators were speakers of the different seminar-workshops attended by the researcher. Such being the case, their expertise has really been considered in choosing their area for training.

DISCUSSIONS

The result of the study focuses on lectures integrated with interactive discussion with application, skill builders, and follow-up workshops will be the main methodologies of the training course. Participants will be engaged in different set-ups: individual for the lecture, solving and application, pair for the brainstorming and group for the workshops. The teacher-participants were sometimes asked to share their know-how and procedures about certain situations so that the discussion will be more substantial, fruitful, and participative.

KEYWORDS: Senior High School, Training Program, Mathematics

SUBMISSION ID: R04A-QUEZON-0299

The Level of Performance of Sped Students: A Basis For A Contextualized Module For Sped Secondary

Luzviminda Gavazan, Gen. Emilio Aguinaldo National High School

Abstract

INTRODUCTION

Fundamental to Special Education Transition Program is developing self-reliance. Thus, skills development should be at the core of the program. This study was conducted to determine the Sped teachers' profile, the level of performance of Learners with Special Educational Needs. Specifically, it determined 1) the teachers' profile in terms of 1.1 professional/academic qualification; 1.2 work experience; 1.3 related training and seminars; 2) the present level of performance of learners with special educational needs in terms of 2.1 functional literacy; 2.2 prevocational competencies; 3) what localized module can be crafted to be used for Learners with Special Educational Needs.

METHODS

This study employed the descriptive method through quantitative research. The participants of the study involved 70 respondents. Particularly 10 teachers handling Sped, and 60 Learners with Special Educational Needs in General Emilio Aguinaldo National High School, Imus City, Cavite.

RESULTS

The following were revealed by this study: 90% or most of the teachers handling Sped lack the academic qualification and teaching experience in Special Education, and 80% of the teacher-respondents have no training or seminar in Sped at all. The present level of performance of the learners in different skills showed clerical as the least mastered skill being ranked 1 with 25%, laundry as ranked 2 with 30%, housekeeping ranked 3 with 33.33%, numeracy ranked 4 with 41.17%, cookery ranked 5 with 43.33%, and language and self-help ranked 6 and 7 with 50% and 68.33%, respectively.

Based on the results, the following conclusions were drawn: most of the teachers handling Special Education lack the academic qualification, training, especially teaching experience. The present level of performance of the learners is a result of 2 years without a curriculum, no mastery of skills due to lack of specific competency. The findings on the present level of performance of the learners may be used in developing a contextualized module.

DISCUSSIONS

Based on the findings and conclusions, the following are recommended: The Department of Education Division level or the school should offer free seminars and training to teachers prior to the opening of the program or school year. Special Education teachers should pursue Master's Degree in Sped in order to fully understand and accept the nature of Special Education. Training in at least one Vocational or Technical course should be offered to Sped teachers to fully qualify them to teach pre-vocational skills to Learners with Special Educational Needs.

KEYWORDS: SPED, Teachers Profile, LSEN

SUBMISSION ID: R04A-IMUSC1-0072

**The Level of Phonemic Awareness of Grade I Pupils of Looc Elementary
School: A Basis For A Reading intervention Material**

Leonora Capacia, BRAVE

Abstract

INTRODUCTION

Phonemic awareness is the ability to identify, hear, and manipulate the individual sounds in spoken words. Manipulating the sounds in words includes blending, stretching, or otherwise changing words. (Partnership for Reading 2017). Teaching reading to Grade I pupils needed to be given focus since learning to read is a policy of No Child Left Behind. But in the course of teaching reading, most especially in English, there have been observed factors and phonemic awareness has been pinpointed to be one of them. In order to come up with a reading intervention material, the researcher analyze the situation in the Grade One class.

METHODS

The researcher used the descriptive method of research in her quest for determining the phonemic awareness of Grade I pupils. She was able to describe the true situation regarding the phonemic awareness of Grade I pupils which she aimed to improve using a proposed intervention material in reading.

RESULTS

The Grade 1 pupils of Looc Elementary School were either moderately aware or unaware of phonemes as important part of learning to read. The teachers found problems in teaching reading to pupils because of low level of phonemic awareness of pupils. A compilation of lessons as intervention material in phonemic awareness is proposed by the researcher.

DISCUSSIONS

The results demonstrate that teachers have to find ways to make Grade 1 pupils aware of the importance of phonemic awareness. They must also find instructional materials that will help Grade 1 pupils learn to read. The proposed compilation has to be used for Grade 1 pupils.

KEYWORDS: phonemic awareness, reading, intervention material

SUBMISSION ID: R04A-BATANP-1392

The Level of Reading Ability in English of Grade One Pupils of Gregorio Agoncillo Elementary School and the Need for A Proposed Reading Reinforcement Program

Nora Bautista

Abstract

INTRODUCTION

Basic reading skills include language, concentration, visual processing skills, and auditory processing skills. These are important for developing phonemic awareness, memory and reasoning. Each of these skills needs to be practiced and applied in order for a person to become a proficient reader. The goal is that as a child gets older, he or she is reading at grade level with all the basic skills having been developed at an early age. The researcher has observed that there is a need to enhance the reading skills of Grade One pupils at Gregorio Agoncillo Elementary School.

METHODS

The method used by the researcher in this study was the descriptive design with observation and interviews, as well as journal writing and narration as mode of presentation of data. The respondents were twenty-five (25) Grade One pupils. The profile of the Grade One pupils with regard to gender was treated using the frequency counts and ranking while for the data that were gathered from interviews and through the journal written by the researcher regarding her daily observations were used. The oral reading profile of the pupils was also analyzed.

RESULTS

Twenty-five (25) Grade One pupils were found to have achieved low performance levels in reading as revealed by the pre-test in Oral Reading Test in English for the Second Semester of the School Year 2017-2018. This result could be attributed to the fact that reading in English was only taught during the second semester. Although they can recognize sounds and symbols, reading words was difficult for most of them. Thus, twenty-five (25) out of thirty-five (35) pupils needed assistance and reinforcement to learn to read.

DISCUSSIONS

The results showed that there was a low reading ability level among Grade One pupils. It also showed there have been factors that contributed to the reading abilities of Grade One pupils and that included attitude, school factors, parent participation, and economic factors. Among the factors that contributed to the level of the reading abilities, parent participation was found to be the highest. It is recommended that parents have to participate in their child's education. Creating interesting reading materials may motivate pupils to learn to read. To address all of these, a Reading Reinforcement Program addressing these factors was proposed by the researcher.

KEYWORDS: reading ability, factors, skills, performance

SUBMISSION ID: R04A-BATANP-1525

The Level of Reading Comprehension of G9 Dalton and how it Affects their Academic Performance in Araling Panlipunan

Lourdes Kaligayahan

Abstract

INTRODUCTION

Reading comprehension tests students to think critically, understand concepts, find or recall details, and infer the meaning of useful vocabulary words. Mancilla-Martinez et.al (2009) stated that as students' progress to the higher grade, their skills to read, comprehend, and obtain knowledge from various texts are extremely significant to be successful in all academic subjects. Araling Panlipunan subjects required a lot of reading. In most of the activities, they need to understand texts most specially in difficult topics such as economics. This research aimed to find how the students feel about their level reading in the academic performance in AP and in reading too much text.

METHODS

This research used descriptive method of research in which weighted mean was used. In identifying how the reading performance affects academic performance, focus group discussion was used.

RESULTS

In terms of the effect of the students' perception regarding how reading affects their academic performance, the theme that emerged was that they can understand the text and other activities in Araling Panlipunan that required reading. They can also answer all the difficult questions correctly if their level of reading comprehension is good. The respondents perceived that there are many activities and texts in Araling Panlipunan which sometimes are boring, but they are still trying their best to be participative and active in the subject.

DISCUSSIONS

Based on the results, the G9 Dalton's level of comprehension is better and that it helps them in studying Araling Panlipunan.

KEYWORDS: reading comprehension, teaching strategy

SUBMISSION ID: R04A-CALAMB-0238

The Level of Stress among Teachers of Balas Buco Sta. Maria National High School

Jeizel A. Sangalang, Balas Buco Sta. Maria National High School

(Adviser: Lady Diana De Ocampo)

Abstract

INTRODUCTION

The teacher's well-being is often overlooked nowadays. The threat is stress, and it is something that nearly half of all teachers say they experience at high level every day. There is an important need to study stress among school teachers. When the body is stressed, the SNS (sympathetic Nervous System) contributes to what is known as the fight or flight: response. The body shifts its energy resources towards fighting of life threat or fleeing from an enemy. Thus, the researcher studied the level of stress of the teachers who play an important role as agents of change.

METHODS

The present investigation is meant to study stress level of school teachers from Balas Buco Sta. Maria National High School. The survey method was adapted for the conduct of the present study. The respondents were 27 school teachers who were randomly selected from the faculty. Using weighted mean, ranking and frequency, findings were revealed.

RESULTS

The findings of this study provided information regarding the level of stress among the secondary school teachers in Balas Buco Sta. Maria National High School. Results show that what most teachers experienced are fatigue, trouble in concentrating, remembering details, making decisions, and overeating or appetite loss. And the least are suicidal thoughts or attempts.

DISCUSSIONS

It can be concluded that time and stress management give a person tools and techniques to expand awareness on how to cope with work. Adapting healthy habits is important for a teacher to maintain healthy lifestyle.

KEYWORDS: stress, healthy lifestyle

SUBMISSION ID: R04A-BATANP-0830

The Level of Stress On the Job Performance of Public Elementary Teachers in Talisay District: A Basis For A Proposed Action Plan

Lorebeth Malabanan

Abstract

INTRODUCTION

Identifying the stress level of teachers is one concern of immediate supervisors and administrators. Relating the stress levels of teachers to their job performance is a significant undertaking. It is in this point of view that the researcher feels the need to conduct a study on stress level and its relationship to the teaching performance of teachers. This study aims to know the level of stress in Talisay District and how teachers cope with stress.

METHODS

The researcher used the questionnaire and descriptive method. Del Rosario (2007) defined descriptive research as those methods including the collection, presentation, and characterization of a set of data in order to properly describe the various features of that set of data. It is concerned strictly with the data on hand and can only measure what already exists.

RESULTS

Respondents who participated are public school elementary teachers whose answers to the given questionnaires revealed that over Demanding, inflexible work schedules, lack of time in preparing lesson plans, related instructional devices, testing materials and other school forms got a weighted mean of 3.12 and 2.67 with a verbal interpretation of "moderately stressful" which is rank 1 and 5. Too many school responsibilities and too heavy workloads or teaching loads got a weighted mean of 3.21, and 3.01 with a verbal interpretation of "moderately stressful" which are at rank 1 and 3. Inconsistency in rules/policies and lack of communication in decision making got a weighted mean of 3.33 and 2.78 with a verbal interpretation of "moderately stressful" at rank 1 and 5. It is also revealed that students' poor study habits and monitoring students' poor attendance got a weighted mean of 3.34 and 2.78 with a verbal interpretation of "moderately stressful" which are at rank 1 and 5.

DISCUSSIONS

The results demonstrate that there is a relationship between the level of stress of public elementary school teachers and their personal and professional profile and job performance. The author made a proposed action plan for the teacher to minimize their stress.

KEYWORDS: stress, level, job, performance, teaching, personal, professional, profile, action plan, minimize

SUBMISSION ID: R04A-BATANP-0937

The Levels of Communication Apprehension As Correlated To the English Performance of Grade 10 Students at Francisco Osorio National High School For S.Y. 2018-2019

Christian Agnate, Francisco Osorio National High School

Abstract

INTRODUCTION

Communication Apprehension affects the academic performance of the students. Horwitz (1986) & Young (1991). Difficulties in speaking English might affect their academic performance. High school students, especially grade 10, are expected to exhibit a certain level of confidence in speaking English. However, it is possible that they may have past experiences or conditions which may result in communication apprehension that may be a contributing factor to poor academic performance especially in English. This led the researcher to conduct an investigation on CA and English performance.

METHODS

The number of respondents was computed using the Slovin's formula. 138 respondents were chosen out of the total population of 210 Grade 10 Students who were enrolled at the Francisco Osorio NHS during the School Year 2018-2019. They were selected through fish bowl method to avoid preconceived notions and biases.

RESULTS

Pearson product-moment correlation coefficient was computed to assess the relationship between the IV and DV. It was found out that there is a significant correlation between the two variables, $r = -.237$, $p > .005$.

DISCUSSIONS

This paper showed that there is significant correlation between communication apprehension and academic performance. The result supports McCroskey, Booth-Butterfield, et al.'s (1989) study that they had proven lower GPA's are much expected among high CA students compared to those with low CA. Del Villar, (2010) explained that English is a second language among most Filipinos. This was not the case in the western studies where the respondents' first language is English. In the two studies, it was said that Filipino students have that innate knowledge of what cause CA and what remedies to take, but they were unable to draw strong relationship between CA and their performance in the classroom. It may be the result of certain cultural influences. This paper proved the correlation of the variables and found out that CA is present among the Grade 10 students of the Francisco Osorio NHS. The researchers recommend for classroom facilitators to focus on the context of CA in which students' least preference is public speaking in English. Teacher's involvement and guidance can improve the communicative competencies of the students by engaging them in some activities that can reduce students' fear in speaking English.

KEYWORDS: Communication Apprehension, Academic Performance, English Performance, Group Discussions, Meetings, Interpersonal Conversation, Public Speaking, Academic

SUBMISSION ID: R04A-CAVITP-0776

The Libreng Gamit Sa Eskwela (The Free School Supplies Program) and Drop-Out Rate in Public Elementary Schools of San Miguel Island in Tabaco City

Glenda Brizuela, Department of Education

Abstract

INTRODUCTION

"The Libreng Gamit Sa Eskwela (The Free School Supplies Program) And Drop-Out Rate In The Public Elementary Schools Of San Miguel Island In Tabaco City" looked into the innovative educational initiative of the City Government of Tabaco, its impact, and the drop-out rate in the six island schools of Tabaco City. It answered the following sub- problems: what is the level of impact of the Libreng Gamit sa Eskwela in the elementary schools of San Miguel Island, Tabaco City along financial resources, behavioral change and educational processes? What is the drop-out rate of the Island Schools of Tabaco City during the school years 2008 through 2016? Is there a significant difference between the levels of impact of the program in the various island schools in Tabaco City? What are the problems met in the implementation of the program as perceived by the respondents? What interventions may be proposed to address the problems met in the implementation of the program?

The study aimed to evaluate the program along financial resources, behavioral change and educational processes. The drop-out rate for the past eight years was determined. The respondents were eighty-two public elementary teachers and school heads of the six public elementary schools.

METHODS

The research method used in this study was descriptive survey. Documentary analysis was conducted. A researcher-made instrument was employed which was validated by external panel and administered personally by the researcher. After the data were gathered, the information was entered in a Master Tally Sheet, statistically treated, presented in tables and discussed with implications.

RESULTS

The level of impact of the program is high. The drop-out rate in the public elementary schools of San Miguel Island fluctuates. There is a significant difference between the level of impact of the program in the island schools in Tabaco City.

DISCUSSIONS

To improve the current level of impact of the program, careful monitoring of the impact and the distribution status of the program needs to be conducted by the City Government of Tabaco and the Division of City Schools. Data of school indicators are made accessible and readily available to researchers and stakeholders so that support will be given and concerns will be addressed. The problems identified have to be tackled in Management Committee meetings for consideration. The Division of City Schools and the City Government of Tabaco will be furnished with the list of the interventions to improve the implementation of the project.

KEYWORDS: impact, financial, behavioral, educational, drop-out, program, fluctuates, high, school supplies

SUBMISSION ID: R005-TABACO-0056

The Link between the Emotional intelligence of the Mathematics and English Teachers and the Academic Performance of the Students in Camp Vicente Lim integrated School, Sy 2017-2018

Leandro De Luna & Molina Rizo, Camp Vicente Lim Integrated School

Abstract

INTRODUCTION

Students still believe that Mathematics and English are difficult subjects. It is perhaps one of the reasons why students struggle in learning the said subjects. Thus, it should be the teachers' genuine desire to find ways on how lessons could be imparted effectively to the students. Possessing higher Emotional Intelligence (EI) will help teachers to have a deep concern with the students' situation, more specifically with how they perform in class. These realities prompted the researchers to conduct a study which aimed to determine the level of EI of the Mathematics and English teachers of Camp Vicente Lim Integrated School in relation to the academic performance of the students.

METHODS

This study used descriptive-correlational research design to describe the EI of the teachers and its relationship to the academic performance of the students. A researcher-made questionnaire was used to assess the level of EI of 15 Mathematics and 16 English teachers. Record analysis was used to describe the performance of the students. Frequency, percentage, weighted mean, and Pearson's Product Moment Correlation were employed in statistical analysis.

RESULTS

The EI of the Mathematics teachers is high which only shows that the teachers have high regard to the people surrounding them. The obtained weighted means as to the EI of English teachers indicate that they have high EI which shows that they are mindful of their actions toward themselves and others. The students' academic performance in Mathematics and English range from fairly satisfactory to very satisfactory, and only few obtained an outstanding performance. More so, there was a significant relationship between the level of EI of the teachers and the academic performance of the students. Activities which include Assessment of Beginning Teachers' Emotional Intelligence Enhancement Seminar for Teachers and Implementation of Project HEART were proposed to enhance the EI of the teachers.

DISCUSSIONS

The result implies that English teachers have high level of EI compared to mathematics teachers, and students who have teachers with high level of EI tend to perform better in class. Administrators and other concerned authorities should provide activities that will enhance the teachers' EI so that they can deal effectively with the students and ensure the improvement of the students' academic performance.

KEYWORDS: Emotional Intelligence, Mathematics and English teachers, Academic Performance

SUBMISSION ID: R04A-CALAMB-0221

The Link between the Writing and Mathematical Skills of the Grade 11 Students in Camp Vicente Lim integrated School

Andrea Kristine Lelis, Camp Vicente Lim Integrated School
(Adviser: Leandro De Luna)

Abstract

INTRODUCTION

Writing allows students to put their feelings and ideas on paper. The mastery of this skill also implies proficiency in the use of the English language. The use of writing on Mathematics had noticed. It was observed that students tend to find language-based mathematical tasks more difficult than tasks that are mere number sense. With this, the researcher aimed to investigate the link between the writing skills and mathematical skills of Grade 11 students through exploring the possible correlation between the mentioned skills.

METHODS

The study used the descriptive-correlational method. The study determined and measured the writing skills of the students in terms of spelling, vocabulary, grammar, and organization, whereas it assessed the mathematical skills in terms of number sense, patterns and algebra, geometry, and statistics and probability. Both were evaluated through a test which contained modified questions obtained from the different sources. The instrument was also validated by the faculty experts and reliability was also sought. A total sample size of 115 Grade 11 students was generated through GPower and chosen using stratified random sampling technique. The attained data were further treated statistically using frequency and percentage, mean percentage score, and Pearson's r using SPSS 23.

RESULTS

The level of the respondents' writing skills in terms of spelling was fairly satisfactory while their level in vocabulary, grammar, and organization did not meet the expectations. Meanwhile, the level of the respondents' mathematical skills in terms of number sense, patterns and algebra, geometry, and statistics and probability were not meeting the expectations. It was found that there was a significant relationship between writing and mathematical skills of the respondents. Thus, the researcher proposed a program of activities that may further enhance their writing and mathematical skills.

DISCUSSIONS

The result of the study shows that the writing and mathematical skills of the respondents are both in low level. With the moderate positive correlation, it implies that if the writing skills was high, then the mathematical skills will also tend to get high. Additionally, there is a common misconception when learning mathematics that it just all numbers and memorizing equations.

KEYWORDS: Writing skills, mathematical skills

SUBMISSION ID: R04A-CALAMB-0041

The Literary Appreciation Level of Grade 8 Students in Calamba City Public Schools (Cluster B-2)

Jan Quester Aquino

Abstract

INTRODUCTION

Literature, like life, is not to be defined. Literature defies the foot-rule, and any attempt to treat it as if it was an exact science bound to fail. However, quality education should equip students with better understanding to survive the demands of comprehension.

Current efforts are focused on improving academic performance of students in public schools in response to the pressure for educational reform which emphasized the importance of English amidst advance in Science and Technology in the modern Contemporary world.

METHODS

The immediate objective of this research is to assess the level of literary appreciation needed in the literature-based instruction of Department of Education's K-12 program in relation to the academic performance of 329 Grade 8 students from schools in Calamba City.

RESULTS

It was found out that stages 1 "understanding" and 2 "decoding" were assessed by the two groups of respondents as frequently observed with an average weighted mean of 3.61 and stages 3 "losing self," 4 "finding self" and 5 "venturing beyond self" as sometimes observed with an average weighted mean of 2.90, 3.19 and 3.33, respectively. On the other hand, the level of literary appreciation of Grade 8 students was assessed by the two groups of respondents as sometimes observed based on the overall weighted mean of 3.32. It was also found out that there is no significant difference in the assessment of the two groups of respondents on the level of literary appreciation of students in Grade 8.

Moreover, the academic performance of the respondents has an average mean of 80.97, and it was revealed that there is no significant relationship between the level of literary appreciation and the academic performance of the students.

DISCUSSIONS

The more the students are exposed to the activities that will make them comfortable with literature, the more that they will improve their level of literary appreciation. Therefore, the researcher proposes an enhancement program on literature-based instruction strategies to contribute towards the attainment of high English fluency among public high school students.

KEYWORDS: Literary appreciation, literary appreciation skills

SUBMISSION ID: R04A-CALAMB-0211

The Lived Experiences of Elementary Principals/School Heads in Terms of Decision Making in Cabuyao, Laguna

Jose Charlie Aloquin, Department of Education Cabuyao

Abstract

INTRODUCTION

Present management theories and practices have been used to explain the lived experiences, in terms of decision-making, of Elementary School Heads in the District of Cabuyao, Laguna. They are expected to be a moral manager which involves proactively promoting ethical behavior in others through the use of role modeling, communication, and formal reward systems.

METHODS

The research design used was Phenomenological qualitative research design. Interviews were completed. The data were disaggregated according to themes and patterns. The participants of the study were ten principals in different schools in Cabuyao, Laguna. After data collection, the researcher found four common themes.

RESULTS

A major contradiction in the findings was the fact that none of the principals in the study felt the need for more professional development concerning management of the school and community involvement. Additionally, some of the participants in the study identified paperwork, lack of staff, funding, space, facilities, and planning time for teachers as obstacles.

DISCUSSIONS

Level of education, years of experience, gender, and size of school had no effect on leadership style. Only some principals had extensive experience in elementary school who gave different responses. There was a distinction between a parent and teachers' approach to leadership. It is recommended that all school principals should possess an academic teaching background in elementary school before becoming a school principal and must pass the standards and requirements set by the Department of Education.

KEYWORDS: Lived Experiences of School heads, Decision making

SUBMISSION ID: R04A-CABUYA-0062

The Lived Experiences of Class Advisers in Updating Pupils' Data Using the Learner's Information System

Airene Caag, Leonora Panganiban, & Ligaya Enriquez, Matipok Elementary School

Abstract

INTRODUCTION

This action research entitled "The Lived Experiences of Class Advisers in Updating Pupils' Data using the Learner's Information System" is an endeavor to resolve the problem encountered by the class advisers in updating pupils' data using Learners Information System (LIS). This situation gives the researchers great interest in teachers' experiences in updating pupils' data using LIS as well as to determine the technical assistance the researchers can design to improve the performance of teachers who are experiencing difficulties in updating pupils' data using this facility.

METHODS

The study uses the qualitative research design using phenomenological approach through focus group discussions (FGD). The respondents were five (5) class advisers of Matipok Elementary School for school year 2018-2019 who were chosen using purposive sampling techniques. Coding, transcribing, and explicating are used to interpret the data given by the participants.

RESULTS

Based on the data presented, failure to open the account is the most common problem of the teachers. On the other hand, the unavailability of the network/system is the greatest issue being faced by class advisers based from their perceptions in updating pupils' data using LIS. In terms of improving teachers' performance in using LIS, the researchers find ways on how to overcome these problems brought by poor internet connection.

DISCUSSIONS

Final output of this study will serve as the basis in formulating School Learning Action Cell (SLAC) wherein using ICT is the main topic in order to improve the teachers' performance in using LIS. With this end in mind, this research serves as reflective reference among teachers and school heads to re-evaluate the ICT program of the school to constantly update teachers' competence so that they can perform their role of updating students' data.

KEYWORDS: improve, performance, technical assistance

SUBMISSION ID: R04A-CABUYA-0062

The Lived Experiences of Generation Z's Spirituality and its Synchrony to their Day- to- Day Lives as Students

Angelica Nicole Basto, Jhoanna Irish Felizardo, & Ronniel Alamag, Department
of Education Batangas
(Adviser: Jedalyn Carandang)

Abstract

INTRODUCTION

Generation Z according to Forbes (2015) is the generation which they defined as people born from the mid-1990s to the early 2000s. Spirituality is important for this generation.

This study presents real situations and practices in living a spiritual life which we consider as very useful in understanding the students more Phenomena identified served as model in designing a school-based life coaching guide for students.

METHODS

A qualitative research method was used. Narratives and responses from Focus Group Discussion were used to collect the needed data. Actual responses were transcribed and presented through themes.

RESULTS

Responses presented that students have patterns on how they live their lives based on their religious beliefs and practices. Patterns showing that students use the bible as their life guide was identified. Students also consider prayers as their armor in making life meaningful. On the other hand, there are students who expressed confusion on how to live a spiritual life and that they needed someone or a support group that will help them.

DISCUSSIONS

The results indicate the need to design school-based programs, guides or activities that will assist the students in making their lives meaningful through nourishing their spiritual lives. Real life-based activities are more life moving for Generation Z.

KEYWORDS: Generation Z, Spirituality, Lived Experience

SUBMISSION ID: R04A-BATANP-0360

The Lived Experiences of High School Non-readers in the Care for the Non-readers Program: Help Seeking in Focus

Joan Sison & Estrella Tecson, Department of Education Region 12, Dilangalen National High School

Abstract

INTRODUCTION

Help seeking is an important strategy that learners use to deal with difficulties especially in high school when students are no longer expected to learn to read but read to learn. The help seeking strategies of 6 non-readers in Dilangalen National High School led them to be the pioneer recipients of the Care for the Non-readers (CNR) Program of the Department of Education Region XII. We conducted this phenomenological study to describe and understand the lived experiences of high school non-readers in the light of their help seeking strategies. We also aimed to find insights of the high school non-readers from their lived experiences and to explore the effective teaching and learning strategies in the light of help seeking strategies drawn from the participants' narration.

METHODS

Purposive sampling technique yielded 6 participants for the focus group discussion in Dilangalen National High School, Midsayap, Cotabato. We adhered to research ethics protocol and used thematic analysis to let various themes emerge from this phenomenological study.

RESULT

For the Lived Experiences of High School Non-readers in the Light of their Help Seeking Strategies, the themes were Interdisciplinary Reading Difficulties, Adaptive and Non-adaptive Help Seeking from People, Concepts of Help and Fear from the Text and Learned to Read from the CNR Teacher. Students' insights from their lived experiences include Happiness in the CNR Clinic, Nervousness with the CNR Teacher, and Independent Reading. Effective Teaching and Learning Strategies in the Light of Help Seeking Drawn from the Participants' Narration comprise CNR Service and Materials Enhancement.

DISCUSSION

The participants experienced reading difficulties across disciplines which made them struggle with academic tasks. Their non- adaptive help seeking from their classmates led to dependence while their adaptive help seeking from their subject teachers and from the Care for the Non-readers (CNR) teacher led to their independent learning. Participants affirmed that the CNR program has helped them to read independently especially in Filipino language. However, they did not know how to apply what they have learned from the books to real life which showed that they are at the literal or lowest level of reading comprehension. Hence, the CNR teacher must use intervention to raise the participants' reading comprehension level and to develop their self-efficacy as well as consider the participants' suggestions for improving intervention.

KEYWORDS: High School Non-readers, Care for the Non-readers Program, Help Seeking, Phenomenology, Thematic Analysis

SUBMISSION ID: R012-COTABP-0011

The Lived Experiences of Shs Students During Immersion: Exploring the Phenomenon

Analee Rosita, Department of Education Tanauan City

Abstract

INTRODUCTION

This observational study employed descriptive research method aiming to craft action plan to guide students in enhancing their skills in carrying out their chosen career for immersion, familiarize the students in having conversation with the industry partners, boss, or executive personnel, enhance and showcase students' acquired skill, and assist students on the identification of their strengths and weaknesses prior to the immersion program.

The paper was an input toward the determination of the patterns that would be helpful to the next or incoming students to prepare themselves for the challenges they may face during immersion program. This also raises awareness among us, Senior High school teachers, administrators and parents.

METHODS

The researcher used qualitative research through phenomenological research. The goal of qualitative phenomenological research is to describe a "lived experience" of a phenomenon. As this is a qualitative analysis of narrative data, methods to analyze data must be quite different from more traditional or quantitative methods of research. Essentially, this is focused on the meaning of the experience, behavior, and narratives. This is materialized through Focus Group Discussion and Content Analysis of the research prompt provided by the researcher.

RESULTS

The results of the study have been helpful to the students to identify their challenges and weaknesses, as well as their ability to socially interact with others. They are also helpful in showing their skills during immersion program.

Challenge from the company/industry owner (time pressure), challenge from peers pertaining to the industry's workers (Strict but considerate) and challenge from the physical environment of the workplace pertaining to the equipment in the industry which may be affected once they have committed mistakes.

DISCUSSIONS

The study shows that the students under immersion program described their performance to be very satisfactory. There may be challenges and difficulties, that is why positive support from both school and industry is necessary.

KEYWORDS: immersion, explore, phenomenon

SUBMISSION ID: R04A-TANAUA-0180

The Magical Power of Using Process Chart in Developing the Skills of Grade Six Learners in Solving Word Problem and Reading Comprehension

Jonalyn Reynante, Department of Education Cavite

Abstract

INTRODUCTION

Problem solving and reading comprehension go hand in hand in solving word problems in Mathematics. The current research was carried out to investigate the effectiveness of using process chart among the grade six students. It helped focused on how each step of the process supported students as they worked to solve the problem.

METHODS

This quantitative research study was used to illustrate the effectiveness of using process chart in solving word problems among 50 pupils of grade six through pretest and posttest. Data were collected using a valid and reliable questionnaire. Statistical treatments were measured through averaging and percentage.

RESULTS

80% of the students who participated in this research proved the effectiveness of the process chart used. In total, 80% of students passed the given posttest. The other 20 % score was found for preparation for another set of tests. Also, a significantly positive effect was observed between the technique used and the result.

DISCUSSIONS

The findings indicated that the used of process chart was effective for 80% of the students who joined this research. However, the remaining 20 % are suggested to be reinforced, with more emphasis on weaker domains.

KEYWORDS: reinforced, emphasis progress chart

SUBMISSION ID: R04A-CAVITP-0708

The Main Reason Why Grade Ten Students of Noveleta National High School Are Not Fond of Reading Literary Pieces For the School Year 2017-2018

Juliet Herbolario & Romalyn Papa

Abstract

INTRODUCTION

This project aims to assess the main reason why our students are not fond of reading. Reading is one of the macro skills that we have to develop in our students. But it will be difficult for us teachers if the students themselves are not into reading. By identifying the causes, we might not solve the problem right away, but we can at least reduce the number of students who are not into reading. The reality is they will just scan their books or a reading material to look for what they need. We think that finding out the causes will help us determine the best strategies that we may incorporate in the way we teach literature.

METHODS

The researchers used random sampling. The participants of this study are 50% of the teachers' population of Noveleta National High School for the School Year 2017-2018. The researchers used written survey questionnaires adapted and developed by the researchers for the purpose of the study. The researcher prepared and reconstructed the questionnaires which was used as main tool in getting the data from the respondents. The researchers used frequency count and percentage in analyzing the demographic profile of the respondents. The researchers used mean and standard deviation in analyzing the main reason why students are not fond of reading.

RESULTS

The results show that most of the students have phonemic difficulties.

DISCUSSIONS

The department shall conduct interventions that will cater to the needs of the Grade 10 students in terms of phonemic awareness; 1. Intensive lectures that will help the students familiarize with phonemes. 2. Conduct reading program for students who are having difficulties in reading that will focus in phonemics. 3. The teachers must have a recommended list of reading materials that will help the students.

KEYWORDS: Reading, Learning

SUBMISSION ID: R04A-CAVTP-1238

The Main Reason Why Grade Ten Students Of Noveleta National High School Are Not Fond Of Reading Literary Pieces For The School Year 2017-2018

Romalyn Papa & Juliet Herbolario

Abstract

INTRODUCTION

The area of focus of this project is to assess the main reason why our students are not fond of reading. Reading is one of the macro skills that we have to develop with our students. But it will be difficult to us teachers if the students themselves are not into it. By identifying the causes, we might not abolish it right away but we know as we continue on searching for solutions, we can reduce the number of students who are not into it.

We will find out why many students are not into reading anymore. The reality is they will just scan their books or a reading material to look on what they need. We think that finding out the causes will help us to determine the best strategies that we may incorporate in the way we teach especially literature.

The researchers planned to conduct this basic research in order to identify the main reason why students are not into reading. It is hoped that after this study it will be beneficial not only for the teachers as well as the students. This will help the teachers to identify as well what intervention they can use.

METHODS

The researchers used random sampling where the sample is selected objectively by the researchers. The participants of this study are 50% of the teacher's population of Noveleta National High School for the School Year 2017-2018. The researchers used written survey questionnaires adopted and developed by the researchers for the purpose of the study. The researcher prepared and reconstructed the questionnaires which will be the main tool in getting the data from the respondents. The researchers used frequency count and percentage in analyzing the demographic profile of the respondents. The researchers used mean and standard deviation in analyzing the main reason why students are not fond of reading.

RESULTS

The value itself shows that the respondents don't find it negative neither positive. It is found out the most of the students have phonemic difficulties.

DISCUSSIONS

This study shows that the value itself shows that the respondents don't find it negative neither positive. The department shall conduct interventions that will cater the needs of the Grade 10 students in terms of phonemic awareness; 1. Intensive lectures that will help the students familiarize with phonemics. 2. Conduct reading program for students who are having difficulties in reading that will focus in phonemics. 3. The teachers must have recommended list of reading materials that will help the students.

SUBMISSION ID: R04A-CAVITP-1239

The Making of A Manager: integrating Stories of Challenges and Success Towards Learning Development

Michael Cris Sena, Ayesha Marie Loon, & Dave Gallardo, San Jose - Litex Senior
High School
(Adviser: Dave Gallardo)

Abstract

INTRODUCTION

This qualitative study aims to discover and unfold the experiences of successful managers, their desired qualities, managerial skills they possess, as well as the challenges they have encountered and how they overcome these. Many students are dreaming to become managers someday or to become a leader in their own ways. This action research aims not only to identify the essential aspects in becoming a successful manager, but also to integrate the co-researcher's experiences in the learning process through learning activities.

METHODS

A qualitative type of research was used. Using a Phenomenological Research Design, we conducted an interview with twenty selected managers to gather firsthand information with the use of interview guide. Content analysis was used to systematically label the contents and analyze patterns that emerged.

RESULTS

Leadership and Perseverance were equally considered as the most needed traits to become a successful manager. Majority of the participants believed that having a principled leadership and an ethical attitude towards work were the most important of all the traits they should possess. Thus, all of them mentioned that they all have the necessary skills to become a manager. In order to manage employees effectively, a clear job description should be in place. They should be involved in decision-making, be motivated, and have an appreciation of good work. Furthermore, attending seminars and trainings were necessary in promoting self-development. This also ensured that they will be equipped with right skills if they encounter challenges in different areas such as competition, customer complaints, employees' attitudes and reaching quotas. Being a manager requires passion with dedication and determination to improve their knowledge and management skills. It is a must for them to have a conscientious attitude towards work. A successful manager is not just an analytical leader, he/she should also be industrious and passionate towards job. Humility is also important.

DISCUSSIONS

The result demonstrates the need to integrate the actual phenomena and adopt this to the classroom environment to be able to make the students grasp the necessary skills and concentrate on areas that need improvement. Across the board, topics can be integrated in lessons and activities so that these values and lessons will be inculcated in the students. This will help the students achieve their dream to become successful managers someday.

KEYWORDS: Managers, Senior High School, Learning Process

SUBMISSION ID: R04A-RIZALP-0023

The Management and Operations of School Publications in the Public Secondary School of Nasugbu East District: Basis For A Proposed Program

Toriano Digno, Department of Education-Tala Nhs

Abstract

INTRODUCTION

The educational system of the country aims to promote and ensure the right of every person to relevant and quality education. Furthermore, the students have a right to their opinion and a right to form, establish, and join organizations recognized by the school to foster their intellectual, social, cultural and political development.

It is in this premise that the researcher deemed it wise to assess the management and operation of secondary school paper advisers of Nasugbu East District, Nasugbu, Batangas.

METHODS

The study used the descriptive method of research using questionnaires in gathering the necessary data. The study focuses on the competency of public secondary school paper advisers of Nasugbu East District in managing and operating school publication. To substantiate, interview was also conducted by the researcher.

RESULTS

Based on the findings, the researcher concluded that 1.) Most of the Adviser and school administrator-respondents were on their middle age level, largely dominated by female, married, bachelor's degree holder, young in their present position, less year of numbers as school paper adviser. Most of the staffers were on teen age, female, grade 10, less experience in journalism and less experience as staffers; 2.) The respondents agreed on the selection of staffers, appointment of publication advisers, distribution of workloads, allocation of resources, control of budget, allocation of time, campus paper office, censorship of articles, and training of advisers; 3.) There was no significant relationship between computer literacy of the teachers and profile variables; 4.) There was no significant relationship between the management and operation of school publication; 5.) There was no significant difference among the responses of the three groups of respondents; 6.) They found serious problem in guidelines and charter while they found moderately serious problem in campus publication advisers, censorship of articles and contribution of articles; 7.) They strongly agreed on the suggested solutions regarding problems on management and operation of school publication.

DISCUSSIONS

The results of the research demonstrate the need to design a well-crafted journalistic program to produce a well-managed school paper.

KEYWORDS: censorship, management, publication, school paper

SUBMISSION ID: R04A-BATANP-2153

**The Management of Grade VI Pupils with Disruptive Behaviors in Relation
To the Academic Performance in Science in Indang Central Elementary
School Third Quarter Sy 2018-2019**

Erlinda Navia, Department of Education

Abstract

INTRODUCTION

Disruptive behavior in the elementary school setting has become an increasing concern for educators. Teachers are spending more time on discipline than on classroom instructions due to an increase in off-task and poor behaviors of the pupils that can affect the academic performance in Science. With the analysis of periodical results in Indang Central Elementary School during the first to fourth quarter last school year, (2017-2018). Science is one of the learning areas that got the lowest mean percentage score.

METHODS

The respondents in this study are the two sections of Grade VI pupils in Indang Central Elementary School. The proponent of this study used four foolproof strategies for Disruptive behavior (talking tokens, using rewards, assigning special jobs, and addressing sensory needs) through observational design approach and some educational video related to the competencies in Science VI. Descriptive type of research was used. The study illustrated the effect of using the four foolproof strategies in academic performance of the pupils. Summary statistics such as frequencies percentages, mean, and standard deviation were used to describe the significant implication of four foolproof strategies in the performance level of pupils in Science.

RESULTS

Based on the study, the two sections of Grade VI pupils have an average performance of 80% during the second quarter without the intervention. On the third quarter, the section which was exposed to the four foolproof strategies increased their performance by 4.0% while the other section increased by 0.75%. With these it was concluded that the use of four foolproof strategies for Disruptive behaviors is very effective. The pupils who were exposed to the intervention program had a higher percentage of increase in performance.

DISCUSSIONS

This study had a general purpose to gain a better understanding of disruptive behavior in the classroom, what the behavior looked like, the cause, and if trauma could have any impact on the behavior of the pupils who are disruptive. This study had great effects in pupils' learning, and it produced some interesting and significant results which are expected to make contributions in the students' learning.

KEYWORDS: Disruptive behavior

SUBMISSION ID: R04A-CAVITP-0235

**The Mentor and the Mentee: Heuristic of Mentoring Program in Lemery
Pilot Elementary School**

Jerome C. Bayao, Department of Education/Teacher
(Adviser: Jerome Bayao)

Abstract

INTRODUCTION

Mentoring programs are common features in many school systems today. Such programs are seen as a means of promoting teacher's ability and improving teacher's quality. In LPES, it is observed that the mentoring program is really beneficial to both mentees and mentors. The existing mentoring program is implemented due to the call of the department, and it was not designed formally but executed as literally as it is. Furthermore, the objectives of the mentoring programs were not clarified among master teachers as mentors. For this reason, the mentoring process was not that executed properly. This scenario prompted the researcher to conduct this study to help the elementary master teachers to be equipped with the proper mentoring process and to clarify the different areas which are needed to be maximized for them to be skilled on the proper mentoring.

METHODS

A questionnaire or a feedback monitoring form on the mentoring program was the material used in this research which served as the basis of the course of action taken after the accomplishment of the research. The researcher used a quantitative research design that applies the use of statistics.

RESULTS

The status of the mentoring program with reference to the mentors' competence needed improvement. The skilled competencies of the mentees as evaluated by the teachers and the master teachers were demonstration of initiative to learn, gained knowledge and new experiences from the mentor, applied knowledge gained in actual situation, demonstrated professional relationship with the mentor and being polite and respectful in the course of the mentoring program while the competencies measured as moderately skilled are: accepted and responded appropriately to constructive criticism, performed and completed assigned tasks and displayed good time management skills.

DISCUSSIONS

Mentoring is the essential fuel in transforming the education system that is why a restructured mentoring program is needed in order for the teachers to be equipped in the areas which they need to enhance and develop. The findings indicated that mentors needed to improve their mentoring skills. there should be greater clarity on the mentoring process and they should be equipped on the competencies. in order to increase the quality and quantity of mentoring for promoting the teacher's ability and enhancing the teacher's quality in order for them to address the needs of the learners.

KEYWORDS: Mentoring, Mentoring Program, mentoring skills, mentor, mentee

SUBMISSION ID: R04A-BATANP-2033

The More You Learn, the More You Earn: inquiry on the Effects of the Programs and Seminars to Enhance Entrepreneur's Competence in Brgy San Juan, Taytay, Rizal

Magdalena C. Valdez & Alleiah G. Carino, Department of Education Rizal, Taytay
Senior High School
(Adviser: Magdalena Valdez)

Abstract

INTRODUCTION

Entrepreneurship marks the competitiveness and development of one country, wherein its entrepreneurial process is shaped by the social and institutional environments. The collaboration between the community and other stakeholders and educational institutions to enhance the competencies of the entrepreneurs are essential. This study sought to elucidate the effects of the implementation of different programs and seminars in Brgy. San Juan to enhance entrepreneur's competencies.

METHODS

The quantitative or descriptive method was used to describe, record, analyze, and interpret data gathered from this phenomenon. Specifically, survey checklist was used to gather data and descriptive statistics such as percentage, central tendency, standard deviation, and parametric statistics such as two-sample mean t-test to analyze the gathered data. Twenty entrepreneurs were the respondents in this study. They were business and are already running a business. Hence, thriving to increase profits in their Business in Brgy. San Juan Taytay, Rizal were purposively chosen for this study.

RESULTS

Most of the livelihood and programs in the barangay are related to garment and tailoring. After the program and seminar, the extent of entrepreneurs' competence, the ability to understand business operation, terminology and commitment were at "impressive extent." On the other hand, persuasion and networking, overcoming failure, and risk taking, thinking uniquely and creatively, tolerance for ambiguity, living with modest to high levels, tolerance for uncertainty, performing different tasks simultaneously, financial proficiency, analyzing financial transaction have a moderate extent of increase of competence.

DISCUSSIONS

This study finds that competitiveness and development benchmarks a unique model in engaging business in the garment sector, whereas, the increase of the entrepreneurs' competence reflected their capability to increase their profits. Hence, this study echoed the importance of a shared responsibility in the competitiveness and development of one place by educating the entrepreneurs on basic competencies. Lastly, follow-up and development of program and seminar module/learning package are recommended.

KEYWORDS: Programs, seminars, competence, entrepreneurs, garment, and tailoring, Taytay Senior High School

SUBMISSION ID: R04A-RIZALP-0195

**The Mtap (Mathematics Teachers Association of the Philippines)
Challenge Is On To Hone the Mathematical Skills of the Jfes Children**

Analiza A. Oligo & Luzviminda C. Cerezo, Department of Education Cavite City

Abstract

INTRODUCTION

Not so many children choose Math as their favorite subject. There are others who like it and try every means to be good at it. The MTAP program is an answer to the needs of children who want to have advanced lessons or improvement. With the MTAP session every Saturday, the student becomes better in Math. This action research determines the impact of MTAP on kids' Mathematical skills.

METHODS

The researchers used the descriptive research design. Specifically, the type of descriptive research design used was the survey method. The respondents were divided into two (2) groups, the MTAP participants, the JFES pupils from all levels and the MTAP teachers from Julian Felipe Elementary School. The pupils were selected through survey with fishbowl technique. The teachers were all MTAP teachers from Julian Felipe Elementary School.

RESULTS

The interventions that are suggested to continuously hone the Mathematical skills of the MTAP participants are teacher monitoring has 45% and peer tutoring with 30%. Parental follow-up gets 25%.

DISCUSSIONS

The study was conducted in Julian R. Felipe Elementary School. There were thirty (30) respondents for the pupils' group. There were seventeen (17) respondents for the teachers' group. The sessions were limited to six (6) Saturdays. The primary concerns were on the speed and advancement of the lessons in each grade level. MTAP respondents (pupils) from Grades I - VI are given 2-5-point increase in their second grading grade in the report card. This means that the MTAP Saturday classes contribute to the improvement of the Math skills of learners considering their own pace in line with the speed and advancement of the lessons in the different grade levels. The MTAP respondents (MTAP teachers) came up with interventions specifically peer tutoring, teacher monitoring, and parental follow-up. Some action research does not focus on the effects of MTAP on kids but rather on its program.

KEYWORDS: MTAP, hone, Mathematical skills, intervention, teacher monitoring, speed, advancement, own pace

SUBMISSION ID: R04A-CAVITC-0111

The Muscovado Sugar Body Scrub

Carl Lemuel Sagayan & Triczie Cruz, Cabulusan Elementary
(Adviser: Shiela Delima)

Abstract

INTRODUCTION

The purpose of this experiment was to help women especially a working mom or a housewife how to give extra care for her skin even just at home without consuming much time and money and to test the effectiveness of the natural ingredients found around our community for a healthier and more glowing skin.

METHODS

The purpose of this experiment w to help women especially a working mom or a housewife how to give extra care for her skin even just at home without consuming much time and money; and to test the effectiveness of the natural ingredients found around our community for a healthier and more glowing skin.

RESULTS

The result is an awesome Muscovado sugar body scrub with pure coconut oil, pure honey, and pure calamansi extract that everyone will love. The result from the teacher and pupils' home-made muscovado sugar body scrub was tested by the participants by personally applying it for consecutive days. They decided to use it as their regular body scrub because it is really relaxing. The organic and natural muscovado sugar body scrub is so easy to prepare, very enjoying to use, and when you apply to skin will leave a soft, smooth and loving skin. It also has a very pleasant smell that everyone will surely adore.

DISCUSSIONS

The results show that even a busy working mom or a plain housewife can take extra care for skin without consuming much time and money by using the amazing Muscovado sugar body scrub. This Muscovado sugar body scrub is very easy to prepare and the ingredients are all natural that can be found just around our community. The natural ingredients around the community that were used in Muscovado body scrub are absolutely safe and effective. It is because all the ingredients are free from any chemicals, evidently safe on skin, and it is effective.

KEYWORDS: Muscovado, skincare, working mom

SUBMISSION ID: R04A-CAVITP-0590

**The Music Education Program As Perceived By the intermediate Pupils in
San Nicolas District, Division of Batangas**

Ma. Teresa E. Caringal, Department of Education/Principal
(Adviser: Ma. Teresa Caringal)

Abstract

INTRODUCTION

The main purpose of this study was to look at the existing conditions of Music Education Program of San Nicolas District in the Division of Batangas during the school year 1994-1995. Specifically, this study attempted to answer the following questions: What is the profile of the intermediate pupils in terms of the following pupil factors: sex, grade level, academic achievement, and scholastic achievement in Music, and home environment related to Music? What are the perceptions of the intermediate pupils as to the following program variables: Music teacher, teaching methods in Music, Instructional materials in Music, and Music classroom? Is there a significant difference in the perceptions of the intermediate pupils on the program variables as to each of the enumerated pupils' factors?

METHODS

The study used the descriptive criterion survey method with survey questionnaire on perceptions of the intermediate pupils as the data gathering instrument. The study involved Grades V and VI pupils enrolled in San Nicolas District using stratified random sampling. The statistical measures used were frequencies, percentages, t-test, and analysis of variance (ANOVA).

RESULTS

The findings of the study can be summarized as follows: from 241 samples, there were 129 males and 112 females consisted of 125 Grade V pupils and 116 Grade VI pupils. Academically, 74 are high achievers, 123 are average achievers, and 44 are low achievers while by scholastic achievement in Music, 124 are average achievers, 62 are high achievers, and 46 are low achievers. 124 respondents were from home environments moderately conducive to Music, 98 pupils were from least conducive environments, and only 19 pupils lived on a highly conducive home environment. Music teachers were perceived to be good with means ranging from 3:46-2:74.

DISCUSSIONS

Based on findings, the following recommendations were made to enhance the knowledge of the music teachers on teaching methods they used in teaching Music. There should be a continuous in-service training in the division or district level. Music teachers should bear in mind that they are the salt of the music education in the school. They should try to overcome their weak points through self-improvement. With regard to the instructional materials they used in teaching Music, procurement of these materials is needed to supply the needs of their pupils.

KEYWORDS: music, program, music teachers

SUBMISSION ID: R04A-BATANP-2038

**The Naked Truth: A Provocative Look at Pornography and its Relationship
To Behavior of Selected Grade 10 Students of Emiliano Tria Tirona
Memorial National High School S.Y. 2018 - 2019**

Ar-Jay Martos, Rachel G. Perez, & Oliver H. Andaya, Department of Education,
ETTMNHS

Abstract

INTRODUCTION

A depiction of erotic behavior, as in pictures or writings, is intended to cause sexual excitement. Pornography nakedly neglects one's intimacy and romance and can provocatively influence one's views, expressions, and attitudes towards the adaption of particular sexual behavior. It exposes the society's sexual views as it has taken advantage of the freedom of information with the emergence of a variety of all easy access methods. This research was conceptualized to analyze and address pornography issues, raise youth awareness, and serve as an informative tool for counselors to plan a program relating to continuous monitoring of the youths.

METHODS

The researchers utilized a correlational research design. The sampling technique that employed in this study is Simple Random Sampling with a total of 15 Grade 10 respondents. A validated survey form on behavior was used in gathering the respondents' answers.

RESULTS

Comparing the participants' responses about pornography and their behavioral relationship revealed that there is little or no correlation between the two variables. These indicated that pornography was perceived to have a little or no relationship on the behavior of the respondents.

DISCUSSIONS

The data substantiated that there is no significant relationship between watching/viewing pornography and the behavior of the students. The results prove the need for the Grade 10 students of Emiliano Tria Tirona Memorial National High School to be informed by doing a symposium on how pornography can affect other an individual. This research will improve future researchers by delving deeper on possible effects of pornography to the behaviors of those students' who watch/view pornography.

KEYWORDS: behavior, pornography, and erotic

SUBMISSION ID: R04A-CAVITP-1109

**The Negative Effects of Bullying to the Grade 7 Learners in Paliparan
National High S.Y. 2018 - 2019**

Maria Lourdes Sena & Joan Sol

Abstract

INTRODUCTION

Bullying is still rampant, and it seems to be a never-ending issue in our society, particularly inside the school premises. Young learners are the most active and involved, either as victims or bullies. And this was proved by the widespread news about schools' bullying incidents recently. This occurrence only signifies that those learners who are involved, the victims and bullies, do not fully understand its consequences and its negative effects. Therefore, it is important for the school to re-inform and strengthen the students' awareness on negative effects of bullying, so it will lessen and eventually end.

METHODS

The researchers used Descriptive Survey Research Design to be able to identify the negative effects of bullying on the forty-five (45) learners from Grade 7 level of PNHS. Purposive sampling was utilized on the research for the study is focused only on the identified learners who experienced bullying who based on the survey result are mostly Grade 7 students. A survey questionnaire was also employed to determine the harmful effects of bullying to the learners of Grade 7 level in PNHS. The Result of the survey questionnaire was tabulated and Graph was used to show the ranking of the respondents' answers.

RESULTS

The result shows that the most dominant type of bullying in school is verbal which affects 19 respondents out of 45. In terms of reason, the most prevailing reason is that those who bully others are said to be just having fun. And the alarming negative effect of bullying leads to absenteeism, low academic performance, and dropping out of school.

DISCUSSIONS

The research shows that that verbal bullying is the most common type experienced by the learners from their schoolmates or classmates. The leading reason why the respondents experienced bullying from their classmates or schoolmates are just having fun. It was also discovered that the prevailing negative effect of bullying to the Grade 7 learners of PNHS is rampant absenteeism. Victims want to avoid their bullies. This leads to low academic performance and sometimes dropping out of school.

KEYWORDS: Bullying in PNHS

SUBMISSION ID: R04A-DASMAR-0012

**The Negative Effects of Bullying To the Grade 7 Learners in Paliparan
National High School S.Y 2018-2019**

Joan S. Sol & Maria Lourdes M. Seña, Paliparan National High School

Abstract

INTRODUCTION

An issue about bullying is still rampant and seems a never-ending matter to our society particularly inside the school premises. Young learners are the most active and involved, either as victims or bullies. And this was proved by the widespread news about schools' bullying incidents recently. This occurrence only signifies that the involved learners both the victims and bullies don't fully understand its consequences and they are not fully aware on its negative effect. Therefore, it is important for the school to re-inform and strengthened the students' awareness on negative effect of bullying so it will lessen and eventually end.

METHODS

The researchers used Descriptive Survey Research Design to be able to identify the negative effects of bullying to the forty-five (45) learners from Grade 7 level of PNHS. Purposive sampling was utilized on the research for the study is focused only on the identified learners who experienced bullying based on the survey result - given to Grade 7 level population. A survey questionnaire was also employed to determine the harmful effects of bullying to the learners of Grade 7 level in PNHS. The Result of the survey questionnaire was tabulated and Graph to show the ranking of the respondents' response on the study.

RESULTS

The result shows that the most dominant type of bullying in school is Verbal which affect 19 respondents out of 45. In terms of reason, the most prevailing reason for being a victim of bullying is just having fun. And the alarming negative effect of bullying leads to absenteeism to low academic performance and drop out.

DISCUSSIONS

The research found out that verbal bullying is the most common and dominant experienced by the learners from their schoolmates or classmates per se. The leading reason why the respondents experienced bullying from their classmates or schoolmates are just having fun of them. It was also discovered on the research that the prevailing negative effect of bullying to the Grade 7 learners of PNHS is resulting to rampant absenteeism as their only way to avoid bullying which eventually leads them to have low academic performance and some resorts to drop out of school.

KEYWORDS: Bullying

SUBMISSION ID: R04A-DASMAR-0011

**The Observance of Remedial English Teaching Program and its
Relationship to the Post Test Performance of the Grade Six Pupils at Sta.
Anastacia Elementary School: A Basis for an Enhancement Program**

Sheryl Maldia, Sta. Anastacia Es-Department of Education Batangas

Abstract

INTRODUCTION

It is a common notion among teachers that teaching is the noblest of all professions. On that note, educators could not discount the fact that the development of the students is yoked upon them heavily. To achieve the desired goal of teaching students requires diverse and many strategies and methods to incrementally support the students.

METHODS

Descriptive method of research was used. The first instrument was based on the different methods utilized by the remedial English teachers. A questionnaire was utilized. Gathering of data and statistical treatment were also carefully done. The results of the pupils' performance in English during the Post Test were also secured. Their ratings were analyzed in relation to the assessments of the respondents on the observance of remedial English teaching program.

RESULTS

The teachers' observance of the remedial English teaching program in terms of setting teaching objectives, adapting the curriculum, organizing the teaching materials, choosing the appropriate teaching strategies, and collecting and preparing supporting materials were extremely observed. There was a significant difference between the assessments of the two groups of respondents on the teachers' observance of the remedial English teaching program. There was no significant relationship between the assessed observance of the remedial English teaching program and the pupils' performance in the English Area of the Post Test in terms setting teaching objectives. However, there was a significant relationship between the assessed observance of the remedial English teaching program and the pupils' performance in the English Area of Post Test in terms of adapting the curriculum, organizing the teaching materials, choosing the appropriate teaching strategies and collecting and preparing supporting materials.

DISCUSSIONS

Since the achieved result is extremely observed in the teachers' observance of the remedial English teaching program, it is highly recommended that the said program should be continuously implemented in order to provide learning support to pupils who lag far behind their peers in school performance. The remedial teachers should continuously adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils will acquire the desired knowledge upon the completion of the program.

KEYWORDS: remedial, enhancement, mediocre, adapting the curriculum

SUBMISSION ID: R04A-BATANP-1644

The Perceived Classroom Behavior and its Correlation to the Academic Performance of the Junior High School Students in Public Secondary Schools of the Municipality of Magallanes, Division of Cavite

Neill Tirona, Elenita Almazar, & Aida Santiago, Bendita National High School

Abstract

INTRODUCTION

This study is aimed to determine the relationship of classroom behavior as perceived by advisers and its correlation to the academic performance of grade 9 students in the Municipality of Magallanes, Division of Cavite. Additionally, it also sought answers to the relationship of the aforementioned variables to age, sex, and educational attainment of parents.

METHODS

Descriptive-correlational design was used in this study. The Slovin's formula was utilized to calculate 122 sample size from the 174 population. The instruments used in collecting data are comprised of the following - the Classroom Behavior Questionnaire, the rating scale for the Perceived Classroom Behavior, the rating scale for the Academic Performance, and the statistical treatment which consisted of frequency, percentage, mean, Pearson Correlation Coefficient, and Chi-square test of Independence.

RESULTS

Majority of the participants was under the age of 15, and that was 47 or 38.51% of the students out of 122. While, male dominated the respondents with 67 or 54.92% out of 122 students and at the same time, most of their parents were high school graduate with 92 or 75.41% out of the 122-sample size. On the other hand, the overall perceived classroom behavior of Grade 9 was 2.97 with the scale rating of "Fair Behavior." Concomitantly, the entire level of the academic performance (GPA) rating of the grade 9 students is Satisfactory with the mean of 83.80. Lastly, significant relationship existed between classroom behavior and academic performance, while age and academic performance, age and classroom behavior, sex and classroom behavior, sex and academic performance. educational attainment of parents and academic performance. Additionally, no significant relationship existed between educational attainment of parents and classroom behavior.

DISCUSSIONS

The results may mean that classroom behavior of the students has effects on classroom interaction and on learning performance of the students. Hence, managing the behavior of the students can lead to great outcomes in their academic performance. Therefore, teachers are encouraging others to capitalize on classroom management strategies to help prepare students for learning.

KEYWORDS: classroom behavior, academic behavior, relational behavior, academic performance

SUBMISSION ID: R04A-CAVITP-0218

The Perceived Impact Music on Studies of Students from Paliparan National High School: Age and Gender Differences

Luisa B. Amparado, Herminigilda C. Adel, Lady Ann J. Bayoca, & Raquel R. Romero, Paliparan National High School

Abstract

INTRODUCTION

Recent research suggests that silence can lead to improved study settings, but some researchers believe that the right connection between music and brain can improve certain cognitive skills. The need to understand the perceived impacts of background music on cognitive processing has become increasingly important to cater to the needs of learners. In this study, we determined the perceived impact of music on studies in relation to variables such as age and gender.

METHODS

The study was conducted at Paliparan National High School. The 300 participants were selected using the purposive sampling technique, forming 3 groups, 12-13, 14-15 and 16-17 grade 7 to grade 10. Data were collected through a five-point rating scale survey questionnaire that explored the extent of playing music while studying. The means and standard deviations for each age and gender of the students' responses to statements were used.

RESULTS

Responses and statistical analysis revealed both commonality and differences based on 1) the kinds of tasks when music was played, 2) the perceived effects of music on studying, 3) the factors that influenced the decision to play music while studying, and 4) the characteristics and types of music played while studying. Students listen to music when writing or thinking, but they do not listen to music while studying extensively for it may disturb their concentration. The older age group listens to music for relaxation and alleviation of boredom and turns it off if it interferes with students' concentration. Also, students listen to music when they are happy. The most common types of music across all age groups and genders was Hip hop followed by classical music and least was rock. In general, music has a more positive effect on females than males.

DISCUSSIONS

The findings strongly suggest that parents and educators should not be too anxious when students listen to music while studying. Students know when the music starts to interfere with their concentration. As the students get older, music used to support their learning, especially the female learners. The younger students are still to be guided by the parents and educators on how music could affect their concentration. Result of the study can add to what educators know about changing learning styles of the millennial learners.

KEYWORDS: Background Music, Perceived Impact, Age, Gender, Studying, Homework

SUBMISSION ID: R04A-CAVITP-0218

The Perceived Impact of Pantawid Pamilyang Pilipino Program on Selected Senior High School Students of Lopez National Comprehensive High School

Jaime Reyes Jr, Lopez National Comprehensive High School
(Adviser: Sharon Villaverde)

Abstract

INTRODUCTION

Poverty is indeed the biggest problem of our country. The government of the Philippines implemented a program that will help minimize the poverty rate of our country. Led by DSWD, Pantawid Pamilyang Pilipino Program was introduced. The researchers conducted this research to determine the perceived impact of Pantawid Pamilyang Pilipino Program on selected SHS students of Lopez National Comprehensive High school.

METHODS

The study used a descriptive method of research applying the qualitative and quantitative approach focusing on the perceived impact of Pantawid Pamilyang Pilipino Program (4P's) in selected Senior High School students of Lopez National Comprehensive High School in Lopez, Quezon. The result will be used for an innovative approach for 4P's beneficiaries. The researchers performed assessment and analysis of the perceived impact of 4Ps through surveys. The researchers conducted purposive sampling technique in selecting the respondents for the study.

RESULTS

The researcher found out that all respondents agreed that 4P's help the government and the nation. Fifty percent (50.00%) (SA) or half of the respondents are sure that the Filipino families are benefiting well in the program's health program and services. The lowest percentage (39.19%) thought that the program helps improve school attendance of students. Despite the unwavering effort of the government, there are still some negative effects that the respondents agreed and disagreed on. More beneficiaries thought that there are people who abuse the program. While only about 36. 49% of the respondents agree that the government subsidy is causing gossip mongering.

DISCUSSIONS

The results revealed that the program Pantawid Pamilyang Pilipino Program has met its objective of keeping the children healthy and keeping them in school. It also helps alleviate poverty among 4P's beneficiaries.

KEYWORDS: Impact, Pantawid Pamilyang Pilipino Program (4Ps)

SUBMISSION ID: R04A-DASMAR-0013

The Perception of the Partner Schools' Teachers on the Implementation of School to School Partnership Program in Calatagan District, Calatagan, Batangas

Jemalyn P. Eguia & Janet G. Apolinar, Senior High School In Calatagan

Abstract

INTRODUCTION

Establishing collaboration and upholding partnership with the different stakeholders are considered to be effective strategies practiced by schools to meet different needs, sustain the high performance of the teachers, and improve students' learning achievement. To intensify the culture of collaboration and partnership, the Department of Education launched Department of Education Order No. 44, s.2016 otherwise known as School to School Partnership Program. The Department of Education believes that high-performing schools can be instruments for reform and elevation of the performance of other schools.

METHODS

The study employed descriptive research design which was quantitative in the aspect of data gathering. The researchers conducted the study in the two (2) elementary schools in Calatagan District which became partner schools in the School to School Partnership Program. Questionnaire was utilized to determine the perception of the respondents.

RESULTS

The results of the study revealed that School to School Partnership Program had positive impact on the teachers' and pupils' development of the partner schools as supported by the average weighted mean of 3.50 interpreted as strongly agree. It also revealed that there is no significant difference among the perceptions of the respondents when grouped according to their profile variables.

DISCUSSIONS

The results of the study revealed that School to School Partnership Program has positive impact. Hence, it should be implemented continuously. To ensure continuous improvement and better implementation of the program, consistent monitoring and evaluation should be done by the Department of Education officials.

KEYWORDS: Partner School, Leader School, Pupils' Development, Teachers' Development

SUBMISSION ID: R04A-QUEZON-0106

**The Perceptions of School Administrators in Cuenca District on the
Dynamism of Team Leadership Skills: Basis for the Proposed Dynamic
Team Leadership Plan**

Edita Montalbo, Department of Education Batangas

Abstract

INTRODUCTION

Dynamic team leadership is important element because it enables the group to effectively and efficiently work with one another in any situation as it aims to achieve its common goals and objectives. In light of situations confronting the team leaders, the researcher was prompted to conduct a study that aims to assess the perceptions of school administrators at Cuenca District on the dynamism of team leadership skills as basis for the proposed dynamic team leadership plan.

METHODS

This is a descriptive quantitative research which aims to evaluate the perceptions of school administrators in Cuenca District. The respondents of the study are the School Administrators in Cuenca District. The researcher used questionnaires with and interviewed the school administrators. Questionnaire was prepared, validated, distributed, tallied, and interpreted to identify the demographic profile of the school administrators as well as their perceptions on team leadership.

RESULTS

There were 20 School Heads who served as the respondents in the study. It was evident that team leadership is needed in the organization. The results revealed that the dimensions of dynamic team leadership are composed of the following: team Foundation, team functioning, team performance, team skills, team climate and atmosphere, and team identity. It was found out that these dimensions helped in forming a good organization wherein the leader serves as a dynamic leader. On the other hand, the perceptions of the school administrators on the attributes of the dynamic team leaders revealed that a dynamic leader should lead by example. This means that a true leader walks the talk. The subordinates will be an effective team member if the leader practices what he/she preaches. This implies that as a leader, we should be the model of our team members. More importantly, team dynamism is achieved when you and your team members have an open communication with each other.

DISCUSSIONS

The results demonstrate the need to strengthen the dynamism of team leadership in Cuenca District. Continuous training will surely help the team leaders to be well equipped with the practices that they should do. Also, as a dynamic leader one needs to communicate openly and honestly with his/her team members. Dynamic Team Leadership will help each organization to be a well-functioning one.

KEYWORDS: Dynamic Team Leadership, School Administrators, Team Members

SUBMISSION ID: R04A-BATANP-0629

**The Performance of Teachers Based on the Learning Environment Domain
of NCBTS in Sto. Tomas South District: A Basis for A Proposed inset
Program**

Gina Mabilangan, Joseph Gautane, & Princess Masula

Abstract

INTRODUCTION

Children learn best in an environment where they feel safe and free to explore and learn and where they have secure relationships with caring and responsive adults; thus, it cannot be denied that learning is best nurtured in an environment that is conducive to learning. Teachers and learners function best when they work in a relatively self- contained and sovereign learning environment.

METHODS

This study employed the descriptive methods of research since it aimed to provide comparison and association between and among the different major research variables that include performance of teachers in Learning Environment Domain of NCBTS and pupil's academic performance as it tends to investigate the effect of learning environment on the performance of teachers and learners is considered to be an important component in designing teaching - learning environment that will benefit both the teacher and the learner. The respondents of the study were 135 primary teachers and 85 intermediate teachers of Sto. Tomas South District, Division of Batangas.

RESULTS

The researchers came up with the following results: 1.) the performance of both primary and intermediate teachers assessed in implementing the Learning Environment Domain of NCBTS were very high, 2.) the self - assessment made by the two groups on their performance complement each other, 3) the academic achievement of the pupils was satisfactory, and 4.) the two groups of teachers who were assessed and the pupils' academic achievement proved its correlation to each other.

DISCUSSIONS

The teachers are encouraged to be equipped with various teaching styles and strategies to address the individual differences of his/her pupils; thus, in- service training for teachers must be utilized to enhance their teaching skills.

KEYWORDS: learning environment, NCBTS, Inset Program

SUBMISSION ID: R04A-TANAUA-0182

**The Performance of the National Achievement Test Result For Grade 6 S.Y.
2017 - 2018 of Pinaripad National High School Aglipay, Quirino**

Magdalena U. Aquino, Ronalyn V. Perhilia, Jonalyn S. Guerrero, & Mary Grace
L. Cabauatan, Pinaripad National High School
(Adviser: Magdela U. Aquino)

Abstract

INTRODUCTION

To assess and monitor the quality of basic education in the Philippines, achievement tests are administered to elementary and secondary schools. The National Achievement Test (NAT) is a standardized test designed to determine the students' achievement level, strengths, and weaknesses in the five key curricular subject areas: Mathematics, English, Filipino and HeKaSi (Heograpiya, Kasaysayan at Sibika) in elementary and Araling Panlipunan in the secondary level which is administered to grades three, six and ten. It is composed of 310 items classified into problem solving, information literacy plus critical thinking.

METHODS

This study employed quantitative and qualitative research methods. The quantitative part focused on the descriptive - correlational design to test the relationship between the level of academic performance on the core areas and skills assessed. For the qualitative aspect, open-ended questionnaire was utilized as main gathering tool in identifying issues and concerns. The consolidated answers served as support and validation of the quantitative findings of the study. Meanwhile, Mean and Standard Deviation were used to show the performance of the respondents in Filipino, Mathematics, English, Science, HEKASI. Pearson r in identifying relationship between variables was employed to analyze the data.

RESULTS

The level of academic performance in the National Achievement Test Grade 6 was average. Mastery of learning competencies in the different subjects have not been acquired or developed adequately. Decision making was necessary to increase the level of achievement in the core areas. Furthermore, development of information literacy and critical thinking skills were significantly related to increase the level of academic achievement. The root cause of misconception and/or difficulty of the students in answering questions in the National Achievement Test (NAT) is retention of skills learned during instruction.

DISCUSSIONS

The results reveal that we educators are directly responsible for crucial development of learners. The teaching and learning tasks chosen must be those that are likely to realize the standard learning competencies. Moreover, teachers should enhance their teaching strategy to problem solving and inquiry-based approach. Integration of information literacy, numeracy skills, and critical thinking in teaching the core subjects should also be encouraged.

KEYWORDS: Academic performance, problem solving, information literacy

SUBMISSION ID: R04A-BATANP-2027

**The Personal and Social Adjustments of Public Secondary School Teachers
and their Teaching Performance: Basis For A Personality Development
Program**

Glenda Catda, Department of Education Imus City

Abstract

INTRODUCTION

The teachers should have a clear understanding of their jobs. Teaching is a call to a life of dedication and service to the young which will help them learn the right values and attitudes necessary in meeting different challenges of life.

Considering the vital role of teachers in the education system, the best method in imparting values is living by modeling. Common knowledge tells us that "one cannot give what he does not have." Since the development of values is a primary concern, teachers should be good role models to students.

METHODS

The research method used in this study are presented in the following sections: research design, research locale, samples and sampling techniques, instrumentation, procedure, and statistical analysis of data.

The descriptive analysis research design was used in this study to gather information on the personal and social adjustments of the teaching performance among secondary public-school teachers.

RESULTS

This research aims to discover the teacher's personal and social adjustments. The result will provide some functional basis in designing a teacher's extensive training program which will ultimately increase efficiency, effectiveness, and good relationships among colleagues in teaching.

DISCUSSIONS

The quality of education is said to be dependent upon the quality of teachers.

The result of this study on teacher's personal and social adjustment in relation to teaching performance can be a good reference for those who are directly or indirectly involved in the teaching learning process. It is expected to offer assistance to all educators, school administrators, and councilors. This provides new insights for all educators to continue to grow in the teaching profession. This will develop or provide concrete and realistic suggestions about the ways of teaching that will further sharpen and hone their expertise. They will also provide them with wisdom and knowledge for a better and deeper understanding.

KEYWORDS: Personal, Social Adjustments, Secondary Teachers, Teaching Performance, Personality Development Program

SUBMISSION ID: R002-QUIRIN-0104

The Personality Traits and Efficiency in Classroom Management of Select Secondary Public School Teachers

Alberto Layug, Department of Education-Bigaa INHS

Abstract

INTRODUCTION

Effective teaching and learning cannot take place in a poorly managed classroom. One of the teacher's jobs is managing a classroom. Classroom management is the most common concern cited by new and experienced teachers as well as the focus of professionals, literature, and school staffroom conversation. In this regard, the researcher verified if personality of the faculty really affects classroom management and to determine the relationship of personality traits such as intellectual, social and physical attributes in terms of handling classroom discipline, routinary activities, the physical environment, and the teacher's guidance of and direction to the learning process.

METHODS

This study used the descriptive method of research because it aims to determine the relationship between the personality traits and classroom management of selected secondary public-school teachers. This involves the collection of data in order to answer the questions posted on the personality traits of different teachers and how they manage their classroom in public secondary schools. The respondents of the study were the teachers from five public secondary schools in Cabuyao City, Laguna. A researcher-made questionnaire and inferential statistics was used in this study.

RESULTS

The data revealed that 70 respondents or an equivalent of 36.84% got outstanding performance and ranked second. On the other hand, 76 or an equivalent to 40% out of the total respondents attained very satisfactory and made them rank first. Results further revealed that majority of the respondents were extrovert and have good physical attributes. The respondents' efficiency level in classroom management was in outstanding level. The study disclosed that there is significant relationship between the classroom management and personality traits of the respondents particularly the intellectual and social attributes.

DISCUSSIONS

The results of the study imply that the teachers are knowledgeable and show that personality traits are important. Furthermore, the study emphasizes that classroom management is an integral part of the teaching process. It suggests providing a classroom environment that is conducive to learning, such as appropriate time scheduling for various activities and an orderly placement of furniture and instructional materials.

KEYWORDS: Personality Traits, Classroom Management, Performance

SUBMISSION ID: R04A-IMUSC1-0084

The Positive Effect of Having Proper Hygiene To the Socialization of the Elementary Students As Perceived By Selected Grade 6 Students of Pansin Elementary School S.Y 2018-2019

Marites Alcazar, AMARE

Abstract

INTRODUCTION

Having a proper hygiene has a great impact on individuals' personality. Proper hygiene maybe described as the principle of maintaining cleanliness and grooming of the external body. This study aims to find out any possibility that the student will be judged because of their hygiene. This study evaluated the knowledge, attitudes, and practices of hygiene among students of Pansin Elementary School and assessed the impact of proper hygiene on socialization.

METHODS

In this cross-sectional study, 62 students were interviewed. Participants were in Grade 6 at Pansin Elementary School, located in Luksuhin Ilaya, Alfonso, Cavite. Data consisted of hygiene and hand washing practices, knowledge about sanitation, and personal hygiene characteristics.

RESULTS

Approximately 98% of students were classified as having adequate knowledge of proper hygiene. Most students reported who gives importance to hand washing on Table 1.5 (87.0%), students who give importance to brushing teeth on Table 1.2 (98%), students who give importance to wearing clean clothes on Table 1.3 (98%), students who give importance to keeping their nose and ears clean on Table 1.4 (97%), but only (3%) on Table 4.1 reported who do not interact with people who have poor hygiene. Although on Table 3.4, 92% of students reported that practicing proper hygiene is important. Students with adequate knowledge of proper hygiene were more likely to have clean clothes and to have a lower risk of parasitic infection although statistical significance was not achieved for the latter.

DISCUSSIONS

Study findings emphasize the importance of proper hygiene in schools. Having a presentable appearance may result to confidence in socializing with others. Proper hygiene practices will also lead to a variety of personal, social and medical conditions that will greatly affect a person's sense of general well-being.

KEYWORDS: hygiene, socialization

SUBMISSION ID: R04A-CABUYA-0040

The Power of Project Bridges To Boost Grade Seven Learners

Cindi Alejandrino & Estela Bertulano, Maragondon National High School

Abstract

INTRODUCTION

The classroom nowadays contains most of the learners who skip classes, observe tardiness, and lack enthusiasm in their studies. All of these will result to academic failure if students are not provided with utmost care and attention. Thus, the focus of this research is to boost the attendance of the Grade Seven learners through Project BRIDGES (Building Rapport and Interconnection to Diminish the Gaps and Enhance Supervision). The said project includes parent-teacher conferences, SMS and phone calls, culminating activities, homeroom guidance, get-together, home visitations, case studies, and giving of awards and incentives.

METHODS

The respondents were the 80 Grade Seven Learners from the two sections namely Waling-waling and Sampaguita. The study used the non-equivalent control group design wherein two groups were involved: the 40 learners of G7- Waling-waling were exposed to Project BRIDGES, while the 40 learners of G7- Sampaguita were not. The School Form 2 or Daily Attendance Report of Learners was utilized during the data-gathering procedure. The percentage of attendance every month was used as a basis of comparison. The Z-test for Proportions was used to present, analyze, and interpret the data. The study was conducted for three (3) months.

RESULTS

Research findings showed that before the experimental group was exposed to the intervention, there was no significant difference in the attendance percentage of the respondents with the computed z of -0.5139 and p -value of 0.61006 accepting the null hypothesis. Though after exposure to the intervention for the past two months, the results revealed the significant difference in the attendance percentage of the two groups involved. The computed z was 10.5065 with computed p -value of 0 which means that the null hypothesis is rejected. Furthermore, most of the learners in the experimental group had perfect attendance for the past 2 months as well as none of them was reported to have shown inappropriate behavior inside or outside the school premises.

DISCUSSIONS. Communication is a vital element in the teaching-learning process. Well-nurtured relationships can be attained when right channels are established among the key players of the classroom. Project BRIDGES served as a wake-up call for teachers to take part in attending to the learners' needs and weaknesses. It is about time that the school must do something to eliminate the instances wherein students do not attend classes most of the time because they know they are not being monitored.

KEYWORDS: attendance boost, Grade Seven Learners, Project BRIDGES, School Form 2

SUBMISSION ID: R04A-CAVITP-1018

**The Practice of Gender Equality As Perceived By Students in Kaylaway
National High School, Nasugbu, Batangas**

Nimpha Cantuba

Abstract

INTRODUCTION

One of the major problems in the Philippines regarding practicing gender equality is discrimination against members of the LGBTQIA community. LGBTQIA which stands for lesbian, gay, bisexual, transgender, queer, intersexual and asexual people are more likely to experience intolerance, discrimination, harassment, and the threat of violence due to their sexual orientation. This study aimed to evaluate the extent of practicing gender equality among the students as well as the teachers. The implementation of gender and development program will help the students to be equipped with the knowledge and understanding of gender equality.

METHODS

The method used in the study was descriptive-qualitative method of research. The study identified the students' awareness about practicing the gender equality. The descriptive information is obtained through the use of devices or descriptive survey instruments in conducting measurements from selected respondents.

RESULTS

Most of the respondents were female and belong to 11 years old - 15 years old. They were practicing gender equality in terms of sexual preference, gender treatment, and gender acceptance. There was significant relationship on the responses of respondents regarding sexual preference, gender treatment, and gender acceptance when they are grouped according to their profile variables. The Practice of Gender Equality Model that enhance the equality of the students in Kaylaway National High School was designed by the researcher.

DISCUSSIONS

The outcomes of the study revealed that the students were practicing gender equality in terms of sexual preference, gender acceptance and gender treatment. The students should increase their awareness on gender equality whether they are young or old, male or female. Similar study should be conducted in other settings to validate the results of this study. Implementation of the Gender Equality Model should be done to practice gender equality at all times.

KEYWORDS: gender equality, perception, students, gender preference, gender treatment, gender acceptance

SUBMISSION ID: R04A-CAVITP-1284

The Practices of the Field Study Courses among Teacher Education institutions in the District 7 of Cavite: Basis for an Improved Performance along the Philippine Professional Standard for Teachers

Jayzelyn Yaras II, TMC

Abstract

INTRODUCTION

The field study is an integral part of the Pre-Service Program and is the basis for much of the upper level course work required by student teachers. The field study allows students to: gain experience in integrating the theoretical perspectives learned in the classroom with experiences gained in the field; achieve insights into the workings of an organization; become more conscious of the relationship of social roles, institutional dynamics, and larger cultural systems. When students return to campus, Field Study Seminar assists students in analyzing and interpreting their experiences, culminating in a major academic paper. The primary purpose of a conventional internship or practicum is for the student to perform a job and learn skills that will be useful in their future career. In contrast, the Field Study is an ethnographic research project.

METHODS

The research used descriptive - comparative design which gave a comparison practicing of the field study courses among teacher education institutions in improving the performance along the Philippine Professional Standard for Teachers (PPST). The study used this particular method which the researcher considered two variables (not manipulated) and establishes a formal procedure and compared and concluded that one is better than the other if significant difference exists.

RESULTS

The majority of the respondents on this study came from the group of BSeD major in Math; group of with MA/MAEd Educational attainment; group with 1 to 5 years of teaching experience; with a present rank of Instructor 1; Female aged 31-40 years old and with teaches Field Study course number 1. The respondents in District 7 of Cavite moderately utilizing the practices of the field study courses in their respective Teacher Education Institution.

DISCUSSIONS

Here are the researcher's recommendations based on the research findings: The TEIs in the Upland Municipalities of Cavite seriously consider the utilization of practices of the field study courses philosophy in order to produce quality and employable teachers based on Philippine Professional Standards for Teachers. Department of Education Cavite be created to devise plans and programs for the full implementation and utilization of the practices of the field study based on Philippine Professional Standards for Teachers among TEIs in District 7 of Cavite. A parallel study be conducted by future researchers in other District of Cavite with other respondents such as alumni, students, parents and the community to determine if similar results will be revealed.

KEYWORDS: Field Study, Internship, Exposure, Realism, Critical Inquiry, Interdisciplinary Teaching, Senior Capstone, Cumulative Learning, Field Practicum, Outdoor Classrooms

SUBMISSION ID: R04A-BATANP-1811

The Predominant Problems at Work of Elementary School Teachers of Naic 1 District, Cavite and their Coping Strategies

Sonia Caballero, Department of Education Cavite

Abstract

INTRODUCTION

The educational institutions- school, colleges, and universities have the basic responsibility to help the youth develop their human potentials. They are the instruments of the state to bring about desired changes. Our society relies on institutions of higher learning for its economic, social, and political well-being. In view of the relationship between institutions of higher learning and social advancement, the teachers greatly influence the thought patterns and behavior of a large portion of society; hence, the effectiveness of the faculty of the institutions of higher learning has to be looked into.

METHODS

This study made use of descriptive method of research with the questionnaire as the main data gathering instrument. Interview and observation were also applied in order to verify whether the information gathered were true and reliable. The respondents of the study consisted of 100 Elementary Teachers of 9 Schools in district of Naic 1 District, Cavite.

RESULTS

The teachers agreed that their problems include salaries, provisions of medical assistance, salary adjustments, benefits / privileges, donations for school facilities, and attendance in faculty seminars. The respondents agreed to the observed problems in the school such as admission, punctuality, attendance, promotions, recognition, and awards and co-curricular activities.

DISCUSSIONS

The strategies used by the teacher respondents to cope with their perceived problems at work were praying to God, going to church, dialogues with the administrator, dialogues with pupils, parent-teacher conferences, meetings with those concerned, being proactive, learning from different sources, collaboratively planning with teachers, asking for spiritual advice, reading professional books and magazines, engaging in recreational activities and interviewing knowledgeable people about the curriculum.

KEYWORDS: Predominant Problems At Work Of Elementary Teachers And Their Coping Strategies

SUBMISSION ID: R04A-CAVITP-1514

The Prevailing School Climate in Selected Schools in the Province of Camarines Norte

Wenefredo Rubio, Sarah Jane Ferrer HS & Jennifer S. Rubio, Camarines Norte State College

Abstract

INTRODUCTION

School climate plays an important role in attaining an effective and efficient school operation. The persistent problems in the educational system such as professional growth and development of teachers and providing total quality of school life to students were of greater consideration. The concepts of school climate in the study were important basis of making the school activities acceptable to all its clientele: the entire educational community.

METHODS

The study is a qualitative and quantitative descriptive type of research. There were one hundred respondents from each school comprised of teachers, parents, and students in selected secondary Schools in Schools Division of Camarines Norte. Questionnaire, observation checklist, interview, and Focus Group Discussion were used in gathering data. With the utilization of weighted mean, percentage and ratio, data were presented and analyzed.

RESULTS

The major findings of the study in terms of enrolment rate of schools were influenced by several factors like school size, quality of instruction, and personal preference. The number of teaching personnel was enough but not in the administrative and support staff. There was a shortage of references and other learning and supplementary materials. Likewise, there were more available instructional and ancillary facilities in bigger schools as compared to smaller schools. It was strongly recommended to all persons in the academe to consider the school climate in policy formulation and implementation to a successful school operation.

DISCUSSIONS

Schools should implement programs and projects that will increase and maintain enrolment. Measures should be made to increase the number of non-teaching personnel in school to maximize the teaching hours and performance of teachers. Schools should find ways how to provide necessary textbooks, learning materials and references to students. Planning is essential to support the needs for a holistic school climate and consider and recognize the contributions of stakeholders and strengthen its linkages. Furthermore, it is recommended for further study to include the prevailing school climate of private schools for comparison and contrast on national and international standards. These studies should look at other indicators and variables such as public expenditure/school finance, health status of learners', social relationship, personality of teachers, students and administrators, and school performance indicators be included which are not mentioned in the study.

KEYWORDS: School Climate, Components of School Climate, School Operation

SUBMISSION ID: R005-CAMNOR-0014

The Problems Encountered By Grade 9-Tsiko of Governor Feliciano Leviste Memorial National High School in Essay Writing Using Filipino Language

Bernardino Atienza, Gov.Feliciano Leviste Mnhs

Abstract

INTRODUCTION

Writing is one important medium of communication. It is an essential macro skill in learning which enables learners to effectively communicate using Filipino Language. There are many forms of writing included in the learning competencies of the curriculum. One of which is essay writing. Filipino Language Teachers devise ways on how to teach students the guidelines in writing essay. However, learners experience difficulties in organizing ideas and concepts in writing essay using their local language. This is a common scenario that can be observed among learners who belong to the lower section. This situation prompted the researcher to conduct the study to address the difficulties encountered by the students in writing essay using the Filipino language.

METHODS

The descriptive qualitative method of research was employed in the study. Interviews were conducted among ten purposively selected Grade 9 students of Tsiko who exhibited low performance in essay writing using Filipino Language. Experiences of the researcher in teaching essay writing using the Filipino language was also included in the data gathering process. Observation of students' behavior during essay writing was also part of the data.

RESULT

Based on the findings, the study revealed that essay writing is one of the fundamental skills that students should acquire as perceived by the students themselves. On the other hand, students experienced difficulty in essay writing such as lack of interest, ideas, motivation, confidence, grammatical skills, reading skills, support from others, experiences, references and difficulties in following instructions. With these results, intervention programs such Sanaysulat, Sulatshop, SSS Contest, Aklat Sanaysay can improve students' skills in writing essay using Filipino language that can enable them to communicate effectively with high level of competence.

DISCUSSIONS

The study revealed that there is a need to enhance the students' writing skills using Filipino Language. The study also revealed difficulties encountered by the students which can be the basis for appropriate interventions and programs that will enhance their skills in writing essay using Filipino Language.

KEYWORDS: essay writing, Filipino Language, difficulties, encountered, interventions

SUBMISSION ID: R04A-BATANP-1228

The Problems Encountered in Reading Comprehension of Grade 7 in Dagatan National High School

Levi Perez, Dagatan National High School

Abstract

INTRODUCTION

The development of reading skills is one among the major concerns of teachers committed to maximize the scholastic performance of school children. As reading is a key that unlocks the door to the world of enlightenment and enjoyment, it is the primary avenue to knowledge and tool for learning. Therefore, one who does not know how to read, eventually becomes a victim of ignorance and prisoner of fate. In the ultimate analysis, reading is basically understanding. Hence, it is plain comprehension. But nowadays, it cannot be denied that reading comprehension is one of the major problems of students and the entire school system. It is the reason why the researcher would like to share ways on how to improve the level of comprehension in reading.

METHODS

This paper utilized the descriptive method with the teacher- made questionnaire to assess the reading comprehension of Grade 7 students. The descriptive research is considered to be the most appropriate design in studying conditions and relationships that exist, procedures and practices that prevail and are going on. The instrument used in gathering data was a questionnaire administered to the respondents.

RESULTS

Based on the result of this paper, reading problems encountered by the students in comprehension as to noting details, getting the main idea, following series of direction, sequencing ideas/events, perceiving cause-effect relationship, predicting outcomes, making inferences and evaluating ideas or making judgment were evident. The result of the questionnaire given to respondents attested students' difficulty on the mentioned reading skills.

DISCUSSIONS

The use of varied reading drills and exercises where getting the main idea after the students have gained speed and comprehension in reading contributed a lot in having reading comprehension among students. In the same manner, teachers should ask questions in higher order thinking skills or HOTS to enhance their knowledge and to think more than expected. Similarly, teacher-parent collaboration in creating a conducive environment for reading was proven essential. A similar study may be conducted to determine the most flexible and appropriate action plan in the attainment of reading comprehension skills of the students.

KEYWORDS: problems encountered, reading, comprehension

SUBMISISON ID: R04A-BATANP-1417

**The Problems in Mathematics Teaching in the Primary Grades in Julian A.
Pastor Memorial Elementary School**

Melda R. Macatangay & Regina A. Reyes

Abstract

INTRODUCTION

Mathematics is considered science of numbers and the major component of science and technology. Knowledge in Mathematics can lead to scientific and technological development. Component teachers are the major implementers of the learning process. Successful and desirable learning environment reflects the creative and determined teachers.

METHODS

The study used the descriptive method. The primary teachers of JAPMES were the respondents of the study. The researchers used the questionnaire as the data gathering instrument. The researchers administered the questionnaire to the primary teachers of Julian A. Pastor Memorial Elementary School. Statistical Treatment of Data followed by using different statistical tools the rank and the weighted mean.

RESULTS

Many primary teachers JAPMES encountered problems in teaching mathematics including The Use of Instructional Materials, The Strategies Used by the Teachers, and the Use of MTB as Language Instruction. The instructional materials used by the teacher in teaching mathematics subject in primary grade of JAPMES were moderately used. The strategies used and applied in teaching mathematics were also strongly used. Teachers now attend in-service training, seminar/workshop, and use ICT/ Modern Technology in teaching mathematics.

DISCUSSIONS

The results show the importance of knowing the instructional materials, strategies, and the language of instruction used by the teachers in teaching mathematics.

KEYWORDS: Mathematics, role play, instructional materials, teaching strategies

SUBMISISON ID:

The Readiness of Grade 5 Teachers in the Implementation of K to 12 Program: Basis for Training Design

Glenda Segui, Department of Education Iriga City

Abstract

INTRODUCTION

Huge shifts have been occurring in education that are continuing to impact teaching and learning today. Some changes are positive such as the country's record high school graduation rate, narrowing achievement gaps, greater number of students attending college. But all types of change" particularly those that have the potential to yield the most positive outcomes" can be challenging.

METHODS

The researcher utilized the descriptive-inferential-correlational method of research with documentary analysis. The respondents answered the researcher-made questionnaire. Frequency count, percentage, rank, Kendall Coefficient of concordance W, and chi-square (χ^2) were used to treat the data statistically.

RESULTS

Most of the teachers were Bachelor's Degree holders, others are with units in Master of Arts, and had finished Master's Degree, while others with units in PhD, and are Doctorate Degree holders. Position items are Teachers I, II, and III, the rest are Master Teachers I and II. As for the length of service, the majority are Bracket 1-10 years, others were 11-20 years, and 21-30 years, and 31 years and above. The following indicators were: Assessment of pupils' performance; Knowledge of the subject matter; Classroom management; and Teaching Strategies, instructional materials. Facilities and equipment, textbooks outlined in the K to 12 Program are unavailable to provide the teachers needed instructional materials and devices and lack of teachers' training to effectively implement the K to 12 Program. The following items were: Provision of an effective solution along with teacher's conflict and other emotional condition. The support of the stakeholders, parents, and the community along various programs and projects of the school. The school lacks resources and manpower to implement the program effectively. The teaching personnel are prepared to implement the K to 12 Program to ensure the main goal and objectives of the implementation is achieved.

DISCUSSIONS

Most of the respondents prioritized their professional growth, considered experienced facilitators of learning. Teachers in the different types of schools in the Bicol Region are ready to implement the K to 12 Program. They ensure that the main goal and objectives of the implementation are achieved. The initiatives to address the challenges encountered by the teachers in the implementation of the K to 12 Program were necessary. This manifests that these initiatives are needed to address those challenges encountered.

KEYWORDS: Readiness, Grade 5 Teachers to 12 Program, Training Design

SUBMISSION ID: R005-IRIGAC-0010

The Readiness of the Grade I Pupils in Relation to their Demographic Profile and Pre-School Background

Maria Shiela Bagayaua

Abstract

INTRODUCTION

The researcher, being a Grade One teacher, came up with the study to determine the Readiness of the Grade I Pupils in Relation to their Demographic Profile and their Pre-School Background.

METHODS

The descriptive-inferential method of research with documentary analysis was utilized. One thousand seven hundred forty-four Grade I pupils of Bato District responded and teachers accomplished researcher-made rating scale. Frequency count, percentage, rank, proficiency level, weighted mean, T-test for dependent samples, and chi-square (χ^2) were used to treat the data statistically. Significance level was set at 0.05.

RESULTS

Results of the School Readiness Assessment (SReA) for Grade I pupils should be used to determine the type of instruction, assistance, and guidance teachers and parents need to provide children who are in transition with the new challenging formal school environment. Close monitoring of school heads, Public Schools District Supervisor, teachers concerned is necessary to improve the performance of the Grade I pupils and determine the progress of development based on the evaluation. Parents should be informed about the result of their children's assessment. The teachers should utilize effective teaching strategies to help the pupils improve their academic performance.

DISCUSSIONS

The results demonstrate the need to follow-up Grade I pupils' readiness in relation to their demographic profile and pre-school background should be conducted to further improve pupils' performance. A similar study may be conducted to other elementary schools, public and private sectarian and non-sectarian institutions which are using the School Readiness Assessment (SReA) to know its status and impact on pupils' achievement.

KEYWORDS: readiness, pre-school background, demographic profile, academic performance, grade one pupils, bato district, school readiness assessment

SUBMISSION ID: R005-CAMSUR-0105

The Reading Appreciation of Grades 3 to 6 Pupils of Sirang Lupa Elementary School

Glenda Evangelista, Sirang Lupa Elementary School

Abstract

INTRODUCTION

The researcher decided to conduct a study on the Factors Affecting the Literary Appreciation of Grade Three to six pupils of Sirang Lupa Elementary School because the majority of the pupils were under frustration level. The researcher believes that this study can improve the reading ability of the respondents by identifying the factors that would help them love reading. Parents, teachers, librarians share the responsibility of helping them find the right books and provide activities that are related to pupils' interests and needs. This action research wanted to find out the pupils' perception about reading, what children's literature do they read, and how the parents, teachers, and school develop pupil's appreciation for reading.

METHODS

The researcher formulated a questionnaire in a checklist form to identify the factors affecting the literary appreciation of the chosen subjects.

RESULTS

The respondents agreed that the activities often done by parents that influence their interest in reading were helping them understand what they are reading, providing books for them, entertaining questions regarding the stories they were reading and explaining the lesson that is implied in the story. The respondents agreed that the activities often done by teachers that influenced their interest in reading were making reading stories enjoyable, allowing them to share their ideas about the story previously learned, encouraging them to read during leisure time, providing interesting simple reading materials, discussing the vocabulary words in the text, providing enough visual aids and materials, and requiring home reading reports and a free reading period at least once a week. They agreed that the first three activities often done by the school administration provided a variety of meaningful activities that give fun, excitement, and challenge, conducting reading contests, and other related activities and providing many children's books in the library.

DISCUSSIONS

The findings of this research would help the administration and the teachers to formulate different reading programs and interventions that would enhance reading appreciation that would yield to the improved reading ability of the pupils. The parents would also become aware of their significant role in helping their children develop their love for reading. This research could be an instrument in addressing the problem of poor reading skills.

KEYWORDS: Reading appreciation, programs, interventions, Literature

SUBMISSION ID: R04A-BATANC-0472

The Reading attitudes of Grade School Pupils of Domingo M. Zuñ'O Elementary School

Maria Kristina Abante, Department of Education

Abstract

INTRODUCTION

The study of grade school pupils' attitudes towards reading stems from the concern in the perceived decline in interest for reading. The study aims to find out the reasons behind a low level of reading literacy among pupils. This will reveal the attitudes of pupils towards reading. This will provide a clearer view of the significant relationship between the pupil respondents' grade level and gender towards reading attitudes. This research will be of great help for teachers to provide a good strategy for their pupils to love reading.

METHODS

The participants of this study were selected pupils from grades four, five, and six of Domingo M. Zuno Elementary School. The purpose of this study is to find out the attitudes of pupils towards reading and significant relationship between the pupil respondents' grade level and gender difference towards reading attitudes. The study used the Elementary Reading Attitude Survey by McKenna & Kear that provides a quick indication of the students' attitude towards reading. This survey is a norm-referenced measure that includes twenty statements about reading. Ten of the statements relate to recreational reading, while the other ten relates to academic (school related reading).

RESULTS

After a thorough analysis, the results revealed that grade IV pupils have the greatest number of respondents in this study. Across all grade levels, there are more males than females. It was found out that in this group of respondents, there is a significant relationship between the pupils' gender and attitudes toward academic reading. It was also found out that there is an indirect relationship between the pupils' attitudes toward reading in terms of recreational and the grade level and while there is no significant difference on the attitudes toward recreational and academic reading when grouped according to gender and grade level.

DISCUSSIONS

The study primarily concerned with the relationship of two kinds of reading attitudes to different factors such as grade level and gender difference. The two kinds of reading attitudes are namely Academic and Recreational reading.

This study could be a basis for the improvement of teaching strategies and classroom management. The general purpose of the study is to measure the pupils' attitudes toward reading and reading- related concepts to determine the effects of grade level and gender upon reading attitudes.

KEYWORDS: Attitude, Reading, Literacy, Academic, Recreational, Strategies

SUBMISSION ID: R04A-BATANP-0457

The Reading Difficulties of Grade Two Pupils and their Performance in English: Basis For Crafting Remedial Activity

Josephine Rocapor, Department of Education

Abstract

INTRODUCTION

It has been observed for years that reading difficulties are one of the major problems in school. It was found out that this problem greatly affects the academic performance of pupils in English. It can be seen also in the Phil-Iri result of assessment that 50% of the pupils were at the frustration level. Thus, the researcher was motivated to come up with varied strategies to develop the pupils so they will become better in their academic performance in English and enhance their reading skills

METHODS

The descriptive-correlational method was utilized in this study. The proponent used the varied strategies in teaching reading instruction to her pupils wherein it seems to be effective in solving the reading difficulties of pupils. One of the strategies used was the Teacher - pupil contact, this is also known as one-on-one strategy wherein the teacher keeps her focus on one pupil at a time. The teacher prepared many reading materials for the mastery of phonemes and for those who could not recognize letter sounds. For the next level of phonics, instructional materials for the beginning reader were also utilized. Cooperative Learning was also utilized. In this method, the researchers produced colorful books, printed reading materials, and displayed charts to encourage children to hold and read books. Though at first, they only scan pictures of the book, yet through the help of intelligent pupils in class, they helped their classmates how to read the printed words.

RESULTS

Based on the data gathered, it showed that there is a significant relationship between the reading difficulties and their performance in English. The varied teaching strategies that were utilized were effective because the number of pupils-at-risks decreased by 20% based on the data of this study.

DISCUSSIONS

It is the basic function of a teacher to teach the pupils every day. They must know the strengths and weaknesses of their pupils to be able to come up with appropriate reading strategies specially for the struggling readers. When teaching learners in reading the foundation, the teacher has to start with decoding, phonemic awareness, then phonics, sight words and then, vocabulary. In order to succeed in teaching the children to read, a teacher must be well-trained in research-based on reading instructional methods

KEYWORDS: reading difficulties, academic performance, struggling readers

SUBMISSION ID: R012-SARANG-0051

The Reading Extension at Home Program (Reahp): Improving the Reading Abilities of Non-Readers and Slow Readers at Matabungkay Elementary

Cornelia Francia, Department of Education

Abstract

INTRODUCTION

Pupils who are capable of reading are also capable of many things. If a pupil is a reader, he has the freedom to understand any reading text and is entitled to see, feel, experience, react, and take action about the world he lives in. Being able to read is a privilege that pupils experience in their learning because by it, they see the context of their world and walk through it. It is in this regard that the non-readers and slow ones should be given focus by schools. But sad to say, pupils are being promoted sans the reading ability that should have been theirs. With this situation, the responsibility is passed on to the teacher of the next grade level, and the result is a domino effect. One thing leads to another.

The results of the School Reading Assessment revealed 13 non-readers, nine very slow readers, five slow readers and ten average readers. Having seen this result, the researcher has started to administer her own intervention but she failed to put this on writing. She now records her steps and intervention and will use them in this action research.

METHODS

This study will use the quasi-experimental design which is a quantitative approach that involves the administration of a pre-test and a post-test to determine the effectiveness of the intervention material in reading called REAPH. Likewise, unstructured interview will be designed to determine the difficulties of Grade Two pupils in reading as well as the factors that triggered these difficulties.

RESULTS

The factors that caused the reading difficulties of Grade Two pupils were different in nature. Socio-economic status, environment at home and in school, the language skills pupils have already possessed, level of intelligence and attitude were the common reasons revealed by teachers. Socio-economic status spelled the difference between who can afford to have money for snacks, for transportation, and for school materials. Environment at home is seen on how the parents insist that their children read and study at home and in school, it is the teacher's responsibility to help non-readers read. Language skills and intelligence go hand in hand, and the language skills can be improved by constant reading. Attitude of pupils goes with misbehavior and this needs intrinsic motivation to make these pupils read.

DISCUSSIONS

The teachers advised the teaching of basic sight vocabularies and making the pupils feel important. Individualized reading with the help of a teacher or a tutor has to be reinforced as intervention or remediation. The reading extension at home program has been cited and proposed for use.

KEYWORDS: intervention, remediation, reading extension

SUBMISSION ID: R04A-BATANP-0870

The Reading interest of Public Elementary School Pupils and its Effects on their Academic Performance

Marciano Ronario, Jr & Reby Ann T. Nuestro, Department of Education-
Maragondon

Abstract

INTRODUCTION

Bashir and Mattoo (2012) define academic achievement as the amount of knowledge the individual has acquired from the school. It is related to reading. According to Green (2001) reading habit is best formed at a young impressionable age in school, but once reading has been introduced, it can last one's lifetime. Palani (2012), says that reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals, and it helps them to develop proper thinking methods and creates new ideas. The developments in the Mass Media had continued to influence interest in reading. On the contrary, they also have a negative impact on developing positive value of reading among the children. This study identified the interest in reading among public elementary pupils in the Philippines, and its effect on their academic performance.

METHODS

This study used descriptive-qualitative design in determining the pupils' reading interest, and its effect on their academic performance. It was conducted in a public elementary school in Southern Luzon, Philippines. The participants of the study were 41 grade four pupils who were chosen through purposive sampling. They were the advisory class of the researcher. The teacher-researcher teaches the class in all learning areas. To gather data, the researcher used a standardized questionnaire. These data were computed in percentage and ANNOVA was utilized.

RESULTS

Based on the data, the most interesting reading materials used by the pupils was a reference book. It was also noted that there is a need to improve the academic performance of the pupils. The reading interest in terms of attitudes of the participants has a weighted mean of 3.76; the writing skills has 4.48 weighted mean; the performance task has a weighted mean of 4.53, while the relationship between academic performance and reading interest has the F computed mean of 0.76 and F tabulated mean of 3.48.

DISCUSSIONS

This study showed that pupils have limited interest in reading reference books because they are motivated to do it for their academic requirements such as for writing, performance task, and further researches. There was no significant relationship between the interest in study habits and academic performance of participants. It is implied that their academic performance is independent of the interest in reading. It shows that it is not on the academic performance of the learners that the interest in the study habit is based.

KEYWORDS: reading interest of public elementary school pupils

SUBMISSION ID: R04A-CAVTP-1216

The Reading Level Of Grade 7 Students And Academic Performance: A Basis For A Proposed Reading Intervention For Struggling Readers

Hyjasmin G. Cabaña, Maureen Ana G. Rebañma, & Veena A. Subire, Department of Education

Abstract

INTRODUCTION

Reading is an essential factor in any learning process. Yet, it is one of the major problems of Naic Coastal National High School. With the growing number of struggling readers, comes a bigger problem in the different subject areas. Thus, this paper explored the predictability of the Grade 7 students' academic performance through their reading ability which will then be used as a baseline in developing a reading intervention program of the school.

METHODS

The descriptive-correlation design was used to determine the relationship between academic performance and the reading level of the Grade 7 students of Naic Coastal National High School. The researcher-made questionnaire and interviews were also used in soliciting the views of the participants. The research sample consisted of 298 grade 7 students.

RESULTS

The research showed that 42.95 % of the grade 7 students fall under the frustration level, 49.66 % are instructional, and only 7.38 % are independent readers. In terms of their academic performance, only 17 % passed their first periodical test in English. The results also showed that the relationship between the level of reading and academic performance is significant.

DISCUSSIONS

The results demonstrate the need for a reading intervention program in Naic Coastal National High School. Academic performance will most likely improve while the reading level progresses. This study, therefore, raises further research question on the different methods of how the students could improve their reading levels.

KEYWORDS: Naic Coastal, Reading, Reading Intervention, Struggling Readers

SUBMISSION ID: R04A-CAVTP-0268

The Reading Level of Grade 7 Students in Puro National High School

Emily Lobino, Department of Education

Abstract

INTRODUCTION

Project DEAR (Drop Everything And Read) was also launched to encourage teachers and students to devote at least fifteen minutes every day to read something such as books, magazines, and newspapers. The goal of the program is to prompt people to make reading a regular part of their routine. In relation, this study aimed to determine the reading level of Grade Seven students in Puro National High School, Puro, Aroroy, Masbate based on the Phil-IRI for the school year 2017-2018 and to develop a reading intervention program for Grade Seven students based on their reading profile.

METHODS

Descriptive method was used in this study to investigate on the respondents' level of word recognition and reading comprehension and to find out their reading profile in order to design a reading intervention program. The research instrument used was the Phil-IRI passages dealing with word recognition in terms of pronunciation and miscues and with comprehension questions. Percentage, frequency distribution, and mean were also utilized to show the results in the tests.

RESULTS

Results showed that there was a decrease in the number of non-readers and those who were at frustration level, while there was an increase in the instructional and independent levels. In terms of word recognition, phonemic awareness exercises, reading enrichment and intervention are needed by those who committed errors in pronunciation. In terms of reading comprehension, the students can do quite well in their literal ability but they perform very low in interpretative, critical, and applied abilities. The product of this study was the reading profile of the students and the reading program designed based on the mentioned profile must be used in order to address the reading gaps of those students diagnosed with reading deficiencies and at the same time, enhance the reading abilities of those who were already at the independent level.

DISCUSSIONS

This study was anchored on the theories of motivation by Stipek, diagnosis and assessment in reading by Otto, and Vygotsky's Zone of Proximal Development. This study also based its conceptual underpinnings on pretest and posttest results to arrive at an enhanced/ improved reading intervention program. Among the conclusions of this study were: reading enrichment and intervention are needed by those who committed errors in pronunciation. Exposure to varied reading materials that match the reading levels and interests of the students is also necessary.

KEYWORDS: Reading level, frustration levels, independent levels

SUBMISSION ID: R005-MASBAP-0006

**The Reading Level of the Multigrade and Single Classes in Buhi District,
Division of Camarines Sur**

Willy Albar

Abstract

INTRODUCTION

Addressing the reading needs of learners effectively, especially multigrade classes, will require dialogue and the collective expertise of teachers. Most of the multigrade schools are located far-flung areas wherein some teachers need to walk kilometers just to reach the destination, or they spend the rest of the weekdays in schools. The researcher took it as an advantage by conducting remedial reading at night for the pupils since the school is just around the community.

METHODS

The study used the descriptive research method particularly documentary analysis. The statistical tools used were the frequency counts, percentage technique, rank and weighted mean, and Kruskal Wallis H-test.

RESULTS

The salient findings of this study were: 1.a) On the pre-test, it appeared that of the 2,092 Grade III pupils in the Buhi District, non- readers with 81 or 36.65 percent in the Multigrade while 533 or 28.49 percent in Single class. 1.b) Post-test results revealed that out of the 2092 Grade III pupils in the Buhi District, there were 46 or 20.82 percent in the Multigrade while 186 or 9.94 percent in Single class who were non-readers 2.) The findings showed that during the pre-test, the computed value of H is 3 which is less than the tabular value of 3.841 at 5% level of significance, therefore, the null hypothesis was accepted. The computed value of H in the post-test was 5.33 which was greater than the tabular value of 3.841 at 5% level of significant therefore the null hypothesis was rejected.

DISCUSSIONS

Based on the above-mentioned findings, most of the Grade III pupils in multigrade and single classes in Buhi District during the pre-test were at the frustration level, some were instructional level, only a few were at the independent level, and there are still some who are non-readers. During the post-test, the pupils' reading level was dominated by those who belonged under instructional levels. There's a reduction on the number of pupils belonging to instructional level.

KEYWORDS: Reading, Multigrade and Single Classes

SUBMISSION ID: R005-CAMSUR-0057

The Reading Nook: An After-Class Reading Intervention Program

Clarence Gamba, Department of Education Noveleta

Abstract

INTRODUCTION

A child's reading skill is vital to his success. It also improves his communicative skills and allows him to soar high in a fun and imaginative way. Eight among the Grade two pupils of San Juan Elementary School falls under non-readers and is denied this opportunity. So, the worker thought of an intervention program that will address the problem named "The Reading Nook: An After-Class Reading Intervention Program." It is designed for three months and aims to alleviate the problem.

METHODS

In the program "The Reading Nook," descriptive method of research was used. The worker conducted personal interviews and observations based on the dominant reading condition of the respondents.

RESULTS

After the implementation of the program "The Reading Nook," 4 out of 8 non-readers were able to read in Filipino and the remaining 4 can at least syllabicate words in Filipino.

DISCUSSIONS

These are the following findings: 1. 9 out of 46 or 17% of the Grade two pupils were non-readers. 2. After "The Reading Nook" administration, 4 out of 8 non-readers or 50% of the cases were able to read in Filipino and the remaining 50% can at least syllabicate in Filipino 3. The worker in the study suggests that the program be adapted by lower grades to intensify reading readiness and be also adapted by higher grades for continuous improvement.

KEYWORDS: The Reading Nook: An After-Class Reading Intervention Program.

SUBMISSION ID: R04A-CAVTP-1375

The Reading Readiness Skills of Selected Kindergarten Pupils in Ibaan Central School

Valentina Perena & Constanca A. Perez, Department of Education

Abstract

INTRODUCTION

The development of literacy among preschoolers is an advocacy in the Philippine education. Children's reading success requires significant use of children's knowledge on sound structure specifically phonemic awareness and knowledge of the symbol-sound. Kindergarten school years are critical period of growth for students' emergent literacy skills (MacDonald & Figueredo) In today's society, it is absolutely critical that every child has the fullest opportunities to become an accomplished reader. Anyone unable to read and write proficiently faces enormous social, personal, and economic limitations in today's complex, information-flooded world. To function successfully, readers must be able to construct complex understandings, make critical comparisons, draw inventive conclusions, and carefully evaluate the materials they read. In addition, to fully capitalize on the power of reading, readers must also be able to appreciate the artistry of an accomplished author.

METHODS

Based on the analysis of the study conducted, the following intervention activities were seen to be effective practices to improve and develop the reading readiness skills of kindergarten pupils in Ibaan Central School.

1. Intervention Plans
2. Sounds and Sound Blends Drill
3. Word Bank
4. Reading remediation
5. Extensive reading practices
6. Repeated reading exercises

RESULTS

In view of the research findings, the following recommendations were addressed;

1. The teacher should encourage and introduce reading to kindergarten pupils. This will help them gain more information and knowledge, and at the same time, improve their decoding skills.
2. A school reading program must be designed and implemented in order for pupils to gain more exposure to the early stage of beginning reading.
3. Further researches related to reading readiness skills of kindergarten pupils in similar settings are highly recommended. The conduct of such researches would certainly shed light on the experiences of kindergarten children in literacy instruction.

DISCUSSIONS

This proposed action plan must be explained and set up in the school so that pupils' reading readiness skill and ability will significantly improve through accurate assessments. Decoding ability should be applied to letter-sound relationships, including knowledge of letter patterns and correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

KEYWORDS: Reading Readiness Skills Kindergarten Pupils Ibaan Central School

SUBMISSION ID: R04A-BATANC-0437

The Realities of Pe Classes in Secondary Schools: Bases For Green Pe Adaptation

Homer Ereno, Heide Pura, & Aida Ramos, Department of Education

Abstract

INTRODUCTION

The K to 12 Physical Education (PE) Curriculum develops the students' skills in accessing, synthesizing, and evaluating information, making informed decisions, enhancing and advocating their own and others' fitness and health. In this study, the main focus was to determine realities in PE teaching in secondary schools in Sorsogon province with the end in view of making instructional adaptation in PE. The study focuses on the description of the realities of Physical Education instruction in the Second District in terms of learning environment, nature of classes, facilities, and required resources for PE field activities across the grade level, craft recommended adaptations of the respondents to improve PE instruction, and suggest initiative and collective action advocate Green PE.

METHODS

The study is a mixed method study, blending quantitative and qualitative design. Quantitative primary data generated from survey and interview of the teachers were collected and analyzed. Qualitative data were drawn from the observations gathered through open-ended questions and from relevant documents on file from various regional offices. There were 22 teachers teaching PE classes from the 2nd District. Secondary data were sourced from Juban Sorsogon Synoptic Station (Pagasa Sorsogon), 2007 Revised Department of Education Educational Facilities, Physical Fitness Test Manual, and the participating schools' data on the schedule of PE classes. The recorded interviews were transcribed and relevant responses were incorporated in the text. Similar responses were aggregated using frequency counts.

RESULTS

PE classes suffers from inadequacy of facilities and equipment. With respect to weather condition, classes are in the morning and late afternoon. Data examination from PAGASA supports that Sorsogon reaches the temperature where humidity range exceeds the normal degree of comfort for the past six years. Advocacy for Green PE should focus on these concerns: health risk and problems of learners, organization of PE teachers, weather condition, and curriculum implementation.

DISCUSSIONS

PE instructions need to be responded to by appropriate adjustments to make the environment conducive to learning. Plans for Green PE must be explored and when within the bounds of the resources of the school and the community, be implemented. PE instruction should be adapted to the existing climatic condition of the learning environment. The class schedules for PE classes should consider the health risk reduction for students. Formal instruction offered by the schools. Department of Education should develop PE guidelines to intensify Green PE Instruction to the climatic condition of school's location. Further survey on initiative and collective actions for Green PE should be conducted.

KEYWORDS: realities, PE classes, adaptation, green PE

SUBMISSION ID: R005-SORSOP-0033

The Realm of Research: the Cognitive Effect of Research Paper Writing among the Grade 11 Students

Jammie Esguerra & Dante Ramos

Abstract

INTRODUCTION

This research aims to provide possible solutions on factors affecting the learning of students in developing research paper, specifically addressing the following questions:

1. What is the awareness of students developing research paper?
2. What are the factors that affect the learning of students in the development of a research paper based on social aspect, instructional materials, and first semester grades in Filipino?
3. What research paper exercises are available for students?

This research focuses on the analysis of factors affecting the learning of students in the development of research.

METHODS

This research used the quantitative approach. It is necessary to provide statistical data from the respondents and to answer the answers to these objectives. The respondents are Grade 11 students of Trece Martires City Senior High School who are in the process of developing a research paper. The researchers used three survey questionnaires focusing on three factors affecting the learning of students in developing a research paper.

RESULTS

In the first part of the study on social-related factors, the discussion on the difficulty of hearing was triggered by the noise of students, the study's lack of focus on learning due to the warm and humid environment, the statement about the old structure of the classroom, followed by instructional tool in which the announcement precedes the existence of a sufficient number of books, next is the note relating to the use of electronic teaching equipment and permitting the use of cellphone during the discussion.

DISCUSSIONS

TMCSHS students have been affected by the learning environment and lack of books. Developing a research paper is just another task for them, but they are not aware of its importance. The impact of social and instructional materials, grades and awareness on the learning of students in the development of research paper has a cognitive effect in developing a research paper.

KEYWORDS: research paper; instructional materials; social aspect, cognitive effect; academic performance

SUBMISSION ID: R04A-CAVITP-0285

The Records Management System of Department of Education City Divisions, Region V (Bicol)

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Abstract

INTRODUCTION

Life records are created in every event. From birth to death, records are necessary and vital to man. Needless to say, records management is necessary to an individual, to companies, agencies, whether public or private. It calls for efficient and effective handling. So, it is obvious that piles of papers are accumulated. This pile of papers serves as the base of a sturdy business to avoid chaos and confusion and brings about smooth transactions. With the event of technology, records management has taken a new turn. Records management has become faster, smoother, and just as expected to serve clientele in the best manner possible.

METHODS

The descriptive-evaluative-inferential method, rating scale, frequency count, percentage, rank, proficiency level, weighted mean, and Mann Whitney U Test were used.

RESULTS

1. The respondents' assessment on records management, handling communications, classification, and filing, access to official records and disclosure of information, records disposition, the security of records, and protecting legal documents was Very Much Satisfactory. Shown efficient and effective performance in discharging their functions and responsibilities. Both the records officers and school principals are performing well in their respective assignments. 3. There is a significant difference in the rank orders of the perception between the records officers and school principals on discharging their functions and responsibilities. 4. The records officers and school principals of Department of Education Region V were very much satisfactory in terms of management skills. 5. There is no significant difference between the rank orders of the respondents' perceptions on the extent of managing their office based on the different management skills. 6. The records officers and school principals encountered serious problems in the execution of their duties and responsibilities in their respective offices. No significant difference in the rank orders of the problems encountered by records officers and school principals.

DISCUSSIONS

Problems like lack of machinery, paper shredder, new filing cabinets, non-implementation of records disposal, and lack of training for records officers were encountered. It is suggested that records management of records officers and school must be improved. Provision for electronic devices to fast track preparation of records/reporting, budget for the purchase of paper shredder and new filing cabinets; allocation of budget for records office; attending training, strict recording of file per document.

KEYWORDS: Records Management System, City Divisions, Department of Education Region V

SUBMISSION ID: R005-IRIGAC-0017